

# **Transitioning to the New Colorado Academic and English Language Proficiency Standards**

CASE Conference  
July 2012

# Presentation Goals

- **Transition Action Planning (TAP) Guide**
  - Design
  - Overview
- **Curriculum**
  - Strength/need assessment
  - Planning and visioning
- **Using the TAP Guide to discuss CDE's support of Model Curriculum creation**
  - Template
  - Standards
- **Model Curriculum timeline**
  - Where we are and moving forward
  - Feedback and involvement

## At a Glance: Elements of a Successful Action Plan for Standards Transition

### Curriculum

This section will evaluate a plan for creating curricula based on the new Colorado standards:

- All students, all standards
- An organized plan of instruction based on the Colorado Standards
- Mastery of grade level expectations
- Vertical alignment to ensure postsecondary and workforce readiness for all students
- 21<sup>st</sup> century skills
- Intentional infusion of academic language

### Instruction

This section will evaluate a plan for transforming instruction based on the vision of the new Colorado standards:

- Processes for transforming standards-based curriculum into day-to-day learning
- Concept and skill based instruction
- All students, all standards
- Formative practices
- Intentional infusion of academic language and disciplinary literacy strategies

### Professional Development

This section will evaluate a plan for creating and modifying professional development on the new Colorado standards:

- Needs assessment
- Existing professional development opportunities
- Extended plan for professional development

### Organizational Design

This section will evaluate a plan for connecting standards implementation to the system's organizational design:

- Identification of impacted initiatives
- Maximization of benefits from aligned initiatives
- Minimization of conflicts from competing initiatives

### Collaboration and Communication

This section will evaluate a plan for collaborating and communicating with existing and potential stakeholders in relationship to the standards transition and implementation:

- Internal and external collaboration
- Internal and external communication structures
- Targeted messages

# Transition Action Planning Guide: A Closer Look



## A Closer Look: Curriculum

This section will evaluate a plan for creating curricula based on the new Colorado standards:

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Current Status:

- ☐ Complete
- ☐ In Progress
- ☐ Not Begun



## Guiding Considerations

- All students, all standards:** *According to CAP4K (SB 08-212) each education provider needs to design curricula to ensure all students are provided a program of study for all of the Colorado Academic Standards.*
- ❖ How does the plan to create new curricula for the Colorado Academic Standards address each of the ten content areas?
  - ❖ How will expectations related to additions to Colorado standards (i.e. Personal Financial Literacy and Comprehensive Health) be infused into curriculum to ensure all students attain these standards?
  - ❖ How does the plan for new curricula address the extended evidence



## Possible Resources & Examples

- [Colorado Academic Standards](#)
- [Colorado English Language Proficiency Standards](#)
- [Personal Financial Literacy](#)
- [Extended Evidence Outcomes](#)
- Educator Professional Practice Principal Rubric ([Instruction Leadership-POS2\\_all](#); [Elem POS2\\_a](#))

# Step 1: Identify Strengths

Colorado Standards Transition ACTION Plan Template			
District:		Date:	
Plan Development Team Members:			
Step 1: Identify Strengths: Current State of Standards Implementation Efforts			
	What are our <b>strengths</b> ?	What can we <b>build upon</b> ?	What are our <b>concerns</b> ?
Curriculum			
Instruction			
Professional Development			

# Step 2: Planning

Colorado Standards Transition ACTION Plan Template					
Step 4: Planning: Moving from Current State to Desired State					
Curriculum Goal Setting and Planning					
	<b>Action Steps</b> What are the necessary steps to successfully accomplish the goal?	<b>Leadership and Partners</b> Who is responsible for moving the goal forward and who will support efforts?	<b>Resources</b> What resources are needed? - People - Time - Materials - Funding	<b>Success Indicators</b> How will we know when we are successful? - Criteria - Method - Evidence	<b>Timeline</b> When will this occur? - Range from beginning to end - Milestone Deadlines - Completion Date - Evaluation Timeframe
Goal:		Point person:  Shared leadership:  Collaborative partners:			

# Step 3: Consider Implications

## Colorado Standards Transition ACTION Plan Template

### Step 2: Consider Implications: Possibilities and Challenges of Standards Implementation

	Possibilities	Challenges
Curriculum		
Instruction		
Professional Development		

# Step 4: Visioning

## Colorado Standards Transition ACTION Plan Template

### Step 3: Visioning: Desired State for Standards Implementation

What will be different in 3 years from now if the standards implementation process successfully transforms your system? Describe/Illustrate how successful implementation would look across your system: classrooms, schools, district(s), community(s), region, state.

	Students	Parents	Teachers	School Leaders	District Leaders	Community Members	Partners and Providers
Look							
Feel							
Sound							



# Curriculum

Where is your district  
in the process of designing  
curriculum based on the  
Colorado Academic Standards?

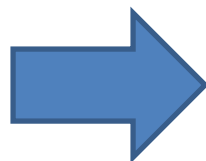
# Curriculum

Take a couple minutes to discuss the question at your table

- Use pages 4 and 5 in the TAP Guide for additional guiding questions as needed
- Use pages 12 and 13 in the TAP Guide to make notes of additional questions, ideas, thoughts

# Development Plan for Colorado's Model Curriculum

**Standards**



**Curriculum**

An organized plan of  
instruction that  
engages students in  
mastering the  
standards

# Curriculum

- All students, all standards
- Organized plan of instruction
- Mastery of grade level expectations
- 21<sup>st</sup> century skills
- Intentional infusion of academic language
- Vertical alignment to ensure postsecondary and workforce readiness

# Responding to Expressed Needs from Colorado District Leaders

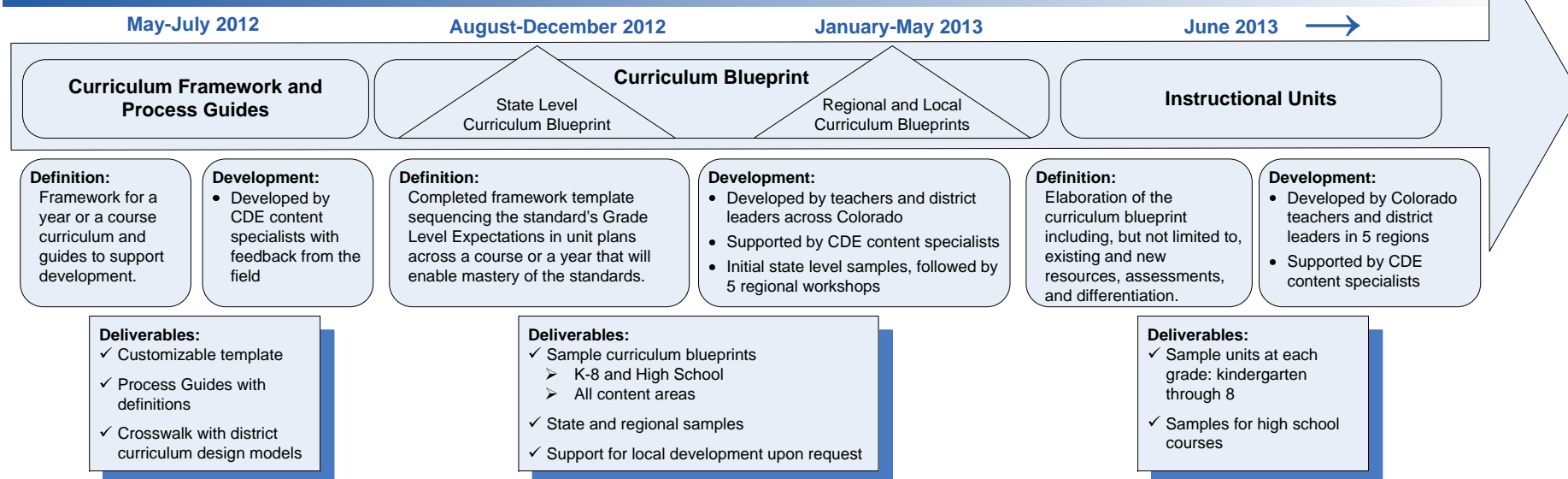
## **CASSA's letter: Call to Action- Mark DeVoti:**

"If we consider our students and schools being on a journey to reach a destination, and the CAS are the road signs that guide us...wouldn't the curriculum be the map we follow to get to our destination? And should we not all have access to the same map and the choice of whether or not to use it in reaching our common destination? If we are all travelling to the same place, why not have the option of using the same tools?"

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An investment in creating model curricula is an investment in purposeful and effective instructional design.

Developed by Colorado Educators and Supported by the Colorado Department of Education



Built upon the Colorado Academic Standards, research-based practices, and public feedback



**Colorado Academic Standards**

- ❖ All students, all standards
- ❖ 10 content areas

**Translation: Colorado Academic Standards into Curriculum**

- ❖ Content and skills into concept-based curriculum and instruction
- ❖ Technical Assistance international curriculum expert, Dr. Lynn Erickson

**Feedback: Ongoing and Inclusive**

- ❖ Initial: CDE 2012 Symposia, Legacy Summit, Content Collaboratives
- ❖ Ongoing: Feedback loops throughout development and implementation

Informed by the Field

## Field driven:

- Colorado Association of School Superintendents and Senior Administrators letter
- Colorado Standards Implementation Summit

## Field generated:

- Colorado teacher leaders
- Colorado district curriculum specialists

## Field relevant:

- Customizable template and processes
- Honors local control
- Diverse curriculum design models

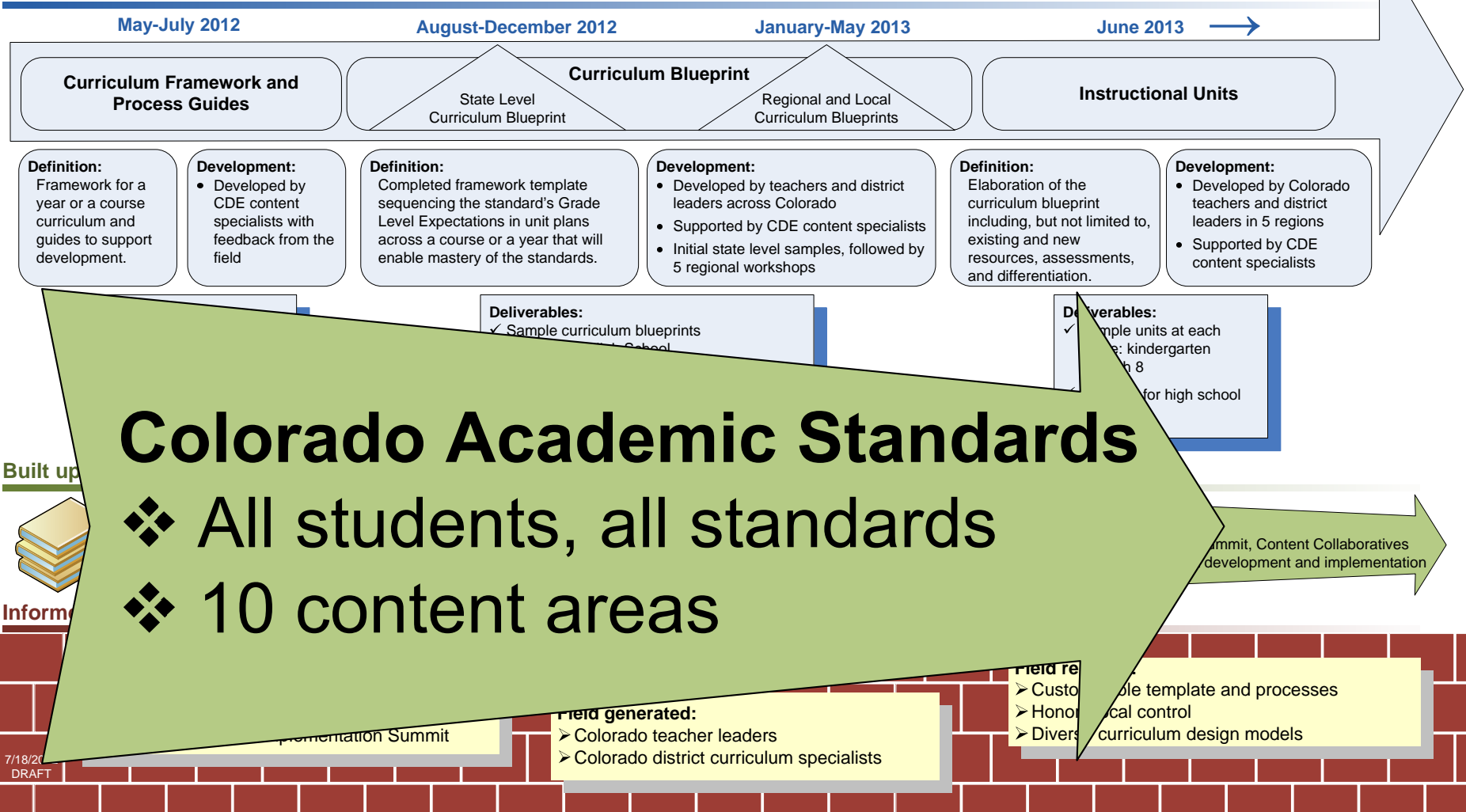
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# Curriculum

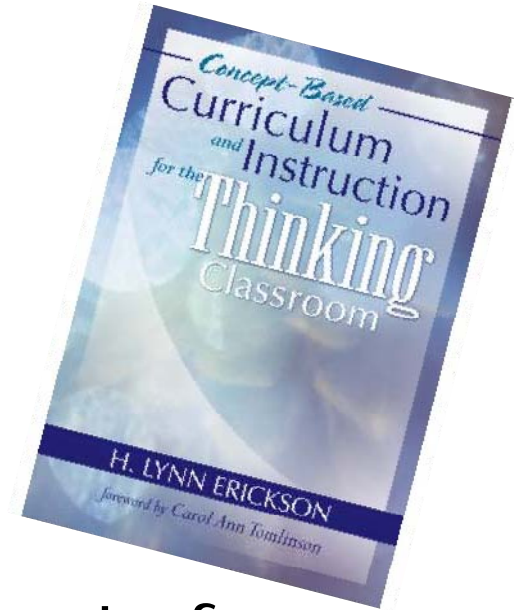
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# Curriculum Framework

- Flexible
- Research-based
- Customizable given the variety of Colorado district or school curriculum design models (e.g., Marzano, Wiggins & McTighe, Ainsworth)
- Promote the effective use of student growth measures

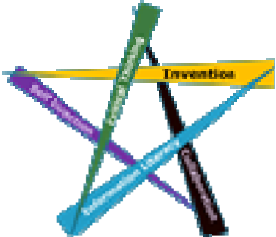
# Concept Based-Curriculum

- Centered around ideas
- Provides intellectual depth
- Facilitates the transfer of knowledge
- Addresses and prepares students for the complexities of an ever-changing world



# Curriculum Development Year at a Glance

## Curriculum Development Year at a Glance Conceptual Planning For Each Grade Level

<b>Content Area</b>	Social Studies		<b>Grade Level</b>	4
<b>Course Name/Course Code</b>				
<b>Standard:</b>	<b>Grade Level Expectations:</b>			
1. History	1. Organize a sequence of events to understand the concepts of chronology and cause and effect in the history of Colorado 2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationships to key events in the United States			
2. Geography	1. Use several types of geographic tools to answer questions about the geography of Colorado 2. Connections within and across human and physical systems are developed			
3. Economics	1. People respond to positive and negative incentives 2. The relationship between choice and opportunity cost (PFL)			
4. Civics	1. Analyze and debate multiple perspectives on an issue 2. The origins, structure, and functions of the Colorado government			
<b>Colorado 21<sup>st</sup> Century Skills</b> 	<b>Critical Thinking and Reasoning:</b> <i>Think Deep, Think Different</i> <b>Information Literacy:</b> <i>Untangling the Web</i> <b>Collaboration:</b> <i>Working Together, Learning Together</i> <b>Self-Direction:</b> <i>Own Your Learning</i> <b>Invention:</b> <i>Creating Solutions</i>			
<b>Unit Titles:</b>	<b>Length of Unit/Contact Hours:</b>		<b>Unit Number/Sequence:</b>	
Boom and Bust	4-5 weeks		3	
Territory to statehood	4-5 weeks		1	
Unity and diversity	4-5 weeks		2	
Public vs. private good	4-5 weeks		4	
Land and lives	4-5 weeks		5	

# Curriculum Development Unit Plan Overview

## Curriculum Development Unit Overview Conceptual Planning For Each Unit

<b>Unit Title</b>	Boom and Bust	<b>Length of Unit</b>	4-5 weeks
<b>Conceptual Lens(es)</b>	Cycles	<b>Standards and Grade Level Expectations</b>	Social Studies: Standard 1 (History) GLE 1 Social Studies: Standard 2 (Geography) GLE 2 Social Studies: Standard 3 (Economics) GLE 1 and 2 [PFL]
<b>Inquiry Questions (Provocative-Debatable):</b>	How do the decisions we make and the values we hold affect the people around us and the state in which we live (or, <i>Who wore their Beaver Hat to school today?</i> )? (S.3-GLE.1-EO.c, S.3-GLE.1-IQ.1) Why are some demands “passing fads” while others remain constant? (S.3-GLE.1-EO.b) What examples of each of these demands are we currently experiencing and what are their effects/impacts?		
<b>Concepts (Unit Strands)</b>	History, Geography, and Economics		
<b>Micro Concepts</b>	Mining, Habitats, Natural Resources, Supply and Demand, Scarcity		
<b>Topics</b>	Mountain Men, Fur Trade, Regions of Colorado, 1850s Gold Rush		

*For each statement you create below use the Standards Template to provide appropriate codes (e.g., Standard, Grade Level Expectations and Evidence Outcomes).*

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Critical Content</b> My students will <b>Know</b> ...	<b>Key Content Skills</b> My students will be able to <b>(Do)</b> ...
Social, cultural and economic forces can bring about cycles of boom and bust (S1-GLE.1-RA.1) Humans alter and adapt to the land to meet their needs (S.2-GLE.2-EO.a, S.2-GLE.2-.RA.2) People must consider risks and benefits when making economic decisions (S.3-GLE.2-EO.a-e[PFL])	The realities and impact of the Colorado Fur Trade and the Colorado Mining Industry (S.1-GLE.1-EO.c, d) The definition of natural resources and it specific application to the physical regions and associated populations in Colorado (S.2-GLE.1-EO.a, b) The opportunity-cost relationship that exists in any economic decision (S.3-GLE.2-EO.a,b; S.3-GLE.2-N.1 [PFL])	Analyze cause and effect relationships between societal values/needs and individual lives, the physical environment, and the economy (S.1-GLE.1-EO.c) Use maps to locate Colorado resources and regions Analyze primary and secondary sources to place significant Colorado events in historical sequence (S.1-GLE.1-IQ.3)

### Guiding Questions

**(Factual and Conceptual):** What were the major cycles of Boom and Bust in Colorado over the past 150 years? (S.1-GLE.1-EO.b, c) (F) How do economic forces and physical resources impact migratory or demographic shifts? (C)

### Critical Language\*

Academic Vocabulary (Tier 2): Cause and effect, relationships, resources

Technical Vocabulary (Tier 3): Primary and secondary sources, boom, bust, regions

Critical Language Example: A student who masters the critical language of this unit can apply and comprehend this statement: *Using diaries and other primary sources from William Bent’s time, the cause and effect of the fur trade boom is easy to see.*

\***Critical Language** includes the Academic and Technical (Tier 2 and Tier 3) vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.

# Curriculum

- All students, all standards
- Organized plan of instruction
- **Mastery of grade level expectations**
- 21<sup>st</sup> century skills
- Intentional infusion of academic language
- Vertical alignment to ensure post-secondary and workforce readiness

Unit Title		Length of Unit	
Conceptual Lens(es)		<b>Standards and Grade Level Expectations</b>	<b>Social Studies: Standard 1 (History) GLE 1</b> <b>Social Studies: Standard 2 (Geography) GLE 2</b> <b>Social Studies: Standard 3 (Economics) GLE 1 and 2 [PFL]</b>
Inquiry Questions (Provocative- Debatable)			
Concepts (Unit Strands)			
Micro Concepts			
Topics			

*For each statement you create below use the Standards Template to provide appropriate codes (e.g., Standard, Grade Level Expectations and Evidence Outcomes).*

<b>Generalizations</b> My students will <b>Understand</b> that... <b>Social, cultural and economic forces can bring about cycles of boom and bust (S1-GLE.1-RA.1)</b> <b>People must consider risks and benefits when making economic decisions (S.3-GLE.2-EO.a-e[PFL])</b>	<b>Critical Content Knowledge</b> My students will <b>Know</b> ... <b>The realities and impact of the Colorado Fur Trade and the Colorado Mining Industry (S.1-GLE.1-EO.c, d)</b> <b>The opportunity-cost relationship that exists in any economic decision (S.3-GLE.2-EO.a,b; S.3-GLE.2-N.1 [PFL])</b>	<b>Key Skills</b> My students will be able to <b>(Do)</b> ... <b>Analyze cause and effect relationships between societal values/needs and individual lives, the physical environment, and the economy (S.1-GLE.1-EO.c)</b>
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## Content Area: Social Studies

### Standard: 1. History

#### Prepared Graduates:

- Develop an understanding of how people view, construct, and interpret history

### Grade Level Expectation: Fourth Grade

#### Concepts and skills students master:

1. Organize and sequence events to understand the concepts of chronology and cause and effect

#### Evidence Outcomes

##### Students can:

- a. Construct a timeline of the relationship of events in United States history (DOK 2)
- b. Analyze primary sources to Colorado history to understand relationships (DOK 2-3)
- c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2)
- d. Identify and describe how major political and cultural groups have affected the development of the region (DOK 1-2)

#### Critical Content Knowledge

My students will Know...

**The realities and impact of the Colorado Fur Trade and the Colorado Mining Industry (S.1-GLE.1-EO.c, d)**

#### Readiness Competencies

Events influenced present day Colorado. Sources help us learn about the economic decisions caused people.

#### Generalizations

My students will Understand that...

**Social, cultural and economic forces can bring about cycles of boom and bust (S1-GLE.1-RA.1)**

#### Relevance and Application:

1. Individuals recognize important events and can put them in chronological order to understand cause and effect such as migration west and clashes with Native Americans; discovery of gold and the Gold Rush; the growth of cities and towns and the development of law; the development of the state Constitution; and prohibition of slavery.

#### Nature of History:

1. Historical thinkers analyze patterns and themes throughout time.
2. Historical thinkers use chronology to organize time and to study cause-and-effect relationships.
3. Historical thinkers use primary sources as references for research.



Content Area: Social Studies

Standard: 3. Economics

Prepared Graduates:

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. The relationship between choice and opportunity cost (PFL)

Evidence Outcomes

Students can:

- Define choice and opportunity cost (DOK 1)
- Analyze different choices and their opportunity costs (DOK 2-3)
- Give examples of the opportunity costs for individual decisions (DOK 1-2)
- Identify risks that individuals face (PFL) (DOK 1-2)
- Analyze methods of limiting financial risk (PFL) (DOK 2-3)

21<sup>st</sup> Century Skills and Readiness Competencies

Inquiry Questions:

- What different ways does an individual have to get information when making a decision? Good decision? Bad decision?

Generalizations

My students will Understand that...

People must consider risks and benefits when making economic decisions (S.3-GLE.2-EO.a-e[PFL])

Critical Content Knowledge

My students will Know...

The opportunity-cost relationship that exists in any economic decision (S.3-GLE.2-EO.a,b; S.3-GLE.2-N.1 [PFL])

Nature of Economics:

- Economic thinkers analyze opportunity costs associated with making decisions.
- Economic thinkers analyze data to forecast possible outcomes.
- Financially responsible individuals understand and categorize the components of risk.
- Financially responsible individuals investigate and analyze potential risk.

# Curriculum

- All students, all standards
- Organized plan of instruction
- Mastery of grade level expectations
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- Intentional infusion of academic language
- Vertical alignment to ensure post-secondary and workforce readiness

Unit Title		Length of Unit	
Conceptual Lens(es)		Standards and Grade Level Expectations	
<b>Inquiry Questions Provocative-Debatable)</b>	<p><b>How do the decisions we make and the values we hold affect the people around us and the state in which we live (or, <i>Who wore their Beaver Hat to school today</i>)? (S.3-GLE.1-EO.c, S.3-GLE.1-IQ.1)</b></p> <p>Why are some demands “passing fads” while others remain constant? (S.3-GLE.1-EO.b)</p> <p>What examples of each of these demands are we currently experiencing and what are their effects/impacts?</p>		
Concepts (Unit Strands)			
Micro Concepts			
Topics			
For each statement you create below use the Standards Template to provide appropriate codes (e.g., Standard, Grade Level Expectations and Evidence Outcomes).			
<b>Generalizations</b> My students will <b>Understand</b> that... Social, cultural and economic forces can bring about cycles of boom and bust (S1-GLE.1-RA.1) <b>Humans alter and adapt to the land to meet their needs (S.2-GLE.2-EO.a, S.2-GLE.2-RA.2)</b> People must consider risks and benefits when making economic decisions (S.3-GLE.2-EO.a-e[PFL])	<b>Critical Content Knowledge</b> My students will <b>Know</b> ...	<b>Key Skills</b> My students will be able to (Do)...	

## Content Area: Social Studies

### Standard:

Prepared Graduates:  
➤ Understand the a

### Grade Level

### Concepts

1. People respond to positive and negative incentives

### Inquiry

**Questions** How do the decisions we make and the values we hold affect the people around us and the state in which we live (or, *Who wore their Beaver Hat to school today*)? (S.3-GLE.1-EO.c, S.3-GLE.1-

### Evidence Outcomes

### Students can:

- Define positive and negative economic incentive (DOK 1)
- Give examples of the kinds of goods and services produced in Colorado in different historical periods and their connection to economic incentives (DOK 1-3)**
- Explain how the productive resources – natural, human, and capital – of Colorado have influenced the types of goods produced and services provided (DOK 1-2)**

### 21<sup>st</sup> Century Skills and Readiness Competencies

### Inquiry Questions:

**1. Why are different goods and services important at different times in Colorado's history?**

- How have science and technology changed the economy of Colorado?
- How have natural, human, and capital resources had both positive and negative impacts on the development of Colorado?

### Relevance and Application:

- Positive incentives influence behavior predictably over time. For example, responsible individuals save for the future and move for better job opportunities.
- Negative incentives influence behavior predictably over time. For example, people move or refuse to relocate due to poor climate or resource shortages.
- Groups use both positive and negative incentives to affect behavior. For example, the tourism industry uses incentives to attract tourists and government agencies use tickets to discourage speeding, and fines for not following regulations

### Nature of Economics:

- Economic thinkers consider the influence of changing resources and demand on the productivity of a state economy.
- Economic thinkers study changes in the relationship between the availability of resources and the production of goods and services.

**Content Area: Social Studies**

**Standard: 2. Geography**

**Prepared Graduates:**

- Develop spatial understanding, perspectives, and personal connections to the world

**Grade Level Expectation: Fourth Grade**

**Concepts and skills students master:**

1. Use several types of geographic tools to answer questions about the geography of Colorado

**Evidence Outcomes**

**Students can:**

- a. **Answer questions about Colorado regions using maps and other geographic tools (DOK 1-2)**

- b. Use geographic grids to locate places on maps and

**Generalizations**

- c. My students will **Understand** that...
- d. **Humans alter and adapt to the land to meet their needs (S.2-GLE.2-EO.a, S.2-GLE.2-RA.2)**
- e.

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Which geographic tools are best to locate information about a place?
2. Why did settlements and large cities develop where they did in Colorado?
3. How are the regions of Colorado defined by geography?
4. How does the physical location of Colorado affect its relationship with other regions of the United States and the world?

**Relevance and Application:**

Individuals and businesses learn how to use geographic tools to answer questions about their state and region to make informed choices. For example, a family reads a weather map and researches road conditions to inform their decision to go to the mountains in the winter.

**Individuals and businesses use geographic tools to collect and analyze data regarding the area where they live.**

**Nature of Geography:**

1. Spatial thinkers gather appropriate tools to formulate and answer questions related to space and place.
2. Spatial thinkers use tools to compare and contrast geographic locations.

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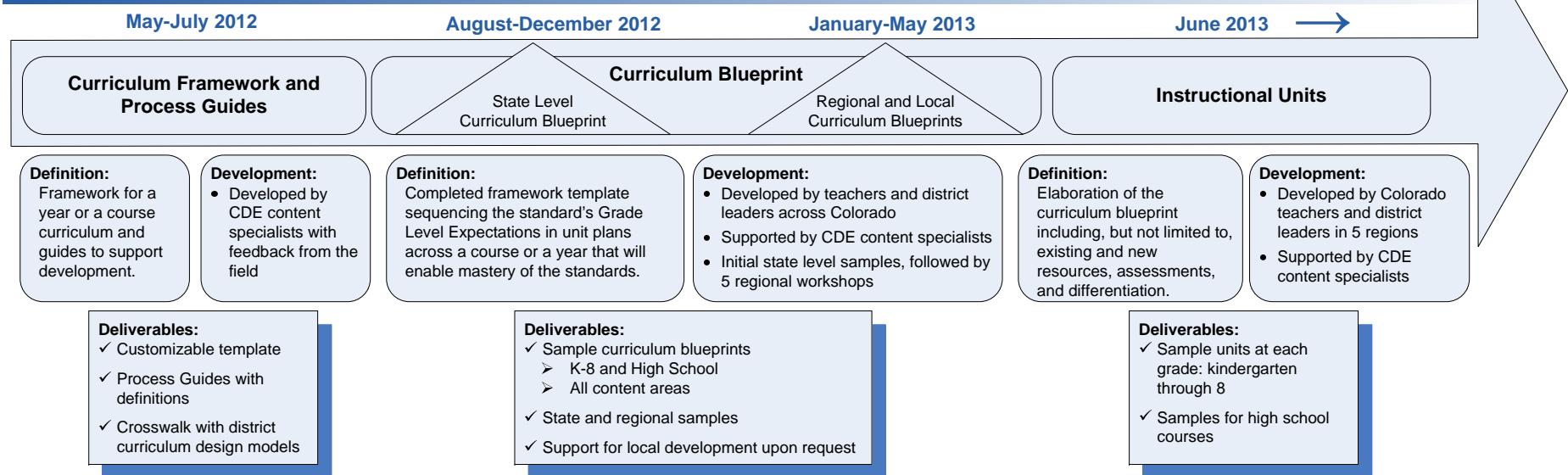
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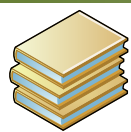
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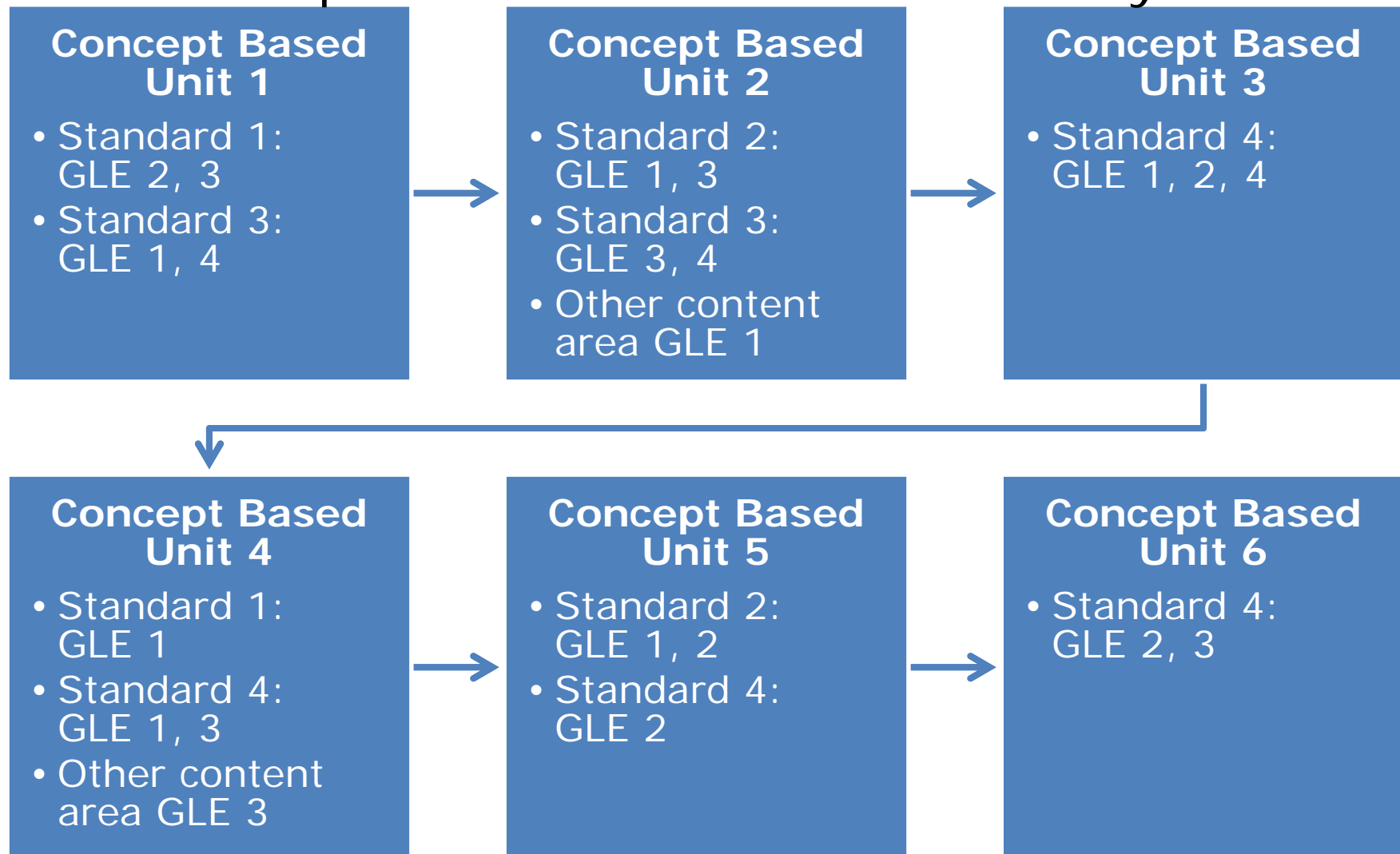
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# Major Milestones

- **May-July 2012**
  - *Develop Model Curriculum Framework & Template*
  - *Develop Curriculum Development Process Guide*
- **August-December 2012**
  - *Develop State-Level Curricula Blueprints for All Subjects and Grades*
- **January-May 2013**
  - *Develop Regional/Local-Level Curricula Blueprints for All Subjects and Grades*
- **June 2013-**
  - *Develop Regional/Local-Level Instructional Units*

# Sample Curriculum Framework

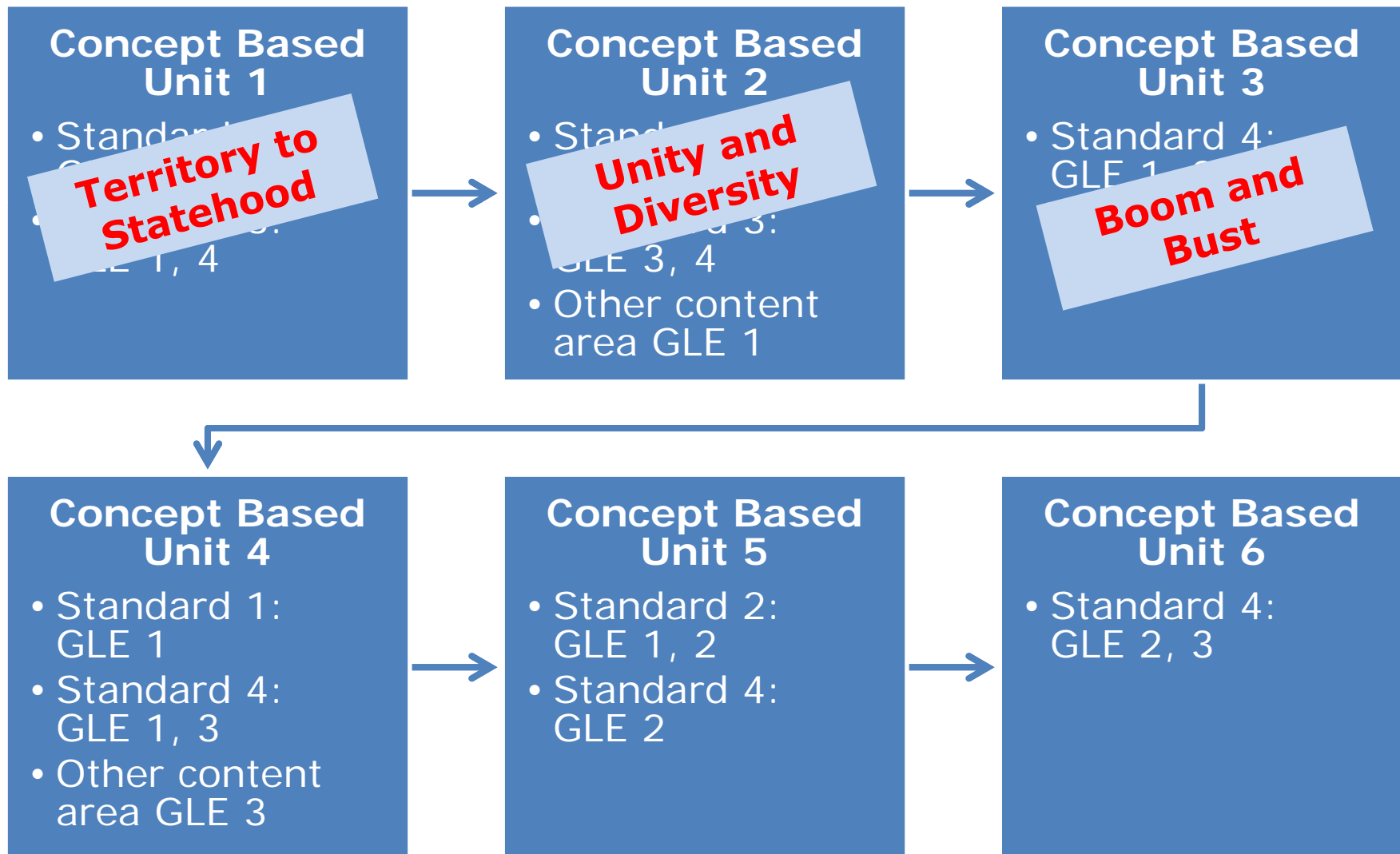
Lynn Erickson-"Landscape View" of curriculum-  
concept-based units across a course/year



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# Landscape Curriculum Sample State Model

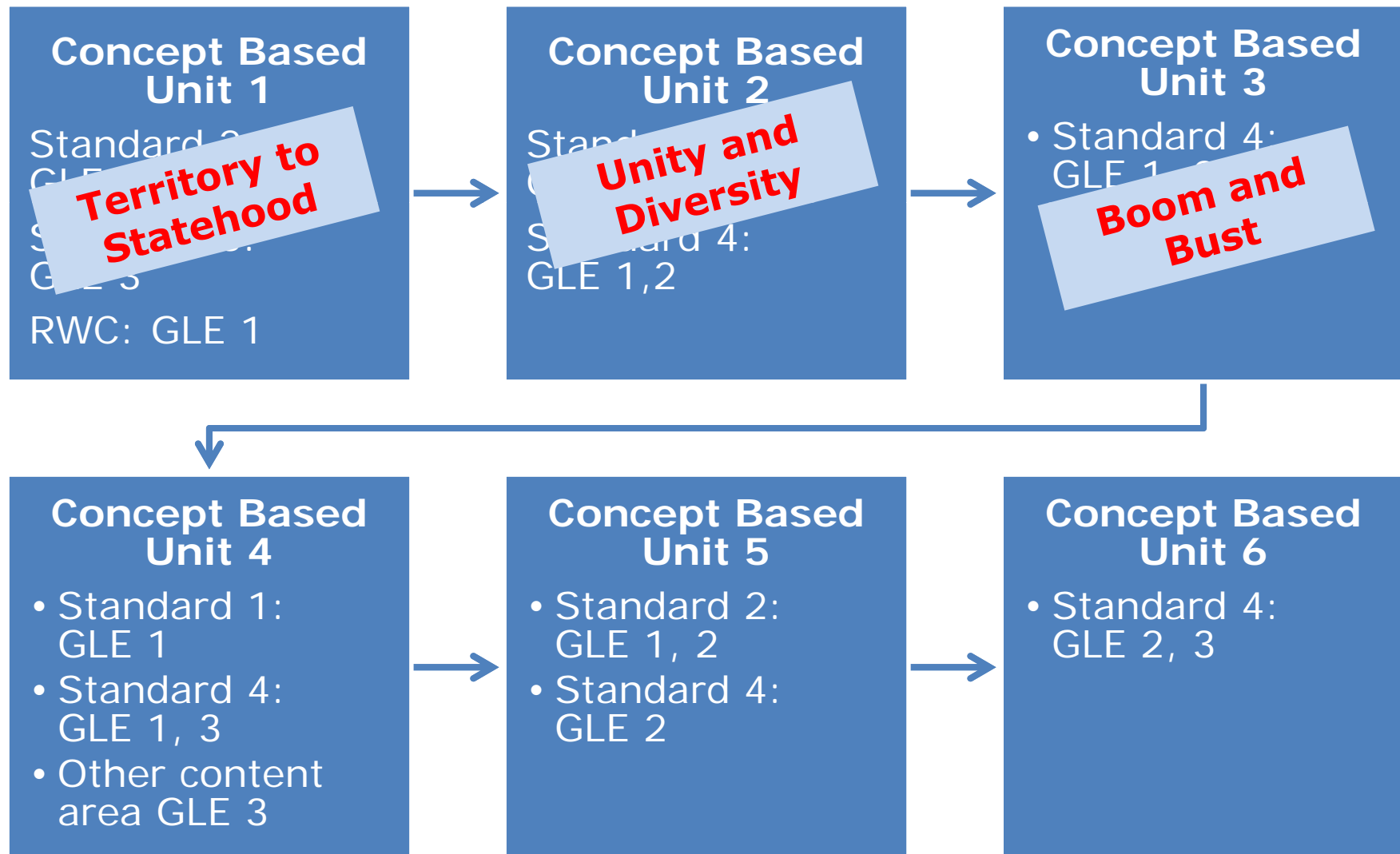


# Major Milestones

- May-July 2012
  - *Develop Model Curriculum Framework & Template*
  - *Develop Curriculum Development Process Guide*
- August-December 2012
  - *Develop State-Level Curricula Blueprints for All Subjects and Grades*
- January-May 2013
  - *Develop Regional/Local-Level Curricula Blueprints for All Subjects and Grades*
- June 2013-
  - *Develop Regional/Local-Level Instructional Units*

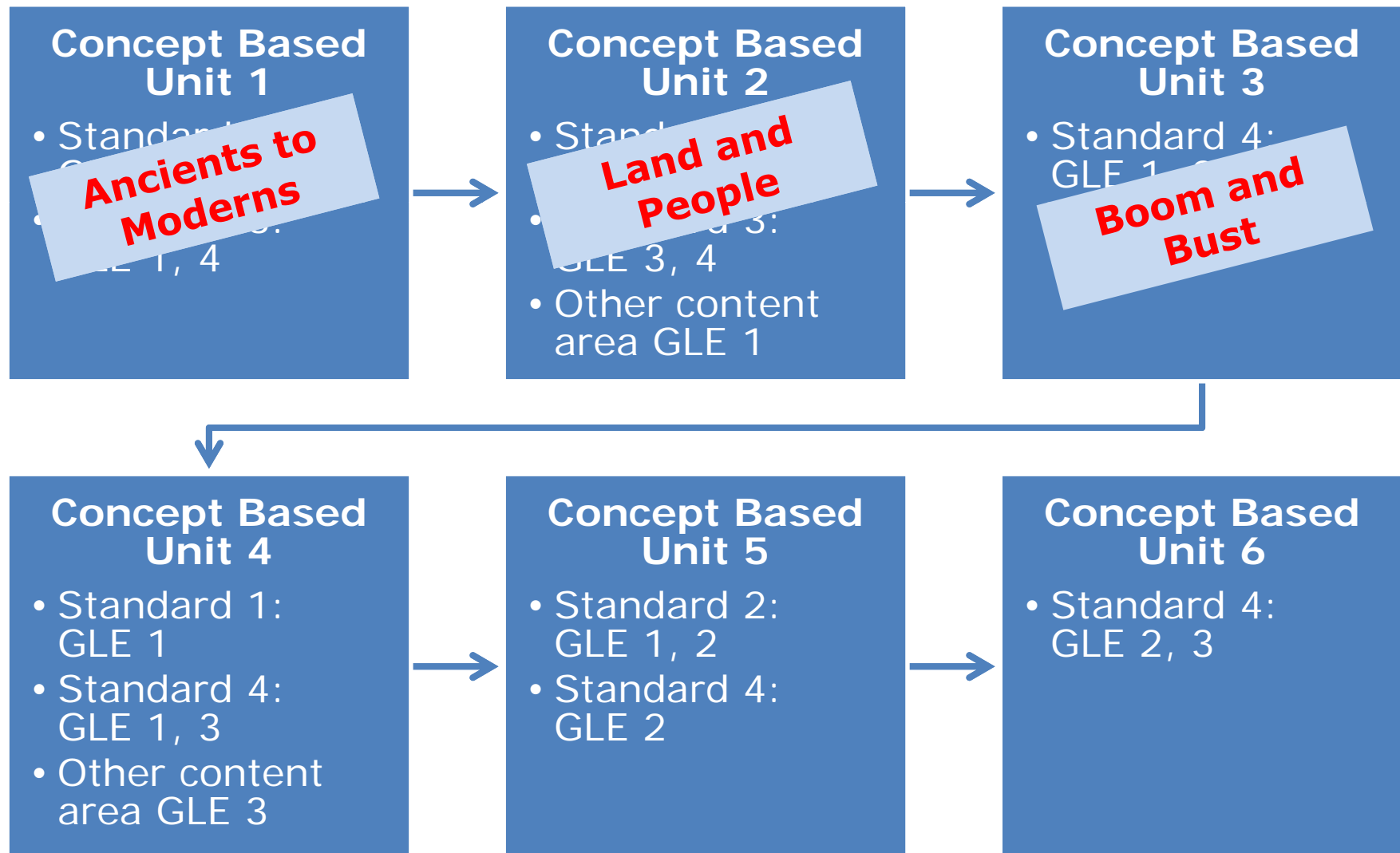
# Landscape Curriculum Sample

## District Variation - Sequencing



# Landscape Curriculum Sample

## District Variation-Concept & Sequence





# Major Milestones

- May-July 2012
  - *Develop Model Curriculum Framework & Template*
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  - *Develop Regional/Local-Level Instructional Units*

# Developing and Strengthening Teacher Leaders

## Quality Performance Standards

Standard I: Teachers demonstrate knowledge of the content they teach.

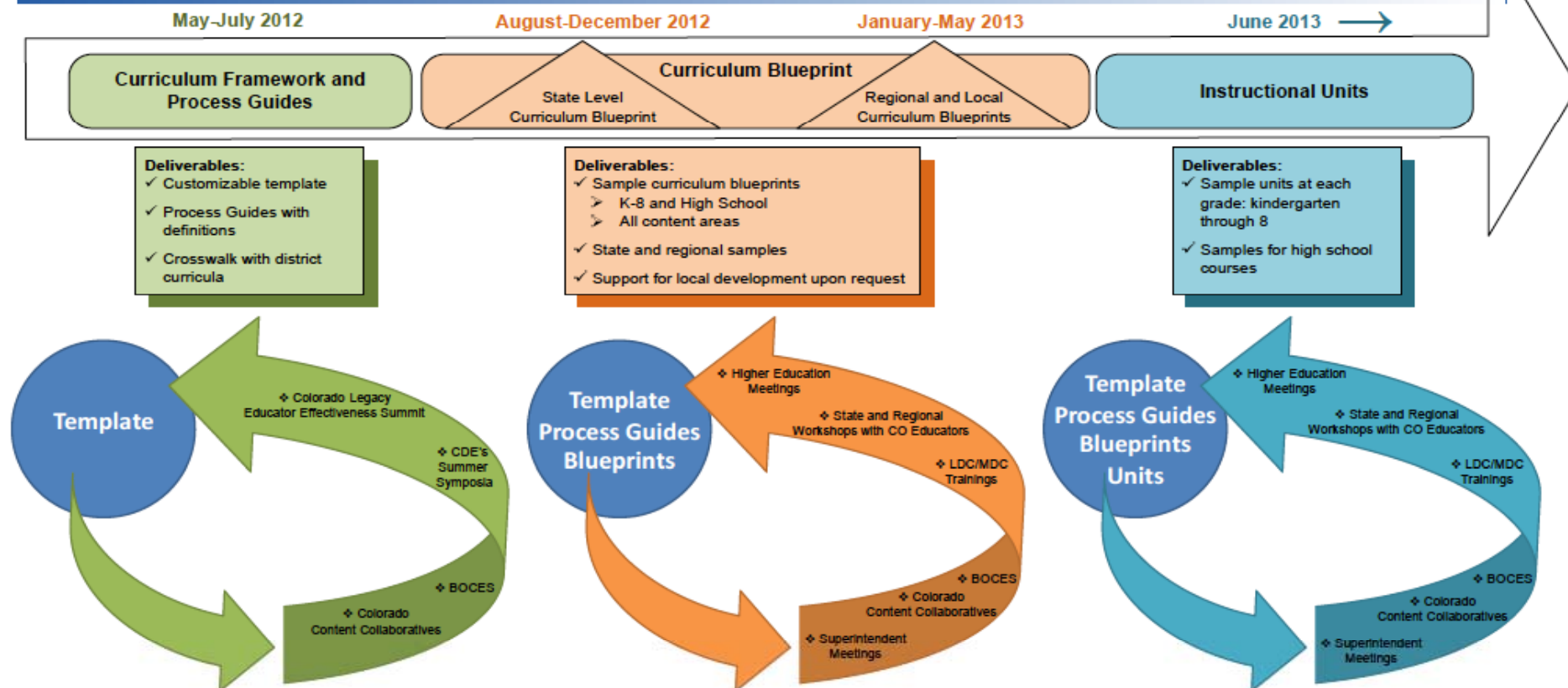
- a. Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's scope and sequence; and is aligned with the individual needs of their students.

Standard V: Teachers demonstrate leadership.

- a. Teachers demonstrate leadership in their schools.
- b. Teachers lead the teaching profession.

## Model Curricula: CDE's Plan for Continuous Feedback and Revision Opportunities

Developed by Colorado Educators and Supported by the Colorado Department of Education



May-July 2012

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## Curriculum Framework and Process Guides

### Deliverables:

- ✓ Customizable template
- ✓ Process Guides with definitions
- ✓ Crosswalk with district curricula

❖ Colorado Legacy  
Educator Effectiveness Summit

❖ CDE's  
Summer  
Symposia

❖ BOCES

❖ Colorado  
Content Collaboratives

August-December 2012

January-May 2013

## Curriculum Blueprint

State Level  
Curriculum Blueprint

Regional and Local  
Curriculum Blueprints

### Deliverables:

- ✓ Sample curriculum blueprints
  - K-8 and High School
  - All content areas
- ✓ State and regional samples
- ✓ Support for local development upon request

❖ Higher Education  
Meetings

❖ State and Regional  
Workshops with CO Educators

❖ LDC/MDC  
Trainings

❖ BOCES

❖ Colorado  
Content Collaboratives

❖ Superintendent  
Meetings

June 2013 →

## Instructional Units

### Deliverables:

- ✓ Sample units at each grade: kindergarten through 8
- ✓ Samples for high school courses

❖ Higher Education Meetings

❖ State and Regional Workshops with CO Educators

❖ LDC/MDC Trainings

❖ BOCES

❖ Colorado Content Collaboratives

❖ Superintendent Meetings



# **Standards and Instructional Support Website**

**Launches August 1, 2012**

[http://www.cde.state.co.us/Standards  
AndInstruction/index.asp](http://www.cde.state.co.us/StandardsAndInstruction/index.asp)



# Standards and Instructional Support Website

## New Features include:

- Regularly updated home pages for each academic content area with up-to-date information and news
- *PLC Bytes* - Both content specific and general instructional support bytes.
- Colorado Academic Standards in grade level specific booklets
- Curriculum development resources and support
- Instructional resources
- Professional development opportunities
- Integration of existing tools from the Standards Implementation Toolkit
- Easy access to the SIS team





# Standards and Instructional Support Website

Content Area Home

The Arts

Comprehensive Health and Physical Education

Mathematics

Personal Financial Literacy

Reading, Writing, and Communicating

Science

- State Standards
- Curriculum Support
- Instructional Resources
- Professional Development
- Grants and Initiatives

STEM

Social Studies

World Languages

Extended Evidence Outcomes

English Language Proficiency

Contact Us

Related Support Offices

- Accountability and Support
- Assessment
- Career and Technical Education
- Colorado Content Collaboratives
- Educator Effectiveness

## Science



Office of Standards and Instructional Support  
201 East Colfax Ave,  
Room 409  
Denver, CO 80203

Science Content Specialist:  
VACANT

Phone: ☎ 303-866-6187

Fax: 303-866-6874

E-mail:

The position of Science Content Specialist is currently vacant. If you have questions at this time, please contact the Standards Implementation Project Director, [Brian Sevier](#).

### Important Announcements:

The Colorado Science Conference for Professional Development will be held at the Denver Merchandise Mart on Friday November 16th for more information please visit: <http://www.coloradoscience.org/>

### PLC Bytes:

- [Transforming Teaching and Learning in the 21st Century](#)

### Purpose Statement:

This site provides a hub of Science information and resources to support the academic achievement of all students in Colorado.



# Standards and Instructional Support Website

The screenshot shows a web browser window with the URL [w.cde.state.co.us/CoArts/StateStandards.asp](http://w.cde.state.co.us/CoArts/StateStandards.asp). The page features a left sidebar with a menu of content areas and a main content area on the right. Three large red arrows are overlaid on the image, pointing from the 'Dance' link in the sidebar to the 'Understanding the Colorado Academic Standards in Dance' section, from the 'Dance' link to the 'Dance Standards' section, and from the 'Dance' link to the 'Grade level specific Dance standards' section.

**Grants and Initiatives**

- Comprehensive Health and Physical Education
- Mathematics
- Personal Financial Literacy
- Reading, Writing, and Communicating
- Science
- STEM
- Social Studies
- World Languages
- Extended Evidence Outcomes
- English Language Proficiency
- Contact Us

**Related Support Offices**

- Accountability and Support
- Assessment
- Career and Technical Education
- Colorado Content Collaboratives
- Educator Effectiveness

**Understanding the Colorado Academic Standards in Dance:**

- [Overview of Changes](#)
- [Prepared Graduate Competencies \(PGC\)](#)
- [Organizational Topics in Dance](#)
- [21st Century Skills in Dance](#)
- [Grade Level Expectations in Dance](#)

**Dance Standards:**

- [Preschool - High School PDF Version](#)
- [Preschool - High School Compatible Microsoft Word Version](#)
- [Online sortable standards by content, grade level and PGC](#)

**Grade level specific Dance standards:**

- High School ([Word](#) or [PDF](#))
- 8th Grade ([Word](#) or [PDF](#))



# Standards and Instructional Support Website

**Content Area Home**

**The Arts**

**Comprehensive Health and Physical Education**

**Mathematics**

- State Standards
- Curriculum Support
- Instructional Resources
- Professional Development

**Personal Financial Literacy**

**Reading, Writing, and Communicating**

**Science**

**STEM**

**Social Studies**

**World Languages**

**Extended Evidence Outcomes**

**English Language Proficiency**

**Contact Us**

**Related Support Offices**

- Accountability and Support
- Assessment
- Career and Technical Education
- Colorado Content Collaboratives
- Educator Effectiveness

## Instructional Resources - Mathematics

Teaching the Colorado Academic Standards in mathematics is supported through a wide array of free instructional resources. This webpage lists just a few of these resources and will be updated regularly. If you are an educator in Colorado and have suggestions for a great free resource please email [Mary Pittman](#). For additional opportunities please check [Professional Development](#).

This page is organized by the following main topics:

- [Understanding the Colorado Academic Standards for Mathematics](#)
- [Curricular resources for the Colorado Academic Standards for Mathematics](#)
- [Learning Progressions in the Colorado Academic Standards for Mathematics](#)
- [Differentiating the Colorado Academic Standards for Mathematics](#)

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## Understanding the Colorado Academic Standards for Mathematics

The [Illustrative Mathematics Project](#) connects mathematical tasks to each of the standards. Bill McCallum, a lead writer of the Common Core State Standards, helped create the site to show the range and types of mathematical work the standards are designed to foster in students.

The [Arizona Academic Content Standards](#) contain explanations and examples for each of the standards created by teachers with the help of Bill McCallum a lead writer of the Common Core State Standards.

[Achieve the Core](#) is the website for the organization Student Achievement Partners (SAP) founded by David Coleman and Jason Zimba, two of the lead writers of the Common Core State Standards. The website shares free, open-source resources to support Common Core implementation at the classroom, district, and state level. The steal these tools link includes information on the key instructional shifts for math and guidance for focusing math instruction.

[Return to top](#)

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# **Standards and Instructional Support Website**

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[http://www.cde.state.co.us/Standards  
AndInstruction/index.asp](http://www.cde.state.co.us/StandardsAndInstruction/index.asp)

# Standards and Instructional Support

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Social Studies	Stephanie Hartman	(303) 866-6764 Hartman_S@cde.state.co.us
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STEM: Science Technology Engineering and Mathematics	Violeta Garcia	(303) 866-6187 Garcia_V@cde.state.co.us
Colorado Standards Questions and Support	Anna Huffman	(303) 866-4703 Huffman_A@cde.state.co.us