



A Look at...

Kindergarten Through Grade Six in California Public Schools

and the
Common Core State Standards



CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION
INSTRUCTION AND LEARNING SUPPORT BRANCH
CALIFORNIA DEPARTMENT OF EDUCATION
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Contents



	Page
A Message from the State Superintendent of Public Instruction	i
Acknowledgments	ii
Introduction	iii
The 1997 California Standards and the Common Core State Standards.....	iv
Universal Access.....	iv
California’s Achievement Gap.....	vi
Statewide Testing and Accountability.....	vii
Federal Accountability and Funding.....	viii
Classroom Assessment.....	ix
Instructional Materials.....	ix
California Standards for the Teaching Profession.....	x
Other Resources.....	xi
Kindergarten Curriculum	K.1 to K.74
First-Grade Curriculum	1.1 to 1.75
Second-Grade Curriculum	2.1 to 2.78
Third-Grade Curriculum	3.1 to 3.83
Fourth-Grade Curriculum	4.1 to 4.86
Fifth-Grade Curriculum	5.1 to 5.89
Sixth-Grade Curriculum	6.1 to 6.97
Appendix A: CCSS College and Career Readiness Anchor Standards	A-1
Appendix B: Standards for Mathematical Practice	B-1
References	R-1

A Message from the State Superintendent of Public Instruction



In 1997, California adopted its first set of content standards in English language arts and mathematics. Over the last 15 years California has continued to develop standards-based education by adopting content standards in history–social science, science, visual and performing arts, health, physical education, world languages, and school libraries. *A Look at Kindergarten Through Grade Six in California Public Schools and the Common Core State Standards* is a compilation, by grade level, of California subject matter content standards and curriculum resources in a single offering.

California’s educational standards provide clear goals for student learning and guide the content that students should master in each grade and shape curriculum development at every grade level. Teachers and local school officials, in collaboration with families and community partners, use these standards to help students achieve academic success. In August 2010, the California State Board of Education adopted new Common Core State Standards (CCSS), with California additions, in both English language arts and mathematics. The CCSS maintain the rigor of the 1997 standards and help ensure that students consistently receive a high-quality education, from school to school and from state to state. While the implementation of these new standards is only just beginning, this document provides an overview of some of the forthcoming significant changes.

Individual curriculum frameworks offer an extensive blueprint for implementation of a subject’s content standards across all grade levels. However, educators new to a grade may find that the comprehensive subject matter approach to a single grade level used in *A Look at Kindergarten Through Grade Six in California Public Schools and the Common Core State Standards* better serves their particular current need. For a parent or guardian, this document should prove especially useful in getting a quick but thorough look at each of the subjects their student is or will be studying.

A Look at Kindergarten Through Grade Six in California Public Schools and the Common Core State Standards serves as another tool for improving the academic achievement of California’s students. It represents the California Department of Education’s ongoing commitment to provide resources and guidance to parents and educators dedicated to making a difference in the future of our students.

Tom Torlakson
State Superintendent of Public Instruction

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Introduction



This publication was developed as a service to teachers, parents, administrators, and others who want to know what students are expected to learn at specific grade levels in English language arts, mathematics, history–social science, science, visual and performing arts, health, physical education, world languages, and school library content. It was also developed to assist educators with the transition from the standards adopted in 1997 for English language arts and mathematics to the Common Core State Standards (CCSS), with California additions, for English language arts and mathematics adopted in August 2010.

This course-level guide is intended to be an overview. It provides basic information on education for students in California. Those interested in a more in-depth discussion of any subject area are encouraged to review the state-adopted curriculum frameworks for kindergarten through grade twelve. These documents are available for purchase from the California Department of Education (CDE) Press or may be downloaded for free at the CDE Curriculum and Instruction Web page at

<http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>.

The California *Education Code (EC)* mandates the adopted course of study for grades one through twelve. *EC* Section 51210 states that the adopted course of study for students in grades one through six shall include instruction in the following areas of study:

- (a) English, including knowledge of, and appreciation for, literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition.
- (b) Mathematics, including concepts, operational skills, and problem solving.
- (c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.
- (d) Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the place of humans in ecological systems.
- (e) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.
- (f) Health, including instruction in the principles and practices of individual, family, and community health.

- (g) Physical education, with emphasis on physical activities for pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period.
- (h) Other studies that may be prescribed by the governing board.

Every school in California is required to provide instruction in the subjects named above, although physical education is the only subject that has statutorily required minutes of instruction. The schedule of the instructional day and week is determined by the teacher and the local school and district administration. Although world language is not a required subject for the elementary grades, *EC* Section 51212 states that the Legislature encourages “the establishment of programs of instruction in foreign language, with instruction beginning as early as feasible for each school district.”

The 1997 California Standards and the Common Core State Standards

California’s standards have been hailed for their rigor, setting high expectations for all students. In 1997, California adopted content standards in English language arts and mathematics. Since that time, standards have been adopted in history–social science, science, visual and performing arts, health, world languages, physical education, school library, and career technical education. California also has standards in English-language development (ELD), which outline the stages English learners progress through as they become proficient in the English language. All of the content standards are posted in PDF and Word format on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/index.asp>.

On August 2, 2010, as part of a multistate initiative to establish clear and consistent education standards, the California State Board of Education voted unanimously to adopt new standards for both mathematics and English language arts. The new CCSS are research-based, internationally benchmarked, and designed to prepare every student for success in college and the workplace.

The process for implementing these new standards is just beginning. It will take several years to implement the new CCSS, as the process will include adopting aligned instructional materials, revising professional development, and creating new statewide assessments. For more information about the implementation of the CCSS and for links to download the new standards, please visit the CDE Common Core State Standards Resources Web page at <http://www.cde.ca.gov/ci/cc/>. During this transition period, educators, parents, and students will have an opportunity to become familiar with the many similarities between California’s 1997 content standards and the CCSS and to learn about the enhancements for each grade level.

All of California’s content standards provide detailed expectations for what students should know and be able to do at each grade level. Although the standards are intended to provide objectives for students and teachers, decisions about classroom instruction are generally made at the local level by the teacher, local administrator, and/or the locally elected school board.

The process for implementing these new standards is just beginning. It will take several years to implement the new CCSS...

Universal Access

The ultimate goal of the education system in California is to ensure that all students have access to high-quality curriculum and instruction in order that they may meet or exceed the knowledge and skills outlined in the state’s academic content standards. There have been dramatic shifts in the student population in recent years. Ethnically and racially diverse students made up 53 percent of the student population in 1990 (California

Department of Education 1991). In 2008–09, this group represented 72 percent, making California’s student population the most diverse in the nation (California Department of Education 2010a). Approximately 25 percent of California’s students are English learners and over 50 percent of students qualify for free and reduced-price lunch programs (California Department of Education 2010a).

The diversity of California’s students presents unique opportunities and significant challenges for instruction. Students come to school with a wide variety of skills, abilities, and interests as well as different levels of proficiency in English and other languages. Additionally, as students begin to develop an understanding of their role in their own families and communities, the differences in cultural norms, traditions, and values between themselves and others are likely to become more evident. The wider the variation of the student population in each classroom, the more complex the teacher’s role becomes in organizing high-quality

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curriculum and instruction. Teachers must create learning environments in which differences are respected and supported by teacher and students alike. Teachers who are aware of their own cultural values and willing to learn about and appreciate other people’s cultural values can establish safe learning environments for students.

The academic success of students with special needs depends on the teacher’s skill in providing instruction and support to all students. A student’s 504 Plan or individualized education program (IEP) often includes suggested techniques to ensure that the student has full access to a program designed to provide appropriate learning opportunities and that uses instructional materials and strategies that best meet his or her needs. When systematically planned differentiation strategies are used, students with special needs can benefit from appropriately challenging curriculum and instruction. Strategies for differentiating instruction for students include adjusting pacing, complexity, novelty, and depth. Despite modifications made, however, the focus is always to help students learn grade-level content to the best of their ability.

Response to Intervention (RtI) has emerged on the national scene as an effective strategy to serve individual students and to identify students with learning disabilities. California has expanded the notion of RtI to RtI², which stands for Response to Instruction and Intervention. RtI² integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and interventions to benefit every student. For more information about RtI², please visit the CDE Response to Instruction & Intervention Web page at <http://www.cde.ca.gov/ci/cr/ri/>.

For English learners to benefit from universal access to the curriculum, teachers may need additional support to plan instruction, differentiate curriculum, infuse instruction with specially designed academic instruction in English (SDAIE) techniques, and use grouping strategies effectively. Instruction in content areas should be promoted despite low literacy or limited proficiency in the English language, along with the critical thinking and analytical skills and the particular reading strategies of the disciplines. The CDE has published an excellent resource, *Improving Education for English Learners: Research-Based Approaches* (2010b), that provides the most comprehensive, up-to-date strategies to serve English learners. Included in this book are guidelines for teaching ELD and SDAIE strategies, as well as recommended instructional practices. The publication is available on the CDE Press Web page at <http://www.cde.ca.gov/re/pn/rc/>.

Teachers may also implement other strategies in order to meet the needs of students with reading difficulties, students with disabilities, advanced learners, English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs.

Strategies useful in planning for universal access may:

- utilize frequent progress-monitoring assessments;
- engage in careful planning and organization;
- differentiate to meet students’ instructional needs;



- employ flexible grouping strategies;
- enlist help from others;
- use technology or other instructional devices.

California’s Achievement Gap

The achievement gap is a persistent disparity in performance on statewide assessments with white and Asian American students generally outperforming African American and Latino students. The CDE has identified a gap in performance on the California Standards Tests (CSTs) in English language arts and mathematics that has persisted despite improvements across all grade levels in recent years. Although the number of students demonstrating proficiency on these statewide assessments has grown, the gap between white/Asian American students and African Americans/Latinos remains significant, despite a narrowing in 2009–10 (California Department of Education 2010c)

This achievement gap is often explained in terms of the socioeconomic status of students, but a deeper study of assessment data indicates that this is not the sole determinant behind student outcomes.

This achievement gap is often explained in terms of the socioeconomic status of students, but a deeper study of assessment data indicates that this is not the sole determinant behind student outcomes. In fact, when socioeconomic status is controlled for, the achievement gap remains starkly evident. For example, on the 2010 Algebra 1 CST, 23 percent of African American students and 27 percent of Latino students who were not classified as “socioeconomically disadvantaged” scored at the level of “proficient” or higher. By comparison, 27 percent of white students who were classified as socioeconomically disadvantaged scored at “proficient” or higher on the same assessment (47 percent of white not socioeconomically disadvantaged students

scored “proficient” or higher on the 2010 Algebra 1 CST). On most of the English language arts and mathematics CSTs, nondisadvantaged African American and Latino students performed only slightly higher than disadvantaged whites, although in some cases they performed at a lower level. These numbers show that middle-class minority students are having difficulty outperforming white students who come from disadvantaged backgrounds. Clearly, this fact indicates that there are deeper causal factors at work here that transcend economic status (California Department of Education 2010d).

Closing the Achievement Gap: Report of Superintendent Jack O’Connell’s California P-16 Council (California Department of Education 2007) is a report that identifies four primary themes to address the issues that inhibit student learning. These areas are access, culture and climate, expectations, and strategies (often referred to collectively as “ACES”).

- **Access:** the extent to which all students have equitable access to basic conditions, such as qualified, effective teachers; rigorous, standards-aligned curriculum; and accelerated interventions.
- **Culture and Climate:** the extent to which the learning environment is safe, promotes a sense of belonging, and fosters strong, positive relationships among students, among school staff and between the school and home/community.
- **Expectations:** the extent to which a culture of excellence exists for students and adults alike and getting all to meet identified high standards. It is a responsibility embraced by the school community.



- Strategies: the extent to which evidence-based or promising teaching, leadership, and organizational practices are employed by practitioners at all levels in areas such as delivery of standards-aligned instructional programs, standards of professional practice, needs-based allocation of resources, collegial accountability and collaboration, articulation across grade spans, and leadership development.

The P-16 Council issued 14 recommendations, two of which focused on academic rigor. This grade-level document describes more clearly what constitutes a rigorous curriculum based on the adopted content standards. For more information about closing the achievement gap, please visit the CDE Web page at <http://www.cde.ca.gov/eo/in/ag/>.

Curriculum and instruction are influenced by more than content knowledge, standards, and specific subject objectives. This section includes some of the other areas and issues that influence and connect a grade-level course of study, including statewide testing and accountability, federal accountability, and funding. In addition, brief overviews of classroom assessment, instructional materials, and teacher standards are provided.

Statewide Testing and Accountability

Students in grades two through eleven participate in the state's Standardized Testing and Reporting (STAR) program, which consists of assessments in multiple subjects. The assessment results are used in statewide and federal accountability systems and are used to determine how effective each school's instructional program is in developing student proficiency in the knowledge and skills described in the content standards. Districts with consistently low achievement in these areas may face state intervention designed to help them improve students' academic performance.

The adoption of the CCSS, with California additions, will lead to the development of new assessments and performance-level descriptors that explain what students know and can do in English language arts and mathematics.¹ On June 9, 2011, California joined the SMARTER Balanced Assessment Consortium (SBAC) as a governing state. The SBAC is a national consortium of 29 states that have been working collaboratively to develop a student assessment system aligned to the CCSS. Of those, California is among 19 governing states that allow decision-making participation. The remaining 10 are advisory states. The SBAC focus is on annual assessment of students in grades three through eight in English language arts and mathematics and once in grades ten through twelve under current federal requirements. The SBAC has received federal grants to fund the development of the new assessments, which are anticipated to be fully implemented by the 2014-2015 school year, with field testing in 2012-2013 and 2013-2014. To obtain the most current information regarding California's participation in the SBAC, visit the CDE SMARTER Balanced Assessment Consortium Web page at <http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>.

The California English Language Development Test (CELDT) is administered to students who are English learners. The CELDT has three purposes: (1) to identify students who have limited English proficiency; (2) to determine the level of proficiency of students who have limited English skills and knowledge; and (3) to assess the progress of English learners in acquiring the skills of listening, reading, speaking, and writing in English. The CELDT performance levels are *beginning*, *early intermediate*, *intermediate*, *early advanced*, and *advanced*.

¹ The performance-level descriptors for the California Standards Test are available at <http://starsamplequestions.org/starRTQ/search.jsp> [Outside Source]. Currently, there are no performance-level descriptors for the CCSS.

Federal Accountability and Funding

Federal law requires all states to implement a statewide federal accountability system based on challenging state standards in reading/language arts and mathematics. Federal law requires the annual testing of students and the identification of annual academic performance goals (as measured by student achievement on statewide, standards-aligned assessments). Assessment results are broken down according to students' race, ethnicity, disability, and limited English proficiency to ensure that no group is left behind. *Adequate yearly progress* (AYP) is the term used to describe the annual academic performance goals established for all schools, local educational agencies (LEAs), and the state as a whole. AYP is required under Title I of the federal Elementary and Secondary Education Act. Additional information is available at the adequate yearly progress Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Part of the AYP calculation is based on the results of the assessments in the STAR program for students in grades two through eight and the California High School Exit Examination (CAHSEE) for students in grade ten. Assessments of students' progress in English language arts and mathematics are included in the AYP report. For additional information, please review the table "Assessment Results used in 2010 AYP Calculations," which is included in the *2010 Adequate Yearly Progress Report: Information Guide* posted at <http://www.cde.ca.gov/ta/ac/ay/documents/infoguide10.pdf>.

Title I and Title III are major sources of federal funding for K–12 education in California. Most LEAs in California receive funding from these programs. Both programs provide support for improving students' academic achievement, though the students served and the requirements of the programs differ.

Title I

Title I, Part A, federal funds help LEAs meet the educational needs of low-achieving students in California's highest-poverty schools. Funds are used to support effective, research-based educational strategies to close the achievement gap between high- and low-performing students and enable the students to meet the state's challenging academic standards. LEAs and schools that fail to make AYP goals are subject to improvement and corrective-action measures. In California, Program Improvement (PI) is the formal designation for Title I–funded schools and LEAs that fail to make AYP for two consecutive years. Additional information is available on the CDE Title I, Part A, Web page at <http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>.

Title III

Title III, Part A, is officially known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act. The overarching purpose of Title III is to ensure that limited-English-proficient students (called English learners under California law) attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. LEAs must use Title III funds to implement language instruction programs designed to help English learners meet these standards. Title III requires that states hold LEAs accountable for meeting three annual, measurable achievement objectives for English learners: (1) making annual progress on the CELDT, (2) attaining English proficiency on the CELDT, and (3) meeting AYP at the local educational agency level. Additional information is available on the CDE English Learners Web page at <http://www.cde.ca.gov/sp/el/>.

Classroom Assessment

Customized, rigorous, and thoughtful assessment can guide instruction, improve student learning, and develop thinking skills in a particular discipline. The key to using assessments effectively and efficiently in a program of instruction is to recognize that different types of assessment tools are used for different purposes. The following assessments are crucial for measuring student mastery of the knowledge and skills outlined in the subject-area content standards:

- **Entry-level assessment:** Do students possess the necessary prerequisite skills and knowledge expected at their grade level? Do they already know some of the material to be taught? Because entry-level assessments determine the level of student readiness for a given unit or course, they should be developed after the summative assessment is designed (described below).
- **Monitoring of progress** (also known as **formative assessment**): Are students progressing adequately toward achieving mastery of the standards? Do they need reteaching? Is emphasis on certain instructional components or skills needed in the next series of lessons or units? Assessments for monitoring progress should be designed after the entry-level assessment—and therefore after the summative assessment—and include both formal and informal classroom measures.
- **Summative assessment:** Have students achieved the goals defined by a given standard or group of standards? These assessments include the content and skills that students are expected to have learned and that are also covered in the various entry-level and monitoring assessments. Summative assessments are often used for grading students.

Although many other purposes exist for assessment, the three listed above are critical because they inform instruction. Taken together, they provide a road map to mastering the standards: the starting place, the routes to take, the points at which to change routes, and the destination.

Instructional Materials

Basic instructional materials are selected by the local governing board from a list of materials adopted by the California State Board of Education (SBE). The SBE adopts instructional materials in reading/language arts, mathematics, science, history–social science, health, world languages, and visual and performing arts. Local districts must provide for “substantial teacher involvement” in the selection of materials and promote the involvement of parents and other members of the community in the selection process (*EC* Section 60002). Districts are required to provide every student with standards-aligned instructional materials in the four core academic subject areas. The materials are to be used in class and made available to take home (*EC* Section 60119). More information about instructional materials, including a link to the price list of currently adopted materials, is posted at the CDE Curriculum Frameworks and Instructional Materials Web page at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.

Electronic materials are also included on the adoption lists as options that districts may select, and several programs that are entirely digital. The California Learning Resource Network (<http://www.CLRN.org> [Outside Source]) conducts ongoing reviews of supplemental, technology-based materials for alignment with state content standards. Governing boards of school districts may select supplemental instructional materials for use in district schools. More information about supplemental instructional materials is posted on the CDE Social Content Review Web page at <http://www.cde.ca.gov/ci/cr/cf/lc.asp>.

In July 2009 and again in March 2011, as a result of the state budget crisis, the California Legislature and Governor suspended the adoption of instructional materials until the 2014–15 school year. Districts may continue to purchase and use materials from past adoption lists until new materials are adopted by the SBE. New adoptions in reading/language arts and mathematics based on the CCSS will take place, but a timeline for those adoptions has yet been approved. More information about the implementation of the CCSS is posted on the CDE Common Core State Standards Resources Web page at <http://www.cde.ca.gov/ci/cc/>.

California Standards for the Teaching Profession

One of the most important factors in student achievement is the teacher. According to the U.S. Department of Education’s Teacher-to-Teacher Initiative:

Research confirms that teachers are the single most important factor in raising student achievement. Highly qualified teachers can maximize every child’s potential to meet high academic standards. Good teachers are essential to closing the achievement gap and ensuring that no child is left behind. (U.S. Department of Education 2007)

The California Standards for the Teaching Profession (CSTP), available on the California Commission on Teacher Credentialing Web site at <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf> [Outside Source], provide a common language and vision of the scope and complexity of teaching to enable teachers to define and develop their practice. The CSTP were revised in 2009 based on current research and expert advice pertaining to best teaching practices and are an integral part of the efforts to foster excellence in teaching and learning.

The standards are organized around the following domains of teaching practice:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing students for learning
- Developing as a professional educator

Although all of the categories affect teaching and learning, the “Understanding and organizing subject matter for student learning” standard directly affects curriculum. The key elements in this category include:

- demonstrating knowledge of subject-matter content, academic content standards, and curriculum frameworks;
- applying knowledge of student development and proficiencies to ensure student understanding of subject matter;
- organizing curriculum to facilitate student understanding of the subject matter;
- utilizing instructional strategies that are appropriate to the subject matter;
- using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students;

- addressing the needs of English learners and students with special needs to provide equitable access to content.

Other Resources

The following list contains Internet-based resources from the CDE, the U.S. government, and other government agencies that may be useful to teachers, administrators, and parents. CDE Web pages typically include a contact person, telephone number, and e-mail address that can be used to seek clarification and answer questions on any of these topics.

Courses of Study

- **Elementary School Resources** (<http://www.cde.ca.gov/ci/gs/em/index.asp>)
This Web page includes links to various resources about elementary education in California.
- **Elementary Makes the Grade!** (<http://www.cde.ca.gov/ci/gs/em/emg.asp>)
This Web page presents clear recommendations on how schools can achieve a coordinated system in which standards, assessment, accountability, and curriculum are aligned and focused on ensuring that all students meet grade-level content standards.
- **Middle Grades Courses of Study** (<http://www.cde.ca.gov/ci/gs/mg/documents/mgcorstdyinstrctm.doc>)
This Web page includes information based on requirements in the California *Education Code* and recommendations from the CDE and national subject-area associations.
- **Taking Center Stage** (<http://www.cde.ca.gov/ci/gs/mg/tcs.asp>)
This Web page provides clear recommendations on how middle schools can align standards, assessment, accountability, and curriculum to ensure that all students meet grade-level content standards. The CDE also developed **Taking Center Stage, Act II** (<http://pubs.cde.ca.gov/tcsii/>) [Outside Source], a Web portal of resources for middle grades educators.
- **State Minimum Course Requirements** (<http://www.cde.ca.gov/ci/gs/hs/hsgmin.asp>)
This Web page lists state-level course requirements for high school graduation in California.

California's Content Standards

- **Content Standards** (<http://www.cde.ca.gov/be/st/ss/index.asp>)
This Web page includes the complete standards documents in Microsoft Word (DOC) and Adobe Portable Document Format (PDF) versions for download.
- **Common Core State Standards** (<http://www.cde.ca.gov/ci/cc/>)
This Web page offers information, download links, and FAQs related to the new Common Core State Standards in English language arts and mathematics.

Universal Access

- **English Learners** (<http://www.cde.ca.gov/sp/el/>)
This Web page provides a set of links to programs and information to improve the language proficiency of English learners and help them meet content standards adopted by the State Board of Education.
- **Special Education** (<http://www.cde.ca.gov/sp/se/>)
A link to information and resources to serve the unique needs of persons with disabilities so that each person will meet or exceed high standards of achievement in academic and nonacademic skills.
- **Clearinghouse for Specialized Media and Translations (CSMT)** (<http://www.cde.ca.gov/re/pn/sm/>)
The CSMT (part of the Standards, Curriculum Frameworks, and Instructional Resources Division) provides materials and information for students needing access to the core curriculum in various formats (e.g., braille, large print).
- **Gifted and Talented Education (GATE)** (<http://www.cde.ca.gov/sp/gt/gt/>)
This Web page provides information about the purpose of the GATE program, requests for applications and application renewal dates, principal apportionment calculations, Advanced Placement, and International Baccalaureate programs.

California's Achievement Gap

- **Brokers of Expertise** (<http://www.myboe.org/>) [Outside Source]
The Brokers of Expertise is a social network that allows educators to search for and follow colleagues who have had success in teaching specific California content standards or who work with similar types of students. Users share instructional practices through links, video, pictures, or documents, allowing other teachers to replicate similar innovations in their classrooms. The Web site also lists where each resource came from and provides a blog where educators may share their thoughts and feedback.
- **The CDE on iTunes U** (<http://www.cde.ca.gov/re/mm/it/>)
A partnership between the CDE and Apple, Inc., the CDE on iTunesU is a free site that offers a centralized, shared repository of quality professional development content produced by local educational agencies (districts and schools), other educational entities, and the CDE. The site posts a variety of content assets and formats (videos, Webinars, podcasts, presentations, and PDFs).
- **Closing the Achievement Gap**
(<http://www.closingtheachievementgap.org/cs/ctag/print/htdocs/home.htm>) [Outside Source]
This Web page serves as an electronic hub for helpful information, research, and success stories about efforts to close the achievement gap in California.

English Language Arts

- **CDE Reading/Language Arts** (<http://www.cde.ca.gov/ci/rl/index.asp>)
This Web page is an index to current curriculum frameworks and content standards, instructional materials and resources, and a collection of recommended literature for students in kindergarten through grade twelve.

- **CDE Reading/Language Arts Professional Development** (<http://www.cde.ca.gov/pd/ca/rl/>)
This Web page offers resources for professional development to improve classroom instruction in reading and language arts. It includes links to the *Parent Handbook for English Language Arts*, the Reading First federal program, and outside resources for teaching reading.
- **California Reading and Literature Project** (<http://csmc.ucop.edu/projects/view/crlp/>)
[Outside Source]
This project provides professional development programs, resources, and research in language and literacy instruction, including a focus on academic English-language development, and links universities with schools and districts in collaborative partnerships.
- **California Writing Project** (<http://csmc.ucop.edu/projects/view/cwp/>) [Outside Source]
The California Writing Project provides professional development programs, resources, and research to improve student writing and learning by improving the teaching of writing.
- **SCORE Language Arts** (<http://www.sdcoe.k12.ca.us/SCORE/welcome.html>) [Outside Source]
This Web page is a connection to cyber (literature) guides, activity banks, and phonics links for language arts.
- **U.S. Department of Education—Lessons in Reading/Language Arts**
(http://www.free.ed.gov/subjects.cfm?subject_id=78) [Outside Source]
This Web page provides a source of lessons and units for teaching reading and language arts.

Mathematics

- **CDE Mathematics** (<http://www.cde.ca.gov/pd/ca/ma/index.asp>)
This site provides resources related to mathematics curriculum and instruction for administrators, educators, parents and students. It includes links to various mathematics professional development programs and resources, a parent handbook, graduation requirements, foundational documents that guide California’s mathematics instruction, and contacts within the CDE.
- **California Mathematics Project** (<http://csmc.ucop.edu/projects/view/cmp/>) [Outside Source]
The California Mathematics Project provides support for ongoing professional development that enhances teachers’ mathematical content knowledge and pedagogical content knowledge aligned to the California mathematics standards and framework.
- **CDE CalServe K–12 Service-Learning Initiative Page** (<http://www.cde.ca.gov/ci/cr/sl>)
This Web page provides information about the CalServe K–12 Service-Learning Initiative, including the California STEM Service-Learning Initiative. The initiative supports secondary school and higher-education students working together to meet community needs through a STEM (Science, Technology, Engineering, and Mathematics) design process.

History–Social Science

- **CDE History–Social Science** (<http://www.cde.ca.gov/ci/hs/index.asp>)
This Web page provides current curriculum frameworks and standards, information, and resources for state-adopted instructional materials, assessment data and released test items, and links to external resources in support of history–social science programs.

- **SCORE History–Social Science** (<http://score.rims.k12.ca.us/>) [Outside Source]
This Web site provides K–12 teachers with standards-based resources, including Web-based lessons and resources, literature titles, and student programs.
- **California History–Social Science Project** (<http://csmp.ucop.edu/projects/view/chssp/>) [Outside Source]
This project is a K–16 collaborative of historians, teachers, and affiliated scholars dedicated to the pursuit of educational excellence in history and social science. The project supports professional development for teachers that uses and shares effective practices to advance student achievement in history–social science.
- **Education and the Environment Initiative**
(<http://www.calepa.ca.gov/Education/EEI/default.htm>) [Outside Source]
This Web site provides resources from the California Environmental Protection Agency on implementing the Education and the Environment Initiative (EEI) through development of California’s Environmental Principles & Concepts (EP&Cs). The site includes model curriculum for K–12 students integrating EP&Cs with other content areas.

Many institutions support educators in improving student achievement in history and social sciences courses. Some California-based organizations have tailored their workshops, in-service programs, conference content, curriculum resources, and materials to support the teaching and learning of California content standards. A selection of state and national archives and museums with educational resources is provided below.

- The California Museum (<http://www.californiamuseum.org/>) [Outside Source]
- California State Archives (<http://www.sos.ca.gov/archives/archives.htm>) [Outside Source]
- Calisphere (<http://www.calisphere.universityofcalifornia.edu/>) [Outside Source]
- Oakland Museum of California (<http://www.museumca.org/>) [Outside Source]
- Library of Congress (<http://www.loc.gov/>) [Outside Source]
- Museum of Tolerance (<http://www.museumoftolerance.com/>) [Outside Source]
- National Archives (<http://www.archives.gov/>) [Outside Source]
- Presidential Libraries (<http://www.archives.gov/presidential-libraries/>) [Outside Source]
- Smithsonian (<http://www.si.edu/>) [Outside Source]

Science

- **CDE Science** (<http://www.cde.ca.gov/ci/sc/index.asp>)
This CDE Web page provides current curriculum frameworks and content standards, information, and resources related to instructional materials, the EEI curriculum, and a link to recommended literature for math and science.
- **CDE Science Professional Development** (<http://www.cde.ca.gov/pd/ca/sc/index.asp>)
This CDE Web page provides resources for enhancing science content knowledge and teaching skills of classroom teachers. It includes links to foundational documents that guide California’s science instruction, to environmental education, and to contacts within the CDE.

- **California Science Project** (<http://csmc.ucop.edu/projects/view/csp/>) [Outside Source]
The California Science Project provides opportunities for teachers to develop science content knowledge, identify exemplary teaching practices, and develop leadership teams of teachers to improve science programs and student learning.
- **Education and the Environment Initiative** (<http://www.calepa.ca.gov/Education/EEI/default.htm>) [Outside Source]
This Web site provides resources from the California Environmental Protection Agency on implementing the EEI through development of California’s EP&Cs. The site includes model curriculum for K–12 students integrating EP&Cs with other content areas.
- **Ask a Scientist** (<http://www.newton.dep.anl.gov/>) [Outside Source]
This Web site, created primarily as a service for K–12 teachers and students, allows anyone from the general public to ask science-related questions.
- **GLOBE (Global Learning and Observations to Benefit the Environment)** (<http://www.globe.gov/>) [Outside Source]
GLOBE is a hands-on, worldwide science and education program that promotes inquiry-based investigations of the environment and Earth. It emphasizes collaboration among students, teachers, and scientists, focusing on primary- and secondary-school education.
- **Lawrence Livermore National Laboratory—Science and Technology Education Program** (<http://education.llnl.gov/>) [Outside Source]
This program offers connections to resources for curriculum, professional development, and related activities.
- **NASA Education** (<http://www.nasa.gov/offices/education/about/index.html>) [Outside Source]
As part of its efforts to attract students to careers in science, technology, engineering, and mathematics, NASA provides an educational Web site with video clips, articles, and projects. The site features information about NASA and various educational opportunities for students and educators.
- **SCORE Science** (<http://scorescience.humboldt.k12.ca.us/>) [Outside Source]
This site includes online resources connected to California’s science standards.
- **Trends in International Mathematics and Science Study (TIMSS)** (<http://www.nces.ed.gov/timss/>) [Outside Source]
This Web page provides data comparing the mathematics and science achievement of American fourth- and eighth-grade students with students in other countries.
- **Understanding Science** (<http://undsci.berkeley.edu/>) (Outside Source)
This Web site, offered by the University of California, Berkeley, aims to improve teacher understanding of the nature of science, provide teacher resources and strategies, and supply references for students and the public about scientific endeavors.
- **U.S. Geological Survey** (<http://www.usgs.gov/>) [Outside Source]
The U.S. Geological Survey Web site provides reliable scientific information that fosters understanding of the earth and its resources.

- **U.S. Department of Education—Lessons in Science** (http://www.free.ed.gov/subjects.cfm?subject_id=41) [Outside Source]
This federal Web site offers science lessons and units that teachers can use in their classrooms.

Visual and Performing Arts

- **CDE Visual and Performing Arts Professional Development** (<http://www.cde.ca.gov/pd/ca/vp/>)
This CDE Web page provides links and information about programs supporting arts education. It includes information on how to implement a standards-based instructional program.
- **The California Arts Project (TCAP)** (<http://csmf.ucop.edu/projects/view/tcap/>) [Outside Source]
The TCAP’s central mission is to improve teaching and learning in dance, music, theatre, and visual arts. The TCAP’s statewide network of teacher leaders strives to ensure access for all California students to a sequential, comprehensive, high-quality, and standards-based visual and performing arts education.

Health

- **National Institutes of Health** (<http://health.nih.gov/category/ChildTeenHealth>) [Outside Source]
This Web page provides up-to-date information on children’s and teens’ health issues and is a reliable source for the latest medical research.
- **Centers for Disease Control and Prevention** (<http://www.cdc.gov/>) [Outside Source]
This Web site is a comprehensive source of information on health issues. It includes information geared toward children and adolescents (<http://www.cdc.gov/healthyyouth/>) [Outside Source]; a collection of teaching and reference materials called EXCITE!, which aims to interest K–12 students in public health careers (<http://www.cdc.gov/excite/>) [Outside Source]; the BAM! (Body and Mind) site (<http://www.bam.gov/>) [Outside Source], which provides information and activities for children ages nine through thirteen to make healthy lifestyle choices; and the VERB campaign (<http://www.cdc.gov/youthcampaign/index.htm>) [Outside Source], which encourages more physical activity for “tweens” (children ages nine through thirteen).
- **U.S. Department of Agriculture—MyPlate** (<http://www.choosemyplate.gov/>) [Outside Source]
This federal Web site provides detailed information on the food groups, healthy eating habits, and physical activity. Materials specifically designed for children ages six through eleven (and their teachers and parents) are available at <http://www.choosemyplate.gov/kids/index.html> [Outside Source].
- **California Physical Education–Health Project (CPE-HP)** (<http://csmf.ucop.edu/projects/view/cpehp/>) [Outside Source]
This is a collaborative K–16 professional development program dedicated to the pursuit of excellence in teaching standards-based physical education and health education.
- **CDE Learning Support** (<http://www.cde.ca.gov/ls/>)
The CDE provides a variety of resources and program information on health (<http://www.cde.ca.gov/ls/he/>); nutrition (<http://www.cde.ca.gov/ls/nu/>); safe schools and violence prevention (<http://www.cde.ca.gov/ls/ss/>); and youth development (<http://www.cde.ca.gov/ls/yd/>).

Physical Education

- **Centers for Disease Control and Prevention** (<http://www.cdc.gov/>) [Outside Source]
This Web site provides connections to information on a wide range of health topics, including physical activity. The CDC Education home page (<http://www.cdc.gov/education/>) offers resources designed for students and teachers.
- **U.S. Department of Agriculture—MyPlate** (<http://www.choosemyplate.gov/>) [Outside Source]
This federal Web site provides detailed information on physical activity, the food groups, and healthy eating habits. Materials specifically designed for children ages six through eleven (and their teachers and parents) are available at <http://www.choosemyplate.gov/kids/index.html> [Outside Source].
- **California Physical Education–Health Project (CPE-HP)** (<http://csmp.ucop.edu/projects/view/cpehp/>) [Outside Source]
This is a collaborative K–16 professional development program dedicated to the pursuit of excellence in teaching standards-based physical education and health education.
- **California Department of Education**
The CDE provides resources on facility planning (<http://www.cde.ca.gov/ls/fa/sf/>) and state fitness testing (<http://www.cde.ca.gov/ta/tg/pf/>). It also supplies answers to FAQs on physical education (<http://www.cde.ca.gov/pd/ca/pe/>).

World Languages

- **California Foreign Language Project** (<http://csmp.ucop.edu/projects/view/cflp/>) [Outside Source]
This project sponsors professional development programs aligned with the state-adopted world language standards and framework to deepen teachers’ content knowledge, strengthen and expand language programs, and prepare participants to effectively use and teach language and cultural content at every level of California’s educational system.
- **Foreign Language Resource Centers** (<http://nflrc.msu.edu/>) [Outside Source]
Funded by Title VI of the Higher Education Act, Language Resource Centers (LRCs) promote the learning and teaching of foreign languages. There are 15 LRCs in the United States. Each is located at a university and offers language-learning materials, professional development workshops, and research on foreign language learning.

School Libraries

- **CDE School Libraries** (<http://www.cde.ca.gov/ci/cr/lb/index.asp>)
This CDE Web page provides information on California’s Model School Library Standards, improving school libraries in California, and library funding.

Statewide Accountability

- **Testing and Accountability Web Page** (<http://www.cde.ca.gov/ta/>)
This Web page provides links to information about various elements of the statewide accountability system, including the CAHSEE, the STAR program, and statewide interventions.

- **DataQuest** (<http://dq.cde.ca.gov/dataquest/>)
Dataquest is a resource for state, county, district, and school-level reports. It provides information on a variety of topics, including test scores, enrollment figures, and school staffing.
- **STAR Test Information for Parents** (<http://www.starsamplequestions.org/>) [Outside Source]
At this Web site parents can learn more about the California Standardized Testing and Reporting (STAR) program and view sample questions released from previously administered STAR tests.

Federal Accountability

- **Elementary and Secondary Education Act** (<http://www.cde.ca.gov/nclb/>)
This Web page provides links to state and federal resources about the requirements of the Elementary and Secondary Education Act.
- **Title I, Part A** (<http://www.cde.ca.gov/sp/sw/t1/titleparta.asp>)
This Web page provides information about federal requirements and the allowable uses for these funds.
- **Title III** (<http://www.cde.ca.gov/sp/el/t3/>)
This Web page provides information about language instruction for limited-English-proficient and immigrant students.

Instructional Materials

- **Instructional Materials Price List** (<http://www3.cde.ca.gov/impricelist/implsearch.aspx>)
The CDE has a searchable list of all state-adopted instructional materials for kindergarten through grade eight. The list is updated with each new adoption of instructional materials, and publishers have the right to submit price increases for existing lists every two years.
- **Social Content Review** (<http://www.cde.ca.gov/ci/cr/cf/lc.asp>)
This Web page includes a searchable CDE database of supplemental instructional materials that have passed a social content review. Although these materials are not considered state-approved or state-adopted, they have met all of the requirements in the *Education Code* for social content.
- **California Learning Resource Network** (<http://www.clrn.org/home/>) [Outside Source]
The California Learning Resource Network (CLRN) Web site provides information and Web links on electronic, standards-aligned learning resources (e.g., software, videos, DVDs, CD-ROMs) and assessment tools.
- **Instructional Materials Ordering and Distribution System (IMODS)**
(<http://csmt.cde.ca.gov/index.aspx>)
Free instructional materials are provided for students with disabilities through the CDE Clearinghouse for Specialized Media and Translations in various formats such as braille, large-print, audio, digital talking books, and electronic files.

California Standards for the Teaching Profession

- **California Commission on Teacher Credentialing** (<http://www.ctc.ca.gov/>) [Outside Source]
This Web site provides information about credentialing requirements for California teachers. The 2009 California Standards for the Teaching Profession (CSTP) are posted at <http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf> [Outside Source].