Understanding Common Core – an easy to follow explanation
Laura Long
http://www.triangleconservativesunite.com

Common Core, it undermines the 10th amendment, it breaks 3 federal statutes that prohibit the Federal Government from directing or supervising K-12 curriculum or instructional materials. It empowers the Federal government and private agencies to control school curriculum, not teachers or parents.

Common Core leads to a national industrial system rather than a free republic, national standardized testing comes with a substantial cost to the taxpayer, and there is a loss of privacy with a huge data tracking system.

Parents and legislators and being told that Common Core standards are necessary for our students to compete in the global economy.

So, what is common core?

The Common Core State Standards are a set of K-12 school standards being implemented in most states in English language arts and math. Proponents of the Common Core claim that the initiative was state-led; that the states adopted the standards voluntarily; and that the standards are “rigorous” and will prepare our children for college and careers, as well as to allow us to compare our students across states and internationally. 45 states have adopted the Common Core standard.

Did the States work together to create this standard?

Those who created the Common Core standards were advocates of a failed Nationalized School curriculum. In the 90’s, these progressives tried to nationalize history. It was so politically correct and anti-American that the U.S. Senate rejected it 99-1. These progressive groups learned from this experience that they should not use the word “National or Federal” when naming the standards, and that they should start with a less volatile subject. The standards should be passed quickly and quietly without national attention.

Who are the groups behind Common Core?
Achieve Inc. wrote the standards, they were funded by the Bill and Melinda Gates Foundation out of D.C. The initiative was sponsored by the National Governor’s Association and the CCSSO (The Council of Chief State School Officers) are two trade associations based out of D.C. Neither of these trade associations had a grant of legislative authority from the states. But, because these trade associations sponsored the standards, Common Core proponents make the claim that the effort was state-led. This is a false claim.

The Gates Foundation gave more than 27 million dollars to advance Common Core to these 3 associations. So far, the Gates Foundation has spent over 100 million on Common Core and has plans to spend another 150 million.

The Secretary of Education, Arnie Duncan, is a huge proponent of Common Core. In 2009, the Stimulus Bill gave the Department of Education 435 billion dollars to use however they wanted. Arnie Duncan’s team came up with the Race to the Top competition. To compete for grant money, the states had to agree to adopt Common Core sight unseen. In November of 2009 the application for the grants were released, they were due back 2 months later in January of 2010. The Common Core standards were not released until March of 2010.

At this time, states were desperate for money for the educational programs, and state legislators were not in session. So, a decision had to be made quickly. Some legislators worried that states were not allowed to alter the standards in any way, but they traded their liberty for grant money anyway.

In June 2010 the Common Core standards final draft was released and it had to have a final vote by August 2010 by the school board (over the summer session).

Another incentive, besides the grant money, was offered. States that signed on to Common Core got a waiver for the No Child Left Behind program and they did not have to have students performing to that standard.

**Common Core and Nationalized Testing**

There are two consortia of testing experts that were used to create the Nationalized Tests. Smarter Balanced Assessment Consortium and Partnership for Readiness Assessment Careers Consortia created
computerized tests that require students to be tested multiple times per
year. The two consortia received 360 million dollar for test creation from the
Department of Education. When that money runs out, the states will
assume the costs. This is an expensive ongoing investment for the taxpayer.

The members of PARCC (the second consortia) are also the designers of the
Common Core standards. This is a progressive group.

The first Consortia, Smart Balanced Assessment Consortium features Linda
Darling Hammond, she is a radical Stanford professor. She is a former
colleague of Bill Ayers and worked on some educational projects with him.
She prefers “journaling” instead of standard testing. That is a subjective
performance-based outcome test. This type of testing lowers the academic
bar for all students.

What we are looking at is Education without Representation.

Common Core proponents say that Common Core set standards and not the
curriculum, and that states are free to change their curriculum. This is
misleading. Standards drive the curriculum. The curriculum is merely the
details of teaching the standards. Also, the National Tests align with the
Standard, this will dictate the curriculum so that the students will be able to
pass the tests.

The two testing Consortia admitted in their application for grants that they
would develop curriculum models. The inevitable results will be a National
Curriculum.

This is not legal. Congress passed three separate Federal Statutes that
prohibit the Department of Education from supervising, directing or
controlling curriculum. By using the Common Core standards and National
testing to define curriculum, they are violating all three statutes.

When a state agrees to use Common Core (in exchange for grant money and
waivers), they are agreeing to implement the Standard without deviation.
They may not change or remove anything. They may add to the curriculum
by a small amount – fifteen percent, to any area they would like.

States collect more than ten billion dollars every year from and local K-12
taxes. The government made a one-time payment of four hundred million
dollars, and has been given complete control of the standards and testing for all schools. This is not representational government.

If a principle, teacher or parent feels that a part of Common Core is not working in the classroom, there is no one for them to call. You cannot report this to the principal, the School Board, your legislator or the Governor. All of their hands are tied. The only people who would be able to hear your complaint are member of the National Governor’s Association or the Council of Chief State School Officers. The people that work within those organizations design and maintain the testing. There is no direct contact for complaints.

**How Rigorous are the Standards?**

The claim of the Common Core proponents is that our students will be college-ready and will eventually enter into the global marketplace.

One of the math developers of Common Core admitted that the college they were referring to was a non-descript community college. They used to claim their standards were internationally benchmarked. That has now been removed from their website and they now claim the standards are “informed by national standards”.

Dr. James Milgram of Stanford University is the only mathematician on the validation committee. He said that is was almost a joke that a student would be ready for University level math after completing the Common Core curriculum.

**What is the problem?**

They move Algebra 1 from 8th grad to 9th grade. This makes it more difficult for the high school student to reach a calculus level math before graduation. They are also teaching geometry by an experimental method that has never been used successfully anywhere in the world.

Remember, if our teachers or parents see that this type of geometry is not working and that the students are not doing well under this new type of instruction, there is no one to call, no way to change it, it must be taught as Common Core standards dictate.
How about English?

Dr. Sandra Stotsky served on the validation committee, but she refused to sign off on the Common Core standard because the standard was so inadequate. She said “Empty skill sets that won’t prepare students for college course work.” The reading level expected will be about 7th grade level. Also, studying classical literature will be replaced with informational text. This will include non-fictional text like technical manuals, government documents, brochures and even menus. It is not clear how much classical literature will be taught, but it will be pared down to included only some of Shakespeare’s work. No more Pride and Prejudice, Tale of Two Cities or Jane Eyre.

Most English teachers have not been trained to teach this way. If they don’t quit out of frustration, they will have to be re-trained, at great cost to the taxpayer. Historical documents will also be taught as just text on a page. Like the Gettysburg Address, there will be no historical or cultural significance attached to the document.

The most serious problem is the philosophy that children should not be over educated and should not spend time studying things that won’t give them practical assistance in their future job. The new point of education is to train for work, not to be a free-thinker who is able to problem solve and question.

Data Tracking

Part of the Race to the Top competition is participation in the student databases. They want each state to maintain a database on every student from Pre-K all the way through to the workforce. This database will collect personal information about the student like test scores, disciplinary records, health history, family income range, religious affiliation, etc. The Department of Education, who cannot have a nationalized student database under Federal Statue, use the states to collect the data and “share” it with them. This is again, incentivized by the promise of federal grants.

Also, the two testing Consortias are federally contracted to turn over their testing data to the Department of Education. And the Department of Education recently gutted their own privacy policy which now enables them to share their data with the Department of a Labor and other privates institutions as long as the sharing is described as an audit or a valuation of an educational program.
In order to get everyone on board with the idea of centralized data collection, the Department of Education claims that without this tool they would not be able to see how their educational policies are doing. The Common Core proponents state that the community must make this sacrifice of privacy for the greater good of the community. This entire scheme is the progressive’s dream of a managed economic regime from Pre-K all the way through to the work force.

**What is the Cost of Common Core?**

The cost of Common Core is an unknown. There was not time for states to do a thorough cost analysis before signing on to Common Core. But here are some of the areas that will need significant revenue:

1. Training and Retraining teachers
2. Text and Instructional manuals - Microsoft has their eye on this one.
3. Assessments – development and grading
4. Computer equipment – new and upgrades
5. Network – new and upgrades

Many of the National Tests will need to be hand-scored. The scorers will need to be paid, and the children will be expected to take multiple tests per year. This cost will be significant. Under our current system, testing costs $5 per student. The Common Core designers estimate that would quadruple to $20 per student, but independent sources estimate the price to be around $100 per student.

**What about Comparing Students from State to State?**

We already compare our students from state to state. In the lower grades we use the National Assessment of Educational Progress, this does not compare student to student, but it gives a good sense of where students stand nationwide. In the upper grades we use the ACT and the SAT, these have served us well for years.

Less than 2% of students move from state to state each year, should we dismantle an entire system, give away our liberty and absorb a hefty price tag to accommodate such a small group, a group that has not requested this action be taken?
Do other countries with National Standardized Education outperform the US?

Some countries do, others do not. The same is true of countries without National Standardized Educational systems. So this is not a factor. One thing to note, the countries that outperform us who are standardized tend to be much smaller than the United States.

What is the Future of Common Core?

Common Core has the potential to obliterate school choice. If Common Core is imposed on all public and public charter schools, possibly private and homeschooled as well, then why have a choice at all?

Common Core proponents want all schools to operate under Common Core. David Coleman is the primary author of the English Language Arts portion of the Common Core. He is also the new President of the College Board. He wants to align the SAT’s with Common Core. Then all students who aspire to go to college must learn Common Core in order to pass the SAT.

Common Core Math and English are the framework that is established and put into place to achieve Nationalized Education. Science, history, social studies and health and sex ed are already being written. The states will be acclimated and persuaded via federal grants to accept the new standards.

Common Core plays a key role in developing human capital for the Global Labor Market. This progressive movement seeks a managed economy and workforce. The free market economy and decision of free people are too chaotic for this group. They believe in large government, managing resources, people, education and the work force. They believe that the government will be able to predict and control market trends. They are trading their liberty for a perceived “safety net” that does not exist.

The progressives would like to see our children committed to a Career Cluster as early as grade 9, and then have them trained in only that area. This is a view they want to adopt for our nation, one that is completely opposite of what our founding fathers had for us, one that centers around a planned economy and unlimited government.

Our children will be taught that government has the right to direct them to serve the economic good of the community. That for them to aspire to be
anything more than what the government expects of them is selfish and harms the collective. The government will cease to serve and will become the master.

**How do we stop it?**

1. Communication – we have to talk to our neighbors, our legislators, our school board members. Don’t assume that people know any more about this than what they may have heard online. With full knowledge people tend to take action, with partial knowledge people tend to talk about taking action.
2. Go to the websites and sign the petitions, read and keep up with current news on this subject.
3. Contact your legislators. It is best if you can have a face to face meeting and discuss all of your concerns, get the talking points so you “know your stuff”!
4. Contact your School Superintendent and your Board of Education. Don’t worry about what party affiliation these folks are, talk to them anyway. They are there to serve the community, not just a portion of the community.
5. Never give up!

The information in this document came from videos available on the internet, put into a concise document to help everyone understand what we are dealing with, please inform your friends and family.