

## COMMON CORE-RIGOR & RELEVANCE-HABIT OF MIND

Relevant, rigorous and authentic learning for the 21<sup>st</sup> Century

### 21<sup>st</sup> Century Skills:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

ELA Common Core Standards	Mathematics Common Core Standards
<ul style="list-style-type: none"><li>• Demonstrate independence.</li><li>• Build strong content knowledge.</li><li>• Respond to the varying demands of audience, task, purpose, and discipline.</li><li>• Comprehend as well as critique.</li><li>• Value evidence.</li><li>• Use technology and digital media strategically and capably.</li><li>• Come to understand other perspectives and cultures.</li></ul>	<ul style="list-style-type: none"><li>• Make sense of problems and persevere in solving them</li><li>• Reason abstractly and quantitatively</li><li>• Construct viable arguments and critique the reasoning of others</li><li>• Model with mathematics</li><li>• Use appropriate tools strategically</li><li>• Attend to precision</li><li>• Look for and make use of structure</li><li>• Look for and express regularity in repeated reasoning</li></ul>

### Shifts in ELA:

- Lead high level, text based discussions
- Focus on process, not just content
- Create assignments for real audiences and with real purpose
- Teach argument, not persuasion
- Increase text complexity

### Shifts in Mathematics:

- Emphasize coherence at each grade level – making connections across content and between content and mathematical practices in order to promote deeper learning.
- Focus on key topics at each grade level to allow educators and students to go deeper into the content.
- Emphasize progressions across grades, with the end of progression calling for fluency – or the ability to perform calculations or solving problems quickly and accurately.
- Describe mathematical “habits of mind” or mathematical applications and aim to foster reasoning, problem solving, modeling, decision making, and engagement among students.

- Require students to demonstrate deep conceptual understanding by applying them to new situations.

### **Rigor and Relevance**

Essential components of **rigor** in the classroom:

- Content acquisition
- Critical thinking
- Relevance
- Integration
- Application of concepts
- Long term retention
- Responsibility

### **The Rigor/Relevance Framework has four quadrants:**

**Quadrant A — Acquisition** Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this acquired knowledge.

**Quadrant B — Application** Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.

**Quadrant C — Assimilation** Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create unique solutions.

### **Quadrant D — Adaptation**

Students have the competence to think in complex ways and also apply knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

### **Questions to Ask Yourself:**

Is it application? Is the application real world?

Is the outcome unpredictable?

How are these five shifts happening in your classroom?

What have you already been doing well?

What would you like to change?

### **Habits of Mind**

Habits of Mind are the characteristics of what intelligent people do when they are confronted with problems, the resolutions of which are not immediately apparent." (Costa)

What are Habits of Mind?

[http://www.grrec.ky.gov/Thoughtful\\_files/Cadre2/Habits\\_of\\_Mind1.pdf](http://www.grrec.ky.gov/Thoughtful_files/Cadre2/Habits_of_Mind1.pdf)

Reference: Costa, A. and Kallick, B. (2000) Habits of Mind. A Developmental Series. Alexandria, VA: Association for Supervision and Curriculum Development

Adapted from <http://www.roberson.k12.nc.us/Page/29425>,

<http://www.ocde.us/CommonCoreCA/Pages/STANDARDS.aspx>