

Example Illustrating Alignment of Iowa's Core Content Standards, Grades 10-12 Benchmarks, and Iowa Core Curriculum

The following illustrates the alignment of Iowa's Core Content Standards, Grade Level Benchmarks and the essential concepts and skill sets of the Iowa Core Curriculum, and provides a sample of how various levels of rigor and relevance can be integrated into units of study.

Core Content Standard: Students can understand and apply a variety of math concepts.

Grades 9-12 Benchmarks:

1. Students can understand and apply number properties and operations.
2. Students can understand and apply concepts and procedures of algebra.

Iowa Core Curriculum:

Representation: (1) Creates and uses representations to organize, record, and communicate mathematical ideas.

Communication: (1) Organizes and consolidates mathematical thinking through communication.
(2) Communicates mathematical thinking coherently and clearly to peers, teachers, and others.

Algebra: (1) Understands and applies equations and inequalities. (2) Understands and applies algebraic expressions.

Example of Rigor and Relevance for Essential Concepts and Skill Sets:

<p>C</p> <p>Solve this equation: $13 = 0.10(x - 200) + 5$ Use different methods and different representations (including tables, graphs, analytical methods, symbolic reasoning, using technology, etc.). Analyze and evaluate each method and representation, including advantages and disadvantages of different methods and representations.</p>	<p>D</p> <p>Research some text-messaging plans available in your area. Find a mathematical model that represents each plan. Given your text-messaging habits and the mathematical models, evaluate these plans, and choose the one that is best for you. Explain your choice and why you think it's the best plan for you.</p>
<p>A</p> <p>Solve this equation: $13 = 0.10(x - 200) + 5$ Describe the process you used to solve the equation. Check your solution and explain what the solution means in terms of the equation.</p>	<p>B</p> <p>Consider this text messaging plan for your cell phone: You pay \$5 per month for 200 text messages, then you are charged \$0.10 for each additional message either sent or received. Find an equation that models this text messaging plan. Use your equation to determine how many text messages you can send or receive in a month if you are willing to spend \$13 that month on text messages.</p>

A = low level of rigor and relevance; D = high level of rigor and relevance

Note: Iowa Core Curriculum is available at <http://www.iowamodelcore.org>

Implementation Plan for the Iowa Core Curriculum

External Advisory Team

Purpose:

They will assist in the development of the implementation components of the Iowa Core Curriculum (ICC) for school districts and identify the characteristics and criteria for facilitator/trainer selection.

Membership:

The members of this group have experience with the development of the ICC or are members of professional organizations who will support the work by communicating with their members. Members will be selected to include at least the following: ICC project lead team members, school districts, AEAs, higher education, and representatives from professional organizations.

Network of ICC Facilitators/Trainers (33)

Purpose:

Thirty-three trainers will deliver the training for AEA staff and schools. They will be assigned to AEAs based on size and to Urban Education Network districts. Their training will be developed and delivered by the Iowa Department of Education. In order for this training to be systemic, it will be coordinated across the state. They will train district staff and work with AEA consultants so they can support the work within different content areas.

Membership:

Skilled facilitators and educators will be recruited for these positions. The Department and AEAs will review the criteria established by the external team and work together to select these individuals.

Support:

- Initial training summer of 2008 – 5-10 days (mid-late June and mid-late July)
- Follow-up training during 2008-09 school year – 4-6 days distributed across school year
- Follow-up training during summer of 2009 and 2009-2010 school year
- Begin development of additional facilitators/trainers during 2009-10 school year

Anticipated Costs: \$2.5 - \$3.45 million