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From: ContactForm@state.pa.us
Sent: Thursday, October 24, 2013 3:18 PM
To: Help
Subject: IRRC Website - New Message



A new message has arrived from the IRRC Website

First Name: A

Last Name: Hain

Company:

Email: AlwaysLearning7@gmail.com

Subject: Reject Common Core Curriculum

Message:

I believe this copy of statements by Dr. James Milgram and Emmette McGroarty published 7-30-13 sums up what examples of the curriculum that I have seen.... " Common Core is using our children for a huge and risky experiment. There are also severe problems with the way Common Core handles percents, ratios, rates, and proportions – the critical topics that are essential if students are to learn more advanced topics such as trigonometry, statistics, and even calculus. As well, the way Common Core presents geometry is not research-based -- and the only country that tried this approach on a large scale rapidly abandoned it. In addition to these deficiencies, Common Core only includes most (but not all) of the standard algebra I expectations, together with only some parts of standard geometry and algebra II courses. There is no content beyond this. Hidden in Common Core is the real objective – presenting the minimal amount of material that high-school graduates need to be able to enter the work force in an entry-level job, or to enroll in a community college with a reasonable expectation of avoiding a remedial math course. There is no preparation for anything more, such as entering a university (not a community college) with a reasonable expectation of being able to skip the entry-level courses. (Virtually no university student who has to take an entry-level math course ever gets a degree in a technical area such as the hard sciences, engineering, economics, statistics, or mathematics.) Common Core thus amounts to a disservice to our students. It puts them at least two years behind their peers in high-performing countries, and leaves them ill-prepared for authentic college course work. Those who doubt that this low-level workforce-development is the goal of Common Core should ponder the admission of Jason Zimba, one of the chief drafters of the math standards. In a public meeting of the Massachusetts State Board of Education in 2010, Dr. Zimba testified that Common Core is designed to prepare students only for a non-selective community college, not a university. In the waves of Common Core advocacy, from Republicans as well as Democrats, this was indeed an unusual moment of candor. So before states forge ahead with a set of standards created, owned, copyrighted, and controlled by anonymous interests outside the state, they should be aware that those interests seem to be motivated by the desire for minimal workforce-development rather than genuine math education. Is the Common Core experiment the best we can do? Parents and teachers should refuse to settle for this Common Core mediocrity, and demand truly world-class standards for the good of our students and our country." Dr. James Milgram, Professor of Mathematics at Stanford University, has extensive experience developing

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mathematics standards throughout the nation and served on the Validation Committee for the Common Core Standards. Emmett McGroarty, serves as Executive Director of the American Principles Project's Preserve Innocence Initiative which informs Americans about the dangers of centralizing education through the Common Core. He is co-author of "Controlling Education From the Top: Why Common Core Is Bad for America."