The Brave New World of Common Core Standards

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http://www.la-stars.net
A Thinking Continuum: Bloom’s Taxonomy

The low end of this continuum involves acquiring knowledge and being able to locate or recall that knowledge. At the upper end of the continuum, knowledge is fully integrated in the mind in logical and creative ways.
A Continuum of Action: Daggett’s Taxonomy

The low end of this continuum involves acquiring knowledge for its own sake. The upper end of this continuum involves the use of knowledge to solve complex, real-world problems and to create works for use in real-world situations.
Rigor-Relevance Framework
(International Center for Leadership in Education)

1 Recalling
2 Understanding
4 Analyzing
3 Applying
6 Creating
5 Evaluating

Rigor - Knowledge

Assimilation
1 Acquire knowledge in one discipline
2 Apply knowledge in one discipline

Application
4 Apply knowledge to real-world predictable situations
5 Apply knowledge to real-world unpredictable situations

Adaptation
3 Apply knowledge across disciplines

Application
B

Application

RELEVANCE • APPLICATION

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Rigor-Relevance Framework
(International Center for Leadership in Education)

THE FOUR QUADRANTS

C. Assimilation
Students extend and refine their knowledge and use it automatically and routinely to analyze, evaluate and create.

D. Adaptation
Even when confronted with perplexing unknowns, students use extensive knowledge and skill to create solutions and take action that further develops their skill and knowledge.

A. Acquisition
Students remember and understand.

B. Application
Students use knowledge to solve problems, design solutions and complete work ultimately in unpredictable situations.
Rigor-Relevance Framework
(International Center for Leadership in Education)

TECHNICAL READING AND WRITING

C. Assimilation
Compare and contrast several technical documents to evaluate purpose, audience and clarity

D. Adaptation
Write procedures for installing and troubleshooting new software

A. Acquisition
Recall definitions of various technical terms

B. Application
Follow written directions to install new software on a computer
**R1. Read for main ideas.**

Make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Reading: Key Ideas and Details**

**R2. Read for supporting details.**

Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

**Reading: Craft and Structure**

**R3. Use knowledge and ideas from reading in speaking and writing.**

Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
R4. Read informational, cultural and literary texts.
1. What is this video clip about?
2. What are the places mentioned in this video clip?
3. What are the activities people usually do in this community?
4. How does the interviewee feel about living in his community? Why?
5. What is his last name?
6. What do you think "愛買" is?
7. Can you guess the meaning of "居民" based on the context?
我的家乡

我的家乡风景优美，景色迷人。

那里有一条河，我不知道叫什么名字，里面有很多小鱼，很可爱。河上有
很多渔翁在捕鱼，还有的正在放网呢！

离小河不远处有一座山，它并不高，但是给我们带来很多乐趣，我们常去爬，同连绵起伏，形状千奇百怪，
像一只只小动物守卫着我的美丽家乡。

到了春天，家乡的小山百花齐放，
万紫千红，许多花都开放了，小树发芽了，小草返青了，春姑娘又回来了，植
物开始生长、发芽了，小山形成一座美丽的绿色的海洋。

夏天，家乡夏日炎炎，光芒万丈，小树正在结果实，果实的种类可多了，有红通通的
桃子，粉红色的桃子像姑娘红润的脸，在树上低垂着脸，压弯了树枝。还有像小灯笼一样的
红柿子，在绿叶的衬托下，显得格外耀眼。

我的家乡十分美丽，下次大家有空来玩吧。

http://www.izuowen.com/jixuwen/xiejing/25831.html
Pre-Reading: Do you think the author’s hometown is in a big city or in the countryside? How do you know?

During Reading: Identify the similes (比喻法) in the text. *像, 好像, 似, 好似, 形成

山= (2nd paragraph)
小山= (3rd paragraph)
粉红色的桃子= (4th paragraph)
红柿子= (4th paragraph)
1. Pre-viewing/listening: What is this song about?
2. Do you recognize any figures of speech in the lyrics?
小城故事

小城故事多 充满 喜和樂
若是 你到小城來 收穫 特別多

看似 一幅畫 聽像一首歌
人生 境界 真善美 這裏 已包括

談的 談 說的 說 小城 故事 真不錯
請你 的 朋友 一起來 小城 來 做客

During viewing/listening:
1. Do the lyrics rhyme? If yes, please circle the rhyming words.
2. How does the singer feel about her hometown? Give three examples to support your opinion.
R3: Use Knowledge and Ideas from Reading in Speaking and Writing 1/3

1. What patterns do you observe?
2. What writing techniques do you observe? Identify the examples from the text to support your opinion.
新詩:請到我的家鄉來

請到我的家鄉來
我的家鄉是內湖
漂亮的美麗華阿姨
讓我在她身上
跳來跳去

請到我的家鄉來
我的家鄉是內湖
和藹的親水公園爺爺
讓我在他身上
走動

http://163.21.30.4/peter/class05/22.htm#17
新詩創作:
請到我的家鄉來
我的家鄉是內湖
漂亮的美麗華阿姨
讓我在她身上
跳來跳去

請到我的家鄉來
我的家鄉是內湖
和藹的親水公園爺爺
讓我在他身上
走動

請到我的家鄉來
我的家鄉是內湖
善良的碧山巖叔叔
讓我在他身上
搔癢

Use the same structure to write a poem about your community.

http://163.21.30.4/peter/class05/22.htm#17
新詩創作/新诗创作

_____ 是_____________
喜欢_______________
有时________________
有时________________

雨是個頑皮的小孩
喜歡到每個地方玩
有時在雨傘上跳舞
有時在車子上跑步
他們每天都好開心

http://163.21.30.4/peter/class05/22.htm
R3: Use Knowledge and Ideas from Reading in Speaking and Writing 3/3
歡迎來到高雄

朋友，你在哪？ 我在高雄

高雄有山，高雄有海，高雄有河，高雄有港，

高雄有你。

這是一個適合生活，適合夢想的城市，

朋友，歡迎來到高雄！
Write a slogan to promote your community!

Alternative: Write a slogan about a place to promote tourism.

朋友，你在哪？ 我在________

朋友，你在哪？ 我在________

________有_______，

________有_______，

________有_______，

有你，

这是一個適合_______，

适合_______的_______

朋友，歡迎來__________！
1. Pay attention to the **last character** of each line. What did you observe?
2. Did you observe any patterns?
我的社區  /  我的社区

綠地樹木 不可少  綠地樹木 不可少
環境美化 一定要  環境美化 一定要
乾淨整潔 長街道  乾净整洁 长街道
我的社區 景觀好  我的社区 景观好
不一樣的社區: 北京的胡同
作文：請到我的家鄉來

請到我的家鄉來，我的家鄉是一個農業大縣－彰化縣，雖然沒有臺北、高雄的繁華，但這裡的人都很親切，這裡的氣候相當穩定，不像北部又溼又冷，也不像南部一樣又乾又熱，來吧！請到我的家鄉來！

請到我的家鄉來，我的家鄉有家喻戶曉的八卦山大佛，它就像是一座山一樣，矗立在那裡；我的家鄉還有一個著名的景點－鹿港九曲巷，那裡很久以前是一座防小偷的「迷宮」，如果沒有很清楚路線的話，真的會迷路呢！來吧！請到我的家鄉來！

請到我的家鄉來，我的家鄉有QQ的肉圓、外酥內軟的臭豆腐、酸酸甜甜的蜜餞，還有有著「免稅商店」之稱的夜市，裡面的東西琳瑯滿目，美食應有盡有，令人垂涎三尺，忍不住想大快朵頤；這裡也有好玩的彈珠臺、套圈圈，讓你玩得不亦樂乎！來吧！請到我的家鄉來！

請到我的家鄉來，我的家鄉有藏書豐富的圖書館、能欣賞表演的演藝廳，還有大家最常去的地方－電影院，來吧！請到我的家鄉來！

http://tw.myblog.yahoo.com/paigien-blog/article?mid=283
我家門前有大海  張震嶽 /海雅谷慕
我家門前有大海    張震嶽

作詞/作曲/編曲：張震嶽

帶你到我的家鄉去看一看 我家對面是蔚藍的太平洋
筆直海平線升起紅紅的太陽 走過一回一輩子不會忘
帶你到我的家鄉去看一看 我家後面是雪白的玉山
像是灑滿了顆顆翠鑽的星空 住過一宿你就不想走

我的兄弟 熱情好友 我的姑娘 你別想碰
我的家鄉充滿愛和尊重 下次再來我為你倒酒

帶你到我的家鄉去看一看 我家對面是蔚藍的太平洋
筆直海平線升起紅紅的太陽 走過一回一輩子不會忘
帶你到我的家鄉去看一看 我家後面是雪白的玉山
像是灑滿了顆顆翠鑽的星空 住過一宿你就不想走
R4: Read Informational, Cultural, and Literary Texts 5/6
健康城市

看一看！想一想！
1. 你知道什么是什么健康城市吗？
2. 你认为什么样的城市才是健康城市？
3. 你的城市是健康城市吗？
**Writing: Text Types and Purposes**

**W1. Write a variety of texts.**

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Writing: Production and Distribution of Writing**

**W2. Write, revise, edit, rewrite and publish.**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Writing: Research to Build and Present Knowledge**

**W3. Use technology to research, produce and publish and to collaborate with others.**

- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Common Core Standards:** Writing (4 Domains, 10 Standards)

- W1. Write a variety of texts.
- W2. Write, revise, edit, rewrite and publish.
- W3. Use technology to research, produce and publish and to collaborate with others.

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W4. Write for a variety of purposes and audiences.
### Speaking and Listening: Presentation of Knowledge and Ideas

1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Common Core Standards: Speaking/Listening (2 Domains, 6 Standards)

#### Speaking and Listening: Comprehension and Collaboration

**SL1. Converse and collaborate with others.**

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### Speaking and Listening: Presentation of Knowledge and Ideas

**SL2. Present knowledge in speech supported by digital media/visual displays.**

- Appropriate to task, purpose, and audience.
Common Core Standards: Language (3 Domains, 6 Standards)

Language: Conventions of Standard English

L1. Use conventions of the standard language in speaking and writing.

Language: Knowledge of Language

L2. Recognize the effect of choice on meaning and choose language appropriate to formal/informal register.
<table>
<thead>
<tr>
<th><strong>L3. Develop receptive and productive vocabularies.</strong></th>
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<tr>
<td>consulting general and specialized reference materials, as appropriate</td>
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<tr>
<td>at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression</td>
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歡迎收看美國家鄉!
歡迎來洛杉磯！

W1, W2, W3, W4, SL2, L1, L2
Write.Revise>Edit.Rewrite.Publish
2/2
1. *Welcome to My Community:* A community tour video *script required*

2. *Making a Proposal for My ideal community/town:* Use a PPT presentation / poem / drawings / pictures / song / model of a community (play dough) to present your dream community or the place you grew up to the audience. *script required*
Unit One Assessment

3. A travel show: Introducing a community/town

4. Tourist Video: Create a video to promote tourism.

http://www.youtube.com/watch?v=N7ueVulWA1g

Online Video Editing Tool:
www.wevideo.com
健康城市
看一看! 想一想!
1. 你知道什麼是健康城市嗎?
2. 你認為什麼樣的城市才是健康城市?
3. 你的城市是健康城市嗎？
問卷調查

1. 你的社區有哪些**商店**？
2. 你的社區有哪些**公共建設**或**休閒場所**？
3. 你常去社區的哪些地方？做什麼？
4. 你喜歡你的社區嗎？為什麼？
5. 你的社區很方便嗎？為什麼？
6. 你的社區有哪些好玩的地方？
7. 如果你有朋友**從遠方來**，你會帶他去哪些地方走走？