

Testimony at Hearing to consider Repeal of Common Core
Stefanie Huffaker
Resident of Lapeer, MI
April 19, 2016

Thank you Senators, for allowing a hearing. Senator Pavlov, especially. I hope that today, you will be swayed to finally side against it.

Two years ago, I testified three different times against Common Core. The first time, I questioned the bait and switch of 2010, where Mi gave up its constitutional state's rights to govern education in Mi for a chance to enter a contest to win "free federal dollars" which we never did win.

The second time, I questioned the sanity of using a new kind of curriculum focus with no research behind it, comparing it to a doctor using a medical treatment with no research. The third time, I questioned the integrity of using only a voice vote with no one going on the record with their vote to pass the funding measures.

Well, now Common Core has been in place for a few years and I thought maybe a visual aid would be useful to see what exactly Common Core means in the daily lives of our children. Sometimes, a picture can speak a thousand words.

Before I do that though, I need to explain my perspective which may be different from most of the people in this room. I have been the homeschooler as well as the educational administrator for my 6 children for 26 years now. In that time, depending on the different needs of my children, I have used textbooks at the kitchen table, public library programs, private businesses, video lessons, scouting programs, homeschool co-ops-sometimes with only 20 families, sometimes with 80-90 families, sometimes with over 200 families. I have used private Christian schools, online classes, dual enrollment with Lansing Community College and I have even used the public school. All of these are tools in my toolbox that I use to educate my children. So I have seen lots of different ways to present curriculum.

Today, I would like to very clearly show two different recent examples of curriculum from my own children. One of my sons chose to attend the local public school to play football recently. Before you is a copy of a high school geometry assignment. (Please see the highlighted section in the attachment.)

The next page shows an 8th grade geometry question from my daughter's Saxon math book; a very common homeschool curriculum. Question #13 and 14 read, "Find the volume of a solid whose base is shown on the left and whose sides are 2 yards tall. Dimensions are in yards. Find the lateral surface area of the solid." Notice my daughter's work on the following pages.

The cut and paste pictures of shapes were in the public school's 10th grade curriculum. The homeschool curriculum for 8th grade has no cut and paste. It has real math.

For this same son's 12th grade Core English class, he read this one book-titled *Fast Food Nation*. 25% of these pages are the bibliography. And, oh, they read it out loud as a class.

These four books are what his 9th grade sister has already read for her homeschool coop's British Literature class this year with a group of a dozen other homeschoolers-four Jane Austen Classics, none of which have any pages dedicated to a bibliography, although one does have a short story they have not read yet.

I randomly opened each book yesterday and found the longest sentence on the page to compare the vocabulary and the reading difficulty. I have photocopied the pages for you so you can compare more of the text if you desire, but I will only read the highlighted sentence. And actually, I had to read three pages in *Fast Food Nation* before I found this complex of a sentence. (Please see the attached selections.)

Senators, I did not go searching to find these examples. They were just sitting around my house. This is a very clear picture of how the rising generation is getting a dumbed down curriculum that follows the Common Core Standards.

I understand that proponents of Common Core will yell that it is too hard to keep changing. I acknowledge that it may be a painful readjustment but just like sometimes it hurts to get our back realigned, we are much better for it afterwards.

Most of our Republican Presidential candidates realized that Common Core was an albatross around their necks and they have backed away from supporting it. The only good that comes from staying with CC here in Mi is maybe a pat on the back from the governor, which some would say is also its own albatross, politically.

I beseech you to defy a false consensus that Common Core is so great and choose the harder right instead of the easier wrong. Wisdom is recognizing an error and making the necessary changes to fix it. Now is that time.

Thank you for your time.

Octagon



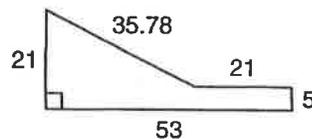
This is a picture of a stop sign because it is shaped like an octagon. An octagon is a polygon with 8 sides and 8 angles.

3. ⁽⁹⁰⁾ Hartzler multiplied his magic number by 14. Then he added 8. The result was 50. What was Hartzler's magic number?
4. ⁽⁶⁶⁾ The ratio of straights to bents was $2\frac{1}{2}$ to 3. If 300 were bent, how many were straight?
5. ⁽⁷²⁾ Graph on a number line: $x > 1$
6. ⁽⁸⁷⁾ Use the commutative and associative properties to simplify: $\frac{2}{3} \cdot 50 \cdot 48 \cdot \frac{2}{5}$
7. ⁽⁷⁷⁾ What number is 230 percent of 350?
8. ⁽⁸⁰⁾ If 200 is increased by 130 percent, what is the resulting number?
9. ⁽⁶⁸⁾ There were 1200 cowboys in El Paso. Thirty-six of them were rangy, sixty of them were lanky, and fifty-four were gamey. What percent of the cowboys were rangy, what percent were lanky, and what percent were gamey?
10. ⁽⁹²⁾ Between which two consecutive integers is $\sqrt[4]{82}$?

11. ⁽⁵⁵⁾ Complete the table. Begin by inserting the reference numbers.

FRACTION	DECIMAL	PERCENT
(a)	0.36	(b)

12. ⁽⁷³⁾ Find the surface area in square-inches of a right circular cylinder with a diameter of 1 foot and a height of 1 foot.
13. ⁽⁴⁵⁾ Find the volume of a solid whose base is shown on the left and whose sides are 2 yards tall. Dimensions are in yards.



14. ⁽⁸⁸⁾ Find the lateral surface area of the solid in problem 13.

15. ⁽²⁴⁾ Use one unit multiplier to convert 1234.8792 meters to kilometers.

Solve:

16. ⁽⁸⁴⁾ $-3x - 10 = -1$

17. ⁽⁶⁵⁾ $\frac{3\frac{1}{3}}{2\frac{1}{4}} = \frac{1\frac{1}{2}}{x}$

18. ⁽⁸⁴⁾ $-3\frac{1}{4}x - \frac{3}{8} = 4\frac{1}{2}$

Simplify:

19. ⁽⁴⁴⁾ $2^3 + 2^3[2^2(\sqrt{16} - \sqrt{9})(\sqrt{9} + 2^2)]$

20. ⁽⁹¹⁾ $-2(-2 - 3 \cdot 5) - [2(3 - 5) + 2]$

21. ⁽⁹¹⁾ $-3(-2 - 6 \cdot 2) - [4(2 - 4) - 2]$

22. ⁽⁹³⁾ $\frac{5[(6 - 3) + 2] - 1}{2(5 - 1)}$

13)

$$\begin{array}{r} 53 \\ \times 5 \\ \hline 265 \end{array}$$

$$\begin{array}{r} 53 \\ - 21 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 21 \\ \times 5 \\ \hline 105 \end{array}$$

$$\begin{array}{r} 32 \\ \times 16 \\ \hline 192 \\ + 320 \\ \hline 512 \end{array}$$

$$\begin{array}{r} 265 \\ + 256 \\ \hline 521 \\ \times 2 \\ \hline 1042 \end{array}$$

$$\begin{array}{r} 256 \\ 2 \overline{) 512} \\ \underline{4} \\ 10 \\ \underline{10} \\ 0 \end{array}$$

1042 yards²

14) L.S.A. = P.H

$$\begin{array}{r} 53 \\ 21 \\ 35.78 \\ 21 \\ + 5 \\ \hline 135.782 \\ \times 135.782 \\ \hline \end{array}$$

271.56 yards²

Common Core 12th grade
English

Colorado Springs had occurred without much official planning, zoning, or spending on drainage projects. As more pavement covered land within the city limits, more water flowed straight into Fountain Creek instead of being absorbed into the ground. The runoff from Colorado Springs eroded the land beside the creek, carrying silt and debris downstream all the way to Kansas. Hank literally lost part of his ranch every year. It got washed away by the city's rainwater. A nearby rancher once lost ten acres of land in a single day, thanks to runoff from a fierce storm in Colorado Springs. While Hank stood on the crumbling bank, giving an impassioned speech about the watershed protection group that he'd helped to organize, telling me about holding ponds, landscaped greenways, and the virtues of permeable parking lots covered in gravel, I lost track of his words. And I thought: "This guy's going to be governor of Colorado someday."

Toward sunset we spotted a herd of antelope and roared after them. That damn minivan bounced over the prairie like a horse at full gallop, Hank wild behind the wheel, Allie and Kris squealing in the back seat. We had a Chrysler engine, power steering, and disk brakes, but the antelope had a much superior grace, making sharp and unexpected turns, about two dozen of them, bounding effortlessly, butts held high. After a futile chase, Hank let the herd go on its way, then veered right and guided the minivan up a low hill. There was something else he wanted to show me. The girls looked intently out the window, faces flushed, searching for more wildlife. When we reached the crest of the hill, I looked down and saw an immense oval structure, shiny and brand-new. For an instant, I couldn't figure out what it was. It looked like a structure created by some alien civilization and plopped in the middle of nowhere. "Stock car racing," Hank said matter-of-factly. The grandstands around the track were enormous, and so was the parking lot. Acres of black asphalt and white lines now spread across the prairie, thousands of empty spaces waiting for cars.

The speedway was new, and races were being held there every weekend in the summer. You could hear the engines and the crowd from Hank's house. The races weren't the main problem, though. It was the practice runs that bothered Hank and Susan most. In the middle of the day, in one of America's most beautiful landscapes, they would suddenly hear the drone of stock cars going round and round. For a moment, we sat quietly on top of the hill, staring at the speedway bathed in twilight, at this oval strip of pavement, this unsettling omen. Hank stopped there long enough for me to ponder what it meant, the

a very frequent and most unreserved correspondence. I depend on you for that." To these high flown expressions, Elizabeth listened with all the insensibility of distrust; and though the suddenness of their removal surprised her, she saw nothing in it really to lament; it was not to be supposed that their absence from Netherfield would prevent Mr. Bingley's being there; and as to the loss of their society, she was persuaded that Jane must soon cease to regard it, in the enjoyment of his.

"It is unlucky," said she, after a short pause, "that you should not be able to see your friends before they leave the country. But may we not hope that the period of future happiness to which Miss Bingley looks forward, may arrive earlier than she is aware, and that the delightful intercourse you have known as friends, will be renewed with yet greater satisfaction as sisters?—Mr. Bingley will not be detained in London by them."

"Caroline decidedly says that none of the party will return into Hertfordshire this winter. I will read it to you"—

"When my brother left us yesterday, he imagined that the business which took him to London, might be concluded in three or four days, but as we are certain it cannot be so, and at the same time convinced that when Charles gets to town, he will be in no hurry to leave it again, we have determined on following him thither, that he may not be obliged to spend his vacant hours in a comfortless hotel. Many of my acquaintance are already there for the winter; I wish I could hear that you, my dearest friend, had any intention of making one in the croud, but of that I despair. I sincerely hope your Christmas in Hertfordshire may abound in the gaieties which that season generally brings, and that your beaux will be so numerous as to prevent your feeling the loss of the three, of whom we shall deprive you."

"It is evident by this," added Jane, "that he comes back no more this winter."

"It is only evident that Miss Bingley does not mean he *should*."

"Why will you think so? It must be his own doing.—He is his own master. But you do not know *all*. I *will* read you the passage which particularly hurts me. I will have no reserves from *you*."

"Mr. Darcy is impatient to see his sister, and to confess the truth, we are scarcely less eager to meet her again. I really do not think