

CATHOLIC CHILDREN IN GRAVE DANGER

A REPORT ON COMMON CORE IN CATHOLIC SCHOOLS

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(Revised Computer Edition)

COMMON CORE PLACES EDUCATION IN GRAVE DANGER

Common Core places our Catholic children in grave danger by:

- * Denying absolute truth in God.
- * Making all truth relative and determined by group consensus.
- * By-passing the free will of the child through mind control and behavioral techniques.
- * Using a revolutionary educational system based on Marxist dialectic theory, devised by multiple continental thinkers, perfected by Transformational Marxists. and used in Soviet and U. S. Classrooms.
- * Promoting a global socialist, "commune, commune-ism" agenda to destroy allegiance to faith, family, and country.
- * Viewing the child as "Human Capital" to be trained for a global workforce.
- * Employing computer assessment and cybernation to turn the child into "a product".
- * Participating in a system that is global.
- * Changing Christian principles and beliefs into "opinions".
- * Destroying individual thought and achievement through "consensus".
- * Dumbing down of the curriculum with the loss of Classic Liberal Arts Education.

- * Depriving the teachers of valuable rapport with their students.
- * Losing local and even state control of education, discarding the principle of Subsidiarity.
- * Collecting health and personal information on the child and family from K-12 and beyond, storing the information in Data banks, and making the information available to others without permission from the parents.
- * Using predetermined goals and objectives to change the child's attitudes.
- * Teaching environmental "sustainability" based on the United Nations "Agenda 21" which promotes a Spiritual Pantheistic concept of man as subservient to "nature".
- * Rendering truth relative through synthesis and syncretism.

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CONTENTS

Introduction

Part 1 Marxist Influence in Public Education

- A. The Marxist Hegelian Dialectic
- B. Marxism - From Prussia with Love
- C. Atheists and Behaviorists in the Classroom
- D. Christianity & Western Culture in America Threatened

Part 11 Common Core Methods and Outcomes

- A. Common Core - The Baggage

- B. The Computer Lock-in
- C. Data Collection
- E. God's Children - the Lab Rats?

Part 111 What Common Core Teaches

- A. Globalism, Sustainability, and Agenda 21
- B. Communitarian Collectivism
- C. Global Common Core Curriculum
- E. "Critical Thinking" Techniques - Washing the Student's Mind
- F. Training, Not Educating the Student
- G. Treating Students as Human Capital for a Planned Economy
- H. Deliberately Dumbing Down the Students
- I. Common Core in the Classrooms

Part IV Who's Who

- A. Those Promoting Common Core
- B. Others Involved with Common Core
- C. Those Opposed to Common Core

Part V A Remedy?

- A. Why is Common Core in Catholic Classrooms?
- B. Rejecting Federal Money
- C. Rejecting Common Core

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A Report on Common Core in Catholic Schools

"COME HOLY SPIRIT"

"Pope Benedict XVI [*Emeritus*] says Catholic agencies must sometimes refuse partnerships that would even indirectly support activities opposed to the Christian view of the human person." (1)

Sadly and nonetheless, over 100 Catholic dioceses and their educational agencies have aligned their schools with Public School Common Core Standards.

The purpose of this report is to show that Common Core Standards, in tandem with their accompanying baggage, are far from compatible with Judeo-Christian principles and beliefs. Our good and holy Prelates would have never willingly allowed such an affront to all that is Catholic, had they had any idea what Common Core, et al., entails.

Public School Common Core Standards are being installed in Catholic dioceses through the Common Core Catholic Identity Initiative (CCCII), and its accompanying "National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools". These Standards are now being incorporated into diocesan education plans under such titles as "Pathways to Excellence", "Mission Advancement Initiative", and "Lighting the Way: A Vision of Catholic Education".

The CCCII's (Common Core Catholic Identity Initiative) purpose is to "infuse" Catholic principles into the National Common Core of Standards. (This is done, for instance, by adding catechism lessons to English, Language, and Arts Standards.) As dedicated as our good Bishops are to teaching and guarding the faith of our school children, they are using a framework and teaching system that can undermine or destroy the faith of our Catholic school children. How does one merge Christian principles with the Common Core ideologies and methodologies which can change Christian values and world views? Has the present battle over our religious liberties taught us anything about not collaborating with the federal government and their programs?

"Do not harness yourselves in an uneven team with unbelievers...Light and Darkness have nothing in common. Christ is not the ally of Beliar" 2 Corinthians 6:14-15 (2)

Common Core Incompatible with Catholic Teaching

Common Core and its behavioral techniques, enhanced by computer management, have the power to turn the child against the parent and reduce Christian beliefs to mere opinions. It encompasses and uses the operant conditioning techniques of behavioral

2.

change-agents to destroy Christian values. Transformational Marxists like John Dewey and behavioral scientists like Benjamin Bloom and B.F. Skinner set the agenda for education many years ago and their systems have been operational in public classrooms ever since. Their Pavlovian behavioral techniques can destroy the free will of the child and destroy allegiance to family and country. If a Catholic school is not currently using such behaviorism (Outcome Based Education/Mastery Learning, etc.) it will be forced to do so through Common Core. In order to fully understand these techniques please read [Back to Basic Reform or...Skinnerian International Curriculum](#).(3). This is a powerful and concise report on those who would take over the minds of our children in the classroom. On page 13 of this booklet, a professor at a Mastery Learning Conference is cited as referring to our children as "human animals".

Benjamin Bloom's Taxonomy will be operational in the Catholic Common Core Identity Initiative program as there is a section in their Unit Design Guidelines that refers directly to his taxonomy and behaviorism, and directs the reader to a web address that fully explains his methods with new and "improved" features.

PART I: MARXIST INFLUENCE IN PUBLIC EDUCATION

The Marxist Hegelian Dialectic

In addition to the behavioral techniques described above, there is the continued dialectic of conflict to produce an evolution of "higher truths" which culminate into "oneness". The conflict structured into the curriculum through "Critical Thinking" is grounded in the Hegelian/Marxist Dialectic of thesis, antithesis and synthesis. It is incorporated throughout the curriculum by presenting conflicting materials to create mental confusion called "cognitive dissonance" in the students. The children discuss opposing views, defend their beliefs and values, and then synthesize their values to attain "consensus and commonality". Each conflict which becomes consensus is another step towards the ultimate "unity of mankind". The Hegelian/Marxist Dialectic is combined with mind control techniques such as Operant Conditioning (rewards and punishments to train the children as lab rats) and computer recycling. (see *The Computer Lock In*) This is called "processing" the student.

This dialectic is a form of brainwashing. "Brainwashing is not, as some anti-Christian educators and students contend, the Biblical process of training our children to love and follow God. The word 'brainwashing' refers to a planned, step-by-step attempt to 'wash' family-taught beliefs from the minds of those who oppose government ideology. In America, it would mean replacing the old Biblical values and world view with a new way of thinking that would support a totalitarian agenda. In other words, every child must become a peace child, a willing and active servant of a new world order....A massive world-wide partnership is pioneering new strategies for social transformation. The media, the entertainment industry, computer companies, government agencies, educational institutions, the United Nations and its accredited non-governmental organizations (NGOs) have all joined together in a common quest for a global mind change. They seek

3.

solidarity -- a worldwide unity based on a new set of beliefs and values. 'Obsolete' and 'exclusive' loyalties to national sovereignty, Biblical values, and the unadulterated U.S. Constitution stand in their way." (4)

The Hegelian Marxist Theory was imported from The Frankfurt School in Germany to the United States years ago, by such men as Horace Mann and Robert M. Hutchins. It was institutionalized by these men as well as by corporate giants such as Henry Luce, Jr., founder of Time, Life, and Fortune Magazines. Judy McLamore, in her monumental work on the Marxist Theory-Praxis, says: "As Luce had suggested and what the process was designed and proven to do was to wash or rid the brain of the individual of his/her traditional beliefs, convictions, and values." (5)

Marxism - From Prussia with Love

"Hallmarks of this Prussian education system included compulsory attendance, national training for teachers, national testing for students, national curriculum for each grade, and mandatory kindergarten. The philosophy it was based in was that humans were scientific objects. There is only a body, brain, and nervous system. There is no God, and no spirit, so everything in this scientific object was subject to a stimulus/response system. In the mid 1800's, Horace Mann was trained at Leipzig University in this methodology and returned to America to implement it here". (6)

John Dewey was a giant figure in progressive public education. "Stanley Hall was another trained in this philosophy at Leipzig and he was John Dewey's mentor. In 1934, John Dewey became one of the original signatories of the humanist manifesto. The manifesto was a socialistic, atheistic, religious document pronouncing that there was no God or spirit and that man was to fare according to his capabilities. Throughout his life, Dewey sought to use the school system to implement collectivist philosophies on children in an attempt to have them lose individuality and promote socialism." (7)

According to Dean Kalahar, as indicated in his April 12, 2013 article "Common Core: Nationalized State-Run Education" appearing in American Thinker, David Coleman, *one of the leading architects of Common core*, has a progressive world view of education as the engine for "social justice". Kalahar quotes from another source saying that Coleman's mother was a professor of humanities at the far left New School for Social Research, which was begun by progressives in 1932 and modeled itself after the neo-Marxist social theory of the Frankfurt School. David Coleman, has recently been named head of the College Board, which has authority over the SATs.

Atheists and Behaviorists in the Classroom

With regards to atheistic, Marxist teaching in America, the late Father John A. Hardon, S.J. said the following with regard to America and American education. "...Some years ago, I had the privilege of publishing a thirty page Statement of Principles and Policy on Atheistic Education in Soviet Russia. The opening paragraph of this document

4.

stated:...The Soviet school, as an instrument for the Communist education of the rising generation, can, as a matter of principle, take up no other attitude towards religion than one of irreconcilable opposition; for Communist education has as its philosophical basis Marxism, and Marxism is irreconcilably hostile to religion. 'Marxism is materialism,' says V. I. Lenin; 'as such, it is as relentlessly hostile to religion as the materialism of the Encyclopaedists of the eighteenth century or the materialism of Feuerbach.'... **How has this philosophy penetrated the United States? So deeply that most Americans have only the faintest idea of what is going on in our schools.** (Emphasis, ed.) William Foster, former American chairman of the Communist party, wrote in Toward a Soviet America that he wanted the "cultural revolution" to be advanced under the aegis of a national department of education....That is exactly what the National Education Association [NEA] lobbied for during the 1976 presidential campaign, and a Department of Education is exactly what the American president gave the union in gratitude for its support." (8)

And most important of all, in 1985 President Reagan and Soviet President Gorbachev signed an agreement to cooperate in major fields of endeavor including education. Called for was " the facilitation of exchange of educational and teaching materials, including textbooks, syllabi and curricula, materials on methodology, samples of teaching instruments and audiovisual aids, and the exchange of primary and secondary school textbooks...." (9)

Christianity & Western Culture in America Threatened

"Lenin said, 'Destroy the family and you destroy society.' His followers have proven him right: 'Gramsci hated marriage and the family, the very founding blocks of a civilized society. To him, marriage was a plot, a conspiracy...to perpetuate an evil system that oppressed women and children. It was a dangerous institution, characterized by violence and exploitation, the forerunner of fascism and tyranny. Patriarchy served as the main target of the cultural Marxists. They strove to feminize the family with legions of single and homosexual mothers and 'fathers' who would serve to weaken the structure of civilized society.' ...[A]nother cultural Marxist (George Lukacs) brought the Gramscian strategy to the schools... As deputy commissioner in Hungary... his first task was to put radical sex education in the schools... it was the best way to destroy traditional sexual morality, and weaken the family. Hungarian children learned... free love, sexual intercourse, and the archaic nature of middle-class family codes, the obsolete nature of monogamy, and the irrelevance of organized religion which deprived man of pleasure. Children were urged to deride and ignore... parental authority, and precepts of traditional morality. **If this sounds familiar, it is because this is what is happening in our public... schools.**" (Emphasis, ed.) ...Under the rubric of 'diversity,' its hidden goal is to impose a uniformity of thought and behavior on all Americans. The cultural Marxists, often teachers, university professors and administrators, TV producers, newspaper editor{s} and the like, serve as gatekeepers by keeping all traditional and positive ideas, especially religious ideas, out of the public." (10)

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Hopefully there is still enough moral conviction left in this world to oppose such evils. In November of 2012, then Pope Benedict XVI said: "one of the gravest problems of our time is the ignorance of religion on the part of many men and women, also among the Catholic faithful." (11)

Even more to the point, Archbishop Chaput said: "The real religion of vast numbers of American young people is a kind of fuzzy moral niceness, with a generic, undemanding God on duty to make us happy whenever we need....This is the legacy - not the only part of it, but the saddest part of it - that my generation, the boomer generation, has left the Church of the United States....If young people are morally and religiously ignorant by the millions they didn't get that way on their own....We taught them. They learned from our indifference, our complacency, our moral compromises, our self-absorption, our eagerness to succeed, our vanity, our greed, our lack of Catholic conviction and zeal." (12) As G.K. Chesterton said, when people stop believing in God, they don't believe in nothing - they believe in anything.

PART II: COMMON CORE METHODS AND OUTCOMES

The System and The Baggage

One might think the Standards, themselves, are innocuous. But the problem lies even more so in the ***System*** which incorporates all the components of the baggage accompanying the Standards of Common Core. The baggage consists of all the behavioral techniques, curriculum, assessments, and computer technology. By accepting Common Core Standards, curriculum, and assessments, won't Catholic classrooms have to adhere to basically the same "conflict resolution" curriculum as the public schools, with all the accompanying behavioral techniques embedded in the curriculum? The curriculum will have to follow the predetermined assessments and national tests. Even if educators are told they can write their own performance standards, if such standards are not written to the assessments, it will have been in vain. The Catholic programmer might try to write Catholic standards or Catholic curriculum, but such standards may well become moot given the predetermined common core assessments and curriculum. The model assessments were written before the curriculum.

At best, won't there will be an attempt to "infuse" Catholic principles into programming not compatible with Catholic... principles? For the children to pass the assessments, won't the teacher have to employ the same public school behavioral techniques and computer technology to achieve the proper psychological adjustment of the child? The attitudinal adjustment of the child is embedded in the curriculum, in order to conform to the constant computer mini-assessments and tests.

Teacher performance will also be assessed. The teacher will be locked into this system by such groups as The Council for the Accreditation of Educator Preparation (CAEP),

6.

a new specialized accrediting body of standards and performance, reporting on teacher candidates and teachers.

The Common Core set of Standards is owned by The National Governors Association (NGA). The Standards are copyrighted and cannot be changed. They are the standards used for all states. The National Catholic Education Association (NCEA) says their "National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools" are offered as school effectiveness standards rather than curriculum content standards. However, then they say that these Standards and Benchmarks support curriculum development consistent with both national and State Common Core Standards. The states can only add 15% additional materials to the core, but any student learning gained by that 15% additional material will not be assessed or tested. Will teaching "supplemental" materials like religion take time away from teaching the materials that must be assessed? Will this result in lower scores for the Catholic child? It's very odd that the Common Core Catholic Identity Guidelines include "Religion text" in the English Literature and Arts standards, along with a directive to list Catholic identity elements to be infused. If there are religion classes, why is this necessary?

"Common Core is part of an effort to implement regionalism, the replacement of local governments by regional boards of federally appointed bureaucrats, who in turn are beholden to international bodies. Regionalism will eliminate the freedom parents now have in choosing neighborhoods with good schools because tax funds will be distributed equally. There will be no escape in home schooling or private schools either, because the curriculum will follow national tests. Students will be tracked through mandatory state records that will then be accessible to Washington bureaucrats. Ultimately, all students will be subject to education mandates implemented by Obama's radical cronies." (13)

The Computer Lock-In

The first computer management system, not nearly as sophisticated as what is currently available, was originally called PPBS (Planning, Programming, Budgeting System) or MBO (Management by Objectives). It established goals, objectives and performance indicators for education and then tested for compliance. More currently it might be called Total Quality Management (TQM). Whatever it is now called, it is a much more comprehensive computer system with all the additional interconnectedness, upgrading, and cybernation add-ons.

Much of what is being discussed here concerning the PPBS system was written into the Elementary and Secondary Education Act of 1965, (ESEA) and revised in 1978. The computers, the assessments, the call for goals for the nation was all laid out even then. The ESEA Act even contained an amendment to protect the child against testing for mental and psychological problems, sex behavior and attitudes, etc. as behaviorism was included in the goals and objectives of the PPBS system.

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Common Core curriculum and assessments are locked into classroom education through computer management. The child is subjected to predetermined goals, objectives, performance indicators, and metrics, and then assessed to show how well he/she is performing according to all the criteria. The results are all processed, sorted, and data-banked by computers. If the child does not perform correctly, he/she will not advance from one learning step to the next. The advancement from one step to the next can be assisted by an individualized learning technique called scaffolding (a concept of Lev Vygotsky, Soviet, Marxist psychologist). If, in the scaffolding (staircase) process, the students do not display the proper, processed attitudes and "parrot" the predetermined information, they will be recycled via the computer for more instruction and assessments until they display the given outcome. It's a loop system and there is no way to escape it.

One professor had a plan for all this computer mind-control back in the 1960's: "Dr. Bertrand Raven in the Psychology Department at the University of California, Los Angeles, is in the process of building a computer-based device for changing attitudes. This device will work on the principle that students' attitudes can be changed effectively by using the Socratic method of asking an appropriate series of *leading* [emphasis...ed.] questions designed to right the balance between appropriate attitudes, and those deemed less acceptable. For instance, after first determining a student's constellation of attitudes through appropriate testing procedures, the machine would calculate which attitudes are "out of phase" and which of these are amenable to change." (14)

In 1985, at around the same time the U. S. and the Soviets signed an agreement on education, Carnegie Corporation signed agreements with The Soviet Academy of Sciences to develop computer software in critical thinking for early elementary education.

Data Collection

Data on the child and his/her family is gathered by such data bases as the State Longitudinal Database Systems (SLDS), P-20W (pre-kindergarten through 20 years/work), and other State data combinations which store the information. This data includes all kinds of personal information on both the child and the family.

All the information on the child and family, collected in databases, is to be shared: "The databases are to share data with anybody they define as 'authorized'....The now-authorized groups who will access student data will most likely include the A-list 'philanthropists' like Bill Gates, as well as corporate educational sales groups (Microsoft, Pearson, Wireless Generation, and K-12 Inc., Achieve, Inc., SBAC, PARCC, NGA, CCSSO for example, as well as federal departments that are far outside of education, such as the military, the workforce agencies, etc.)...Furthermore, even psychometric and biometric data (such as student behavioral qualities, DNA, iris and fingerprints) are also acceptable data collection points to the Dept. of Education." (15)

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The ultimate technological goal is to have each child on his/her own personal computer for "personalized learning". Then there is nothing that can get between the child and the computer. Since computers are now being programmed to deliver "therapy", who knows what the child will divulge or confess to the computer, thinking no one else will know. Will anyone besides the child even be allowed to see the tests?

"Even the introductory video on the inBloom website (data company for personalized learning, ed.) presents a vision of the teacher/student interaction as completely mediated by their database which is to form the basis of and completely structure the student/teacher relationship. In the video, both students and teachers are presented as passive, with very limited voice, only acting through the devices devised by the database developers...How far gone are we that the absurdity is not evident? 'Personalized learning' ...remove the teacher...collect 'data'... replace real teaching with 'virtual games'... so as 'to get to know the student;' ... But wait, there's more! Johnny's teacher can watch his development on a 'dashboard' that uses bright graphics to map each of her students' progress on dozens, even hundreds, of discrete skills...Forgive me, but I prefer to watch the development of young people in person. 'Bright graphics' — sounds like Disney, not education. 'Discrete skills' — nothing says 'product specification' better than 'discrete skills.'" (16)

In 1974, The Family Education Rights and Privacy Act (FERPA) became law. It prohibited situations which included school employees divulging information to anyone other than the student about the student's grades or behavior. Generally, schools had to have written permission from the parent or eligible student in order to release any information from a student's education record.

But in 2012, regulations were used to change the need to get parental consent. Now all the information the schools started collecting in 2009 can be shared with by whomever the government deems "authorized". The Electronic Privacy Information Center, or EPIC, has filed suit against the U.S. Department of Education claiming that the Department lacks the statutory authority to amend FERPA. EPIC vs. Department of Education is pending in a federal district court in Washington, D.C.

God's Children - the Lab Rats?

But there is even more technology to probe the child. Ever since Benjamin Bloom's Taxonomy in education, teaching has focused on the affective domain of the brain (attitudes, beliefs, values) with much less focus on the cognitive domain of the brain (reading, writing, and arithmetic.) To further study the affective domain of the child and his thinking, here is some of the latest data-collecting technology according to a February, 2013 report from the Department of Education (D.O.E.) "The report suggests researching how to measure and monitor these student attributes using 'data mining' techniques and even functional magnetic resonance imaging, although it concedes 'devices that measure

9.

EEG and skin conductance may not be practical for use in the classroom.' It delightedly discusses experiments on how kids respond to computer tutors, using cameras to judge facial expressions, an electronic seat that judges posture, a pressure-sensitive computer mouse and a biometric wrap on kids' wrists." (17)

And from the Gates: "The Bill & Melinda Gates Foundation, which has poured more than \$4 billion into efforts to transform public education in the U.S., is pushing to develop an 'engagement pedometer.' Biometric devices wrapped around the wrists of students would identify which classroom moments excite and interest them -- and which fall flat...The biometric bracelets...send a small current across the skin and then measure subtle changes in electrical charges as the sympathetic nervous system responds to stimuli...The engagement pedometer project fits neatly with the Gates Foundation's emphasis on mining daily classroom interactions for data..." (18)

Apparently, the February 2013 Department of Education Report requests all the above, in the name of testing for the non-cognitive skills of "Grit, Tenacity, and Perseverance". If you truly want to know what is in store for the children read the report, Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century at <http://www.ed.gov/edblogs/technology/files/2013/02/OET-Draft-Grit-Report-2-17-13.pdf>.

Are brain scans in the classroom next? On page 45 of the above report they say: "While it is impractical to use (f) MRI in the classroom (i.e., it is a prohibitively expensive, room-sized machine), Ed Dieterle and Ash Vasudeva of the Bill & Melinda Gates Foundation point out that researchers such as Jon Gabrieli and Richard Davidson are beginning to use multiple methods to explore how specific brain activity is correlated with other cognitive and affective indicators that are practical to measure in school settings.". There has been a call for cognitive scientists and educators to collaborate in their behavioral understanding of learning with physiology--studying the brain both from within and without. It would require the cooperation of cognitive scientists and physicists, computer scientists, physicians and school teachers. Bertrand Russell, agnostic or atheist, was one of the founders of UNESCO. He wrote the following in his book, Impact of Science of Society: "He described the kind of tyranny that could develop. 'Physiology and psychology...will give governments much more control over individual mentality than they now have even in totalitarian countries...to produce the sort of character and the beliefs that the authorities consider desirable...." (19)

PART III: WHAT COMMON CORE TEACHES

Globalism, Sustainability, and Agenda 21

“Sustainable development is restructuring our lives and targeting our children through an educational regime that seeks to develop collectivist attitudes, values, and beliefs. Sustainable development documents call for the elimination of private property and the

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freedom that private property supports. It supplants long-standing state law, and causes irreparable harm to our economy and our society. If we do nothing, the continuing loss of liberty will result in increasing social confusion and discord, rising resource shortages, financial decay, and a dimming future for us and our posterity." (20)

Sustainability is the key to justifying teaching about global austerity in order to save the planet. Individual God-given rights must be relinquished. Social justice is a major plank in sustainability. However, does Common Core teach about social justice based on Christian charity and alms-giving as in *Quadragesimo Anno*, or rather does it teach the concept of social justice as "material equality" which causes class conflict? The collectivist view of sustainability is that all men must be equal in every way. Christianity has never taught the concept of "material equality" or that government welfare equals charity. It teaches that men are equal in the sight of God, that we must love our neighbor as ourselves for love of God, and help the poor and needy.

Another issue of sustainability is population reduction to save the earth. "The Gates Foundation has been so successful in their family planning initiatives that the United Nations Population Fund (UNFPA) awarded their annual Population Award in 2010 to the Foundation....It is likely that the Bill and Melinda Gates Foundation will continue its commitment to global population control, and now, curriculum creation in the nation's schools....The Core Curriculum is really just another component of population control—it is used to help teach children the "facts" about climate change and problems of over-population." (21)

What about the UNFPA? "The United Nations Population Fund (UNFPA) is under heavy fire after an investigation by the Population Research Institute (PRI) showed yet again that the UN is working with the communist dictatorship ruling mainland China to enforce its barbaric 'one-child' policy — complete with forced abortions, involuntary sterilization, kidnapping of 'illegal' children, and other brutal tactics'." (22)

To further their goals of "Agenda 21", in 2012 the United Nations held their Rio+20 Conference on Sustainable Development. U.N. personnel illuminated the statue of Jesus Christ on top of Corcovado mountain with bright green lights. "Shortly before the conference began, green legend James Lovelock — the scientist and environmentalist who first came up with the whole 'Gaia' concept [earth worship...ed.] — warned that the 'green religion' was now 'taking over from the Christian religion.' Running the show at this conference was: 'The Secretary-General of Rio+20...anti-American Chinese Communist known as Sha Zukang... according to the high-ranking Communist Party operative, the Chinese dictatorship has 'broad prospects' for participation in 'international cooperation' on the issue of so-called 'sustainability'...'The executive coordinator of the Rio+20 summit, meanwhile, was French socialist Brice Lalonde...' " (23)

Agenda 21 is the emerging planetary control system operating under the guise of green energy. "According to the UN report, entitled 'Working towards a Balanced and Inclusive Green Economy: A United Nations System-wide Perspective,' everything must change to make humanity more sustainable. Lifestyles, opinions, education, health, consumption, production, agriculture, diet, law, taxation, industry, governance, and more: Literally everything must be re-shaped to conform with new international standards. 'Fostering regulatory approaches to support a green economy requires strengthened integrated institutional framework and governance,' the report states, suggesting that more centralized and powerful coercive measures are needed. 'To avoid the proliferation of national regulations and standards, the use of relevant international standards is essential.' ... the supposedly wise would-be central planners hold as a central tenet of their faith that supposed 'overpopulation' represents a threat to Mother Earth. So, to partially alleviate the alleged problem, the UN proposed ensuring access to legalized abortion and 'family planning' all over the world... Red China, the totalitarian communist regime — with its brutal suppression of dissent and its one-child policy enforced through forced abortions — is described by the UN report as 'a good example of combining investments and public policy incentives' in the development of clean technology for the march toward the 'green economy.' " (24) This is hardly what Catholic teaching advocates regarding "good Stewardship" of the earth.

Here is an example of how Agenda 21 is being applied to America. "Congress never approved Agenda 21, although Presidents Obama, Clinton, and George H.W. Bush have all signed Executive Orders implementing it. 178 other world leaders agreed to it in 1992 at the Rio Summit. Since then, the U.N. has mostly bypassed national governments, using Agenda 21's International Council of Local Environmental Initiatives ("ICLEI") to make agreements directly with local governments. ICLEI's U.S. presence has grown to include agreements with over 600 cities, towns and counties here, which are now copying the land use plans prescribed in Agenda 21." (25)

According to Heather MacDonald in her article "New Science Standards Put Global Warming at the Core of Curriculum", (April 11, 2013, [National Review](#)), the new K-12 science standards will put Global Warming and the way humans are destroying life as we know it at the core of the curriculum. In addition, climate and evolution will be just two aspects of new Common Core guidelines for the [Next Generation Science Standards](#). MacDonald says the standards embrace the nostrums of progressive pedagogy. Although supposedly not obligatory, twenty six states have already adopted them. Citizens for Objective Public Education (COPE) "distributed a nine-page letter attacking them. It warned that the standards ignored evidence against evolution, promoted 'secular humanism,' and threatened to "take away the right of parents to direct the religious education of their children." (26)

To understand the full impact of the United Nations' plans for teaching sustainability, read their report entitled: [United Nations Decade of Education for Sustainable](#)

Development (2005-2014) "Education for Sustainable Development Toolkit". It is very enlightening to read what happened in Toronto in 1993. Their education system was totally revamped to accommodate sustainability through Benjamin Bloom's Outcome Based Education. Their six graduation requirements closely resemble Common Core. The Toronto case study begins on page 39 of the report. Samples of how to teach sustainability are provided at the end of the report. The web address is: <http://unesdoc.unesco.org/images/0015/001524/152453eo.pdf> (or "google" report.)

Communitarian Collectivism

Karl Marx says the following about the dialectic in order to foster world commonality: "This ideology (dialectic 'reasoning'), if embraced, effectively 'changes' a person's belief into an opinion, making it adaptable to 'change'..." [Gotcher further clarifies for us] i.e. making it illegal to preach and teach the truth ('as given') since 'truth' can only be 'discovered' through the dialoguing of opinions i.e. facilitating the next generation into 'believing' that truth is not inherent in a higher authority, i.e. in an authority greater than 'human nature', but can only be found within the experiences of 'human nature,' i.e. found within that which we have in common to all mankind: from which we derive 'common'-ism AKA Common Core AKA Communism—'common-union-ism,... which can 'only proceed from Nature'." (27)

This is why conflict resolution is essential in the classrooms. In order to create some sort of utopian, messianic society, the world's children will have to be the same, think the same, and have to depend on "the group" to function. Judeo-Christian beliefs would not be tolerated, as they would disrupt a collectivist global unity based on religious synthesis and syncretism.

"Professor Philip Vander Velde, who taught 'Foundations of Education' at Western Washington University, authored the book, *Global Mandate: Pedagogy for Peace*. Reflecting the views of countless other change agents, he wrote, "...unless a new faith... overcomes the old ideologies and creates planetary synthesis, world government is doomed.... Nation-states have outlived their usefulness, and a new world order is necessary if we are to live in harmony with each other... The task of reordering our traditional values and institutions should be one of the major educational objectives of our schools." (28)

The Catholic Church teachings on the principles of Common Good and Subsidiarity are a far cry from collectivist Communitarianism. The encyclicals, *Rerum Novarum* and *Centesimus Annus*, advocate cooperation and respect between Common Good and individual rights and labor and capital, not the annihilation or merger of one or the other. Such Catholic teaching eliminates the polarization and dialectic of "left vs. right" and restores dignity to all mankind.

And don't forget the behaviorists who have reflected their mission towards a communitarian collectivism in their works: "Despite the rot that John Dewey and his progressive religion has brought to education, these books {Bloom's and Krathwhol's books on Taxonomy...ed.} have had more to do with the erosion of morals and ethics in America than any other books. Couched in the language of 'academia' they are actually the work of **Transformational Marxists**, (emphasis...ed.) using the language of social psychological [terminology...ed.] to communicate to their agents an agenda to destroy the sovereignty of this nation for a dream of a one world order."(29) **Bloom's Taxonomy is to be used in the Common Core Catholic Identity Initiative ELA guidelines.**

Global Common Core Curriculum

"Robert Muller, the former assistant secretary general of the U.N., is the grandfather of the world core curriculum, the goal being to bring all schools in all nations under one common core curriculum." (30)

"The underlying philosophy upon which the Robert Muller School is based will be found in the teaching set forth in the books of Alice A. Bailey by Djwhal Khul ". (31) Djwhal Khul was an "ascended master" or "spirit guide" who telepathically dictated to the theosophist, Alice Bailey.

"Muller's vision of a World Core Curriculum, as outlined in his book Shaping a Global Spirituality, was endorsed by the powerful ASCD (Association for Supervision and Curriculum Development, a division of the National Education Association...ed.) and recommended to enthusiastic educators at an international curriculum symposium. Two years later, it was promoted by Andy LePage in his well-endorsed book on holistic learning, Transforming Education. In the nineties, it is spreading into local school districts..." (32)

In his book, New Genesis: Shaping a Global Spirituality, Robert Muller states:" Once again, but this time on a universal scale, humankind is seeking no less than its reunion with the 'divine,' its transcendence into ever higher forms of life. Hindus call our earth Brahma, or God, for they rightly see no difference between our earth and the divine. This ancient simple truth is slowly dawning again upon humanity. Its full flowering be the real, great new story of humanity as we are about to enter our cosmic age.." (33) Muller's Global Spirituality would be the spiritual Pantheism to replace Christianity and bring about a one world order and transcendence in nature, not God. Would this spiritual transcendence be aided by the Marxist concept of creating oneness through continual conflict?

How many attempts to take over Catholic school children has this global/new age nexus made prior to Common Core? At least one very blatant attempt was made when Robert Muller was the keynote speaker at the 1985 annual National Catholic Education Association (NCEA) Conference in St. Louis, Mo. He appeared on the speakers roster with many other leading educational globalists and change agents.

The one-world Common Core Curriculum, a global international education system, has been long in the making. In 1984 UNESCO released a "proposed" guide for the application of Common Core in the training of educational personnel. Much has been accomplished since then.

The Global Competence Task Force is a group of state education agency leaders, education scholars, and practitioners operating under the auspices of the Council of Chief State School Officers (CCSSO) EdSteps Initiative and the Asia Society Partnership for Global Learning. The CCSSO was a leader in the formulation of the Public School Common Core Standards.

Most importantly, there is the U.N. plan that is currently in the process of delivering this "educational evolution" to the whole world through their "Global Education First Initiative". The planners say it includes a broad spectrum of world leaders and advocates who all aspire to use the transformative power of education to build a better future for all.

These U. N. planners aim to have this global education system fully functional by 2015, at which time the U. S. Common Core system is also to be totally operational. The U. N. plan is global. It is for all the nations' children and it appears to employ the same computer control utilized in the U.S. The world-wide tracking and assessment data will be handled through UNESCO's Institute for Statistics (UIS). The Initiative calls for an increase of \$24 billion per year to be provided to the U. N. to support the plan.

In the meantime, the U. S. Department of Education has released its International Strategy (2012-2016) entitled "Succeeding Globally Through International Education and Engagement". It was compiled by the Department of Education, U. S. government agencies, non-governmental organizations, and many stakeholders. It says: "The Department supports the development and implementation of internationally benchmarked, college-and career-ready standards and the development of assessments aligned with the internationally benchmarked Common Core State Standards through Race to the Top." (34)

"Critical Thinking" Technique - Washing the Student's Mind

Critical Thinking (higher order thinking) is apparently to be used throughout the "Catholic" curriculum via Benjamin Blooms techniques. The children's thoughts will be assessed. Critical Thinking is thought by some educators to be based on the Socratic method of thinking which they claim was used by St. Thomas Aquinas. St. Thomas's thoughts were grounded in God and truth. St. Thomas never had to reach some kind of group consensus aimed at eliminating God. The Critical Thinking technique used in the classroom is the Marxist dialectic method of consensus described earlier in this paper. It is a form of "Values Clarification" to change the student's values.

One young lady, Ashley Anderson, who has been in public schools and has been subjected to critical thinking reports: "Every day your child is in public school, their mind is molded more to conform to the group, and they are trained to defend their new 'family'. There is no such thing as individuality in public schools; everyone is part of the 'herd'...individuality gives way into what is called the "community" or group experience. A process called 'critical thinking' accomplishes this. In every lesson, and in every subject, we had 'critical thinking' questions in public school. My paradigm or worldview was not the same as what is being taught in public school. The things modeled for me at home like Christian values, and faith, were mocked...when the students receive challenges to their belief systems, the message comes across loud and clear: 'Your parents have nothing of value to say to you; leave their world behind; you don't need them.' ...Public school is the frying pan where your children's brains are scrambled. Think about it. It's no longer about the facts, i.e., two plus two equals four, but about the manipulations." [Ashley went on to describe what "consensus" means in the classroom.] "It's everyone coming together, realizing their differences, and putting them aside for the sake of the group. When this happens, all individuality, patriotism, and faith disappear. **You can't be part of the consensus process and keep your faith in God** (emphasis...ed.) ...people learn to compromise individual beliefs and ideas in order to work for 'common goals.'...Working together as a team, (soon) using the same currency, and having the same leader(s), the same ideals, and the same minds, all over the world, is all a part of the global government that the United Nations proposes." (35)

In the CCCII Overview (Common Core Catholic Identity Initiative Overview) presented by Lorraine A. Ozar in June, 2012, she cites a rigorous curriculum aligned with, among other things, 21st Century Skills. These skills appear to embrace, among other things, a more extensive form of Critical Thinking. The material provided in the classroom can contradict the child's beliefs and then the child is to form a consensus of the materials with the other students.

Step 14 of the Common Core Catholic Identity Initiative guidelines states: "**CCCII Unit Review Checklist to review and revise unit for alignment of standards, objectives, assessments, and strategies; for active engagement of students; for higher thinking and 21st century skills including use of digital tools.**" (Emphasis...ed.) (36)

Here are David Coleman's remarks cited in the June, 2012, CCCII's (Common Core Catholic Identity Initiative) Opening Session Paper. He says: "We should view content acquisition as a means to an end, not an end in itself. If students do not have numerous opportunities to use content knowledge to solve interesting problems, grapple with key questions and issues of the discipline, and examine sound issues, they will be unlikely to perform well on the common assessments." The assessments control the outcomes. How does the child pass the secular Common Core Assessments if he refuses to compromise his beliefs? The educators speak of "diversity", yet there is only one answer that is correct

on the assessment. There is no diversity of opinion or beliefs allowed when it come to passing the test. The assessments test for values and beliefs as well as cognition.

Training Not Educating the Student

Training the child for work rather than teaching classic education became a clear message in 1994. The 1994 Legislative Education Reform Package changed the mission of schools from teaching to training. Academics were to be merged with vocation training. It is referred to as "Applied Learning". Workforce development boards were created and it is called "School-to-Work".

Behaviorist John B. Watson tells how he could train any child for work: " 'Give me a dozen healthy infants, well formed, and my own specified world to bring them up in, and I'll guarantee to take any one at random and train him to become any type of specialist. I might select—doctor, lawyer, artist, merchant-chief, and yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors.' Watson's statement is at the heart of OBE. [Outcome Based Education/Operant Conditioning in the public schools . ed.] Watson became the most influential force in spreading the idea that human behavior was nothing more than a set of conditioned responses." (37) This denies the free will of the child.

Now corporations and businesses have partnered with educators and education-related organizations, Council of Chief State School Officers (CCSSO) and the National Governor's Association, (NGA) to write the Common Core Standards. This helps to ensure that the children will be trained for the type of job that industry might require, at a given time, to match the needs of the economy. It is no accident that pupils are referred to as "human capital". If they are labeled "dumb" they will probably have a very menial work career, and once labeled, they will be locked into that work level for life, unless they somehow have the wherewithal to re-educate themselves. If they are deemed "smart" they will be given upgraded work. This processing begins in pre-kindergarten. Under such a system, Albert Einstein would have likely become some very small widget in a work wheel. How many children, like Einstein, are "late bloomers" and what happens to them?

In other words, captains of corporations and industry will inform the schools of what workforce will be needed in a global economic setting. The world's children are sorted and trained accordingly. This merger of school and business is a form of planned economy. "The...Communist Manifesto defines a planned economy as the merger between public-private sector." (38)

Mark Garrison, Ph.D, concluded a testimony against Common Core by saying: "Finally, after review of many CCSSI documents, (Common Core Standards States Initiatives, ed.) I have come to the conclusion that the entire project treats students as "products" or "things" and not human beings. If parents knew the whole truth about what the CCSSI has in store for their children, I believe their opposition would be swift and

unanimous." (39) And Garrison is exactly right because both PPBS and TQM are business systems applied to children to assure quality outcome of the product. Since these systems are now applied to students, the child *is* "the product" and will be recycled as much as necessary to assure the predetermined "quality" outcome.

Treating Students as Human Capital for a Planned Economy

From a paper funded by the Bill and Melinda Gates Foundation regarding the state wide Longitudinal Database System, which is a part of Common Core, we see: "The rise of a globalized knowledge economy requires us to understand the distribution of skills and abilities in our population...This '**human capital development data system**' (emphasis, ed.) must be developed to answer 'master' policy questions that benefit each of the principal state stakeholders - the K-12 education system, the postsecondary system, and labor/workforce development system...Integrated to enable large-scale longitudinal analysis to support state education and workforce development policy, student or individual unit-record data, linked together across K-12 education, postsecondary education, and the workforce, comprise what we call a human capital development data system." (40) The publisher of the website exposing the above information concludes that "We are cattle now". (41) Are we nothing more than "cattle" and "human animals" now?

Notice that they are concerned with benefits for all the stakeholders but not the children, who will be tracked from pre-kindergarten to the age of 20 in order to judge their work readiness, capabilities, and their "processed" and compliant attitude. Children would then be robots.

Deliberately Dumbing Down the Students

"Dr. Sandra Stotsky of The University of Arkansas served on the Common Core Validation Committee but refused to sign off on the ELA standards because of poor quality, empty skill sets, the de-emphasis on literature, and low reading levels, such as 8th grade levels for 12th grade students."... Dr. James Milgram of Stanford University, the only mathematician on the Common Core Validation Committee, refused to sign off, stating, 'It's almost a joke to think students {who master the common standards} would be ready for math at a university.' " (42)

Here is what Stotsky said about lowering literacy standards: "By reducing literary study, Common Core decreases students' opportunity to develop the analytical thinking once developed in just an elite group by the vocabulary, structure, style, ambiguity, point of view, figurative language, and irony in classic literacy texts." (43)

And one group opposed to Common Core asked this provocative question: "How can a one-size-fits-all alignment make sense for all students –whether bound for a minimum wage job, a two-year college or the top university in the world– prepare each using a one-size-fits-all Common Core program? Either the lower-level students are to be pushed

beyond reasonable expectations, or the higher level students are to be dumbed down. Or both." (44)

But isn't that the goal...that they all be the same, no one smarter or dumber than the other, and trained to be "workers"? The deliberate dumbing down of students has been going on for a long time. (For a step-by-step detailed chronology of the dumbing down of our children, Charlotte Iserbyt's book, the deliberate dumbing down of america, A Chronological Paper Trail is a must read. (45)

Are teachers being "dumbed down" also? From a 1998 article: "Ed schools purvey multicultural sensitivity, metacognition, community-building—anything but knowledge." (46)

Common Core in the Classrooms

Pre-kindergarten children and children from early school grades are becoming physically ill because of the constant testing and the demands made upon them.

An article in the New York Post states: "Way beyond the ABCs, crayons and building blocks, the city Department of Education now wants 4- and 5-year-olds to write 'informative/explanatory reports' and demonstrate 'algebraic thinking'...In a kindergarten class in Red Hook, Brooklyn, three children broke down and sobbed on separate days last week, another teacher told The Post...'This is causing a lot of anxiety,' the teacher said. 'Kindergarten should be happy and playful. It should be art and dancing and singing and learning how to take turns. Instead, it's frustrating and disheartening.'" (47)

At a meeting of New York State Union Teachers (NYSUT), with over 200 teachers present, one after another gave testimony on the effects of teaching Common Core: They "gave mind-boggling examples that show how State Education Department policies put testing ahead of learning, data ahead of students and erode the joy of teaching in ways large and small....A third-grader in her class was so anxious about upcoming state tests that he bombarded his mom with worried questions: What if I don't understand the question - I can't ask my teacher! What if it's too hard? His teacher reassured mom and son: It will be OK. On the day of the test, just six questions into the exam, the young boy threw up - all over his answer sheet...The school principal called SED {State Education Department, ed.} to ask how to handle the situation. SED's answer: To ensure test security, we need every test back...Protocol was followed. 'Since every test had to be accounted for, we put it in a Ziploc bag and sent it back,' Montalvo said." (48)

Dr. Nancy Carlsson-Paige, an expert on early childhood education and professor emerita said: "I'm very concerned about the harm that is created when you put inappropriate expectations on a nation of young children, you give them all kinds of damaging messages as well as increasingly eliminate their opportunities for healthy and genuine learning," (49) Dr. Carlsson-Paige, along with 500 other early childhood experts signed a petition that warned that Common Core would be harmful to young children.

GLSEN (Gay, Lesbian, Straight Education Network) has written its curriculum for elementary students aligning with Common Core Standards for ELA (English Language Arts) and the Mid-continent Research for Education and Learning (McREL Standards (4th Edition). GLSEN has also released its elementary school Toolkit entitled "Ready, Set, Respect". "True Tolerance" has a web site that fully explains the purpose of GLSEN. <http://www.truetolerance.org/2011/what-parents-should-know-about-glsen/>. How much of what is contained in this site will be included in Common Core? Whatever is in the curriculum, the children will have to discuss it, synthesize it, and be assessed on it for a correct attitude.

Serving along side GLSEN and others, as advisors to the National Sexuality Education Standards: Core Content and Skills, K-12, are representatives from the Planned Parenthood Federation of America, and the Sexuality Information and Education Council of the United States (SIECUS). Additional reviewers include representatives from the Guttmacher Institute, Centers for Disease Control and Prevention, Chief State School Officers, etc.

The following example of sex education in the classroom is most deplorable, but if our Prelates should find it unpleasant, imagine what it is doing to God's precious little children. Now that Catholic Schools partake of Common Core is the following what we can expect for our little Catholic School children?

"Obamacare funnels \$75 million annually into PREP, which must be used exclusively for Planned Parenthood-style 'comprehensive' sex ed programs where no type of sex is wrong and the only sexual behavior PP considers 'unsafe' is becoming pregnant. (PREP "Personal Responsibility Education Program", ed.)....PP (Planned Parenthood...ed.) is funded with our tax dollars to market sex to our children in our schools under the guise of sex education, anti-bullying, diversity, and tolerance. Once sexualized, those children then become PP sex customers for contraceptives, STD testing, and abortion...American Life League, released a video titled 'Hooking Kids on Sex,' graphically detailing just what Planned Parenthood sex education is....Young children are encouraged to masturbate and explore their bodies with mirrors to introduce them to sexuality. Hichborn says of the graphic pictures used to "educate" pre-pubescent children, 'If a dirty old man showed these things to a ten year old in a park, he would be arrested. But when Planned Parenthood shows them to kids in a classroom, it gets government money!'" (50)

What's going on in U. S. colleges? Dr. Thomas Sowell, Senior Fellow at Stanford University's Hoover Institution said: "Marxism as an ideal continues to flourish on American college campuses, as perhaps nowhere else in the world." (51)

PART IV: WHO'S WHO***Those Promoting Common Core***

Linda Darling-Hammond was Obama's progressive education advisor during his campaign and was very involved with the formulation of the Common Core Standards. In addition she was a significant contributor to the Smarter-Balanced Assessments Consortium used in 26 states. She provided professional development for CScope teachers. CScope is very much like Common Core.

According to Mary Grabar, Ph.D, Linda Darling-Hammond is "...a radical left-wing educator and a close colleague of William 'Bill' Ayers, the former leader of the communist terrorist Weather Underground who became a professor of education and friend of Obama's." (52)

Bill Ayers became Distinguished Professor of Education at the University of Illinois at Chicago. "At the Chicago Annenberg Challenge, 'the brainchild of Bill Ayers,' they funneled more than \$100 million to radical groups like ACORN and Gamaliel, which used the funds to promote radical education...This initiative was also promoted by Arne Duncan, now Secretary of Education." [Grabar went on to say] "But my analysis of his [Ayers] courses and methods at the University of Illinois determined that his purpose is to radicalize future teachers—and by extension their students—for the purpose of sparking a revolution and overthrowing capitalism... Ayers was a major speaker at a conference that was involved in developing a new national curriculum." (53)

Be aware of the publishing company, Pearson PLC and Sir Michael Barber, who is Pearson's chief executive. Orlean Koehle, president of Eagle Forum in California, informs us about Pearson PLC. "Pearson is 'the world's leading learning company'...In 1988 Pearson began acquiring education publishing companies...It now owns 100 education brands including Scott Foresman, Prentice Hall, Allyn & Bacon, Addison-Wesley, Silver, Burdette and Ginn, Longman, Benjamin Cummings and Macmillan Publishing...During the years, Pearson has also branched out to companies abroad with interests in 70 countries and 36,000 employees." (54)

"Pearson's latest textbooks show extreme environmentalism and a global citizen creating agenda that marginalizes national constitutions and individual rights in favor of global collectivism. The biggest education sales company of all the Common Core textbook and technology sales monsters on the planet is Pearson, which is led by...'Deliverology' globalist Sir Michael Barber...He doesn't just lead Pearson, the company that is so huge it's becoming an anti-trust issue. Sir Michael Barber also speaks glowingly of public private partnerships, of political 'revolution,' 'global citizenship' and a need for having global data collection and one set of educational standards for the entire planet. He's a political machine. Under his global common core, diversity, freedom and local control of education need not apply." (55)

Regarding textbooks, "Virtually every textbook company in America is aligning now with Common Core. (So even the states who rejected Common Core, and even private schools and home schools are in trouble; how will they find new textbooks that reflect Massachusetts-high standards?)" (56) Are there any authentic Catholic curriculum texts books, etc. remaining that have not been revised for the Common Core agenda?

And of course there is the U.N.: "I have described more than once that what is going on in the US is linked to comparable education reforms all over the world. Driven primarily by UN agencies insisting we must evolve into a 'just and sustainable' world in which all may fulfill their potential...Under the eager administration of UN or OECD [Organization for Economic Co-operation and Development...ed.] or other bureaucratic employees of course. With their generous tax free salaries courtesy of you...Global Citizenship is grounded in Agenda-21." (57)

Others Involved with Common Core

The Federal government:

"The Dept. of Education paid others to do what they were forbidden to do. The common standards were not written by the federal government, but they were financially incentivized by the federal government and then were promoted by private interests... The first time states were introduced to these national standards was when the federal government bribed states with a shot at a huge grant (our own tax money) in 2009. It was called Race to the Top, a grant for states. The Department of Education made a state's promise to adopt common standards –sight unseen– a prerequisite to getting points in the grant contest called 'Race to the Top'." (58)

The U. S. Department of Education awarded grants to only two nationwide assessment Consortia to write educational assessments for the United States. "The grant requests, totaling approximately \$330 million, are part of the Race to the Top competition and will be awarded to the Partnership for Assessment of Readiness for College and Careers (PARCC) and the SMARTER Balanced Assessment Consortium (SBAC) in the amounts of approximately \$170 and \$160 million respectively." (59)

"...The federal mandate that testing consortia must synchronize “across consortia,” that status updates and phone conferences must be made available to the Dept. of Education regularly, and that data collected must be shared with the federal government 'on an ongoing basis'." (60)

William Gates:

"If it seems like practically everyone supports Common Core, Gates' money is why. Bill Gates has said he's spent \$5 BILLION pushing (his version of) education reform. He's bribed the national PTA to advocate for Common Core to parents; he's paid the CCSSO to develop Common Core; and he owns opinion maker Education Week

magazine. There's a near-endless list of Gates' attempts (very successful, I might add) to foist his vision of education without voter input..." (61)

Significant Others:

"Republican **Jeb Bush** is behind the Foundation for Excellence in Education, a nongovernmental group which pushes Common Core and is, of course, funded by Gates. Republican **Rupert Murdoch** owns not only Fox News, but also the common core implementation company Wireless Generation that's creating common core testing technology. Democrat **Bob Corcoran**, President of GE Foundation (author of cap and trade and carbon footprint taxes to profit GE on green tech) and 49% owner of NBC also bribed the PTA to promote Common Core, and gave an additional \$18 million to the states to push common core implementation. Corcoran was seen recently hobnobbing with Utah's Republican Lt. **Governor Greg Bell**, business leaders in the Chamber of Commerce, and has testified in the education committee that the opponents of Common Core in Utah 'are liars'. Meanwhile, Republican **Todd Huston** of Indiana got his largest campaign donation from **David Coleman**, common core ELA architect; then, after Huston was elected as an Indiana State Representative and placed on Indiana's education committee, Coleman hired Huston to be on the College Board. They are both profiting from the alignment of... AP courses and alignment of the SAT to the Common Core. And of course, Huston is listed on Jeb Bush's controversial Foundation for Excellence in Education. Even my own Republican **Governor Herbert** of Utah serves on the elite executive committee of NGA, the Common Core founding group. He doesn't make money this way, but he does make lots of corporations happy." (62)

Those Opposed to Common Core

"So, on to the liberals and/or not-right wing radicals who oppose Common Core: California Democrat/author **Rosa Koire** and respected educator like **Diane Ravitch** oppose Common Core as an untested academic and political experiment that increases the high-stakes of standardized testing. They see that Common Core is promoting unrepresentative formations of public-private-partnerships, and promotes teacher-micromanagement. Chicago history teacher **Paul Horton** says Common Core turns teacher-artisans into teacher-widgets; he also sees it as a Pearson anti-trust issue. Teacher **Kris Nielsen** has written "Children of the Core" and teacher **Paul Bogush** calls teaching Common Core sleeping with the enemy. Math teacher **Stephanie Sawyer** predicts that with Common Core, there will be an increase in remedial math instruction and an increase in the clientele of tutoring centers. Writing teacher **Laura Gibbs** calls the writing standards an insipid brew of gobbledygook. Anonymously, many teachers have published other concerns in a survey produced by Utahns Against Common Core." (63) Who else opposes Common Core? **Parents, many teachers, and probably the majority of everyday people who love God, country, their children, and grandchildren.**

PART V: A REMEDY***Why is Common Core in Catholic Classrooms?***

Could it be because of federal funding? **"Tuition Tax credits for private schools profoundly change the character of private education. Private schools that operate with public money will be subject to public regulations.'...'Any agency, public or private, which receives federal funds directly or indirectly through a grant or contract ...or by way of a voucher plan' must meet all program requirements that are set down for public schools . Acceptance of Federal funds is an agreement to abide by the requirementsIn March, 1984, the U .S . Supreme Court ruled that private schools are subject to government regulations because they enroll students who receive tuition money from the government. Even though the checks are payable to individual students, not the school, the Court says any scholarships, loans, or grants to students "constitute federal financial assistance." (64)**

According to the National Catholic Education Association, there were 2,031,455 students in Catholic schools in the year 2011-2012. Non-Catholic enrollment represented 15.4% of the total enrollment. What happens when children who do not subscribe to Judeo-Christian beliefs enter the Catholic school system via vouchers or tuition tax credits? In addition to the likely possibility of Common Core being forced on all Catholic schools via federal funding and vouchers, what else is there to consider? What world view might these additional children espouse? Whatever their beliefs, under the guidelines of Common Core, won't their views be discussed and synthesized with that of the Catholic school children? Would these be the peers Benjamin Bloom speaks of who have a "less authoritarian" view? And if such children object to Catholic religion being forced on them, with the federal funding that Catholic schools accept, will the government finally rule out Catholic infused teaching along with Christian devotion and displays in the classrooms? Then why would parents pay for "Catholic" education when they can get the same education for free in public schools?

Would Catholic schools then become public Charter schools? Charter schools are considered public schools too, so how can they avoid Common Core? Although Charter schools are public schools, they can be operated with no local school board or local control, and, instead can be run by unelected boards. Yet, they must still be supported by the local taxpayer. This constitutes "taxation without representation." Charter schools can also "partner" with private entities The Soviet council form of government subscribes to this kind of "unelected boards". As stated elsewhere in this report, the merging of public and private institutions is part of a Soviet planned economy.

Any school accepting federal funds or voucher plans comes under federal regulations. What's left? According to a google search, there seems to be more than several Catholic Home School Organizations to choose from but they would have to be checked for any

adherence to Common Core, computer technology, and assessments. It could be difficult for home schooled children to pass the SATs without adhering to Common Core curriculum and assessments. Is there any doubt that the SATs will be adjusted to accommodate Common Core, the curriculum, and assessments with David Coleman as head of the College Board?

Rejecting Federal Money

If federal funding, through Vouchers, Titles, and Grants, curriculum adherence, etc., has caused Catholic schools to align with ESEA standards or Common Core, then surely there must be alternatives. First, Catholic schools should reject coercive federal funding.

Next, to overcome the SAT dilemma, with all the Catholic Colleges in the United States, surely these colleges could formulate their own assessment tests for Catholic students. Over 200 Catholic Colleges serve almost a million students. Perhaps the Catholic colleges should expand to accommodate all our Catholic and other like-minded children, and become the safe place to teach our Catholic faith. The implementation of Common Core is incredibly costly. What if Catholic educational institutions joined forces and spent the money earmarked for implementing Common Core to enlarge our Colleges and preserve our primary and secondary schools, thus protecting our Christian identity by teaching Catholic truths? Some of our Catholic Colleges and Universities have wandered off the doctrinal path. When Dr. Sowell says Marxism is flourishing on American college campuses, does that also include Catholic campuses? Perhaps our Bishops might kindly assist those institutions which are in need of sound Catholic Doctrine.

These recommendations may appear "radical", but which is truly radical...all the forgoing, or a return to an authentic Catholic education? With all the talented thinkers and prominent Catholic business leaders in the Church, might they develop a Catholic education system to by-pass federal funding and preserve Catholic education? In order to sponsor children who cannot afford Catholic education, might some of the very financially-blessed Catholics find ways to set up some sort of charitable funds which do not require the government control required by Tuition Tax Credits and Vouchers?

Rejecting Common Core

More than several states have either not accepted Common Core or rescinded it through legislation, and more than several others are currently attempting to legislate it out of their education departments. People of different persuasions and faiths are beginning to recognize that Common Core is an expensive farce (\$30 billion, maybe over 100 billion, of tax payer money) which can ruin our nation's youth. Most people who have embraced Common Core have no real understanding of what it is and think of it as, perhaps, a good thing. Those who are at the top, orchestrating Common Core, know exactly what it is, but they seem to have a different world view. They are most enthused with it.

If the world view of Christianity and Western Culture is to be preserved, will that task fall on the shoulders of the Catholic Church along with other brave, like-minded peoples and organizations? The only way to have any real educational freedom is to reject both Common Core and coercive federal money. Hardly easy, but as the souls of our children are in grave danger, it seems the only answer. The alternative is to ignore Benedict XVI's warning and continue to be yoked with unbelievers.

This plan to take over the world's children will fail unless they have *every* child in the "system." What if over one billion Catholics and other of Judeo-Christian heritage refused to take part?

Beware:

" But he that shall scandalize one of these little ones that believe in me, it were better for him that a millstone should be hanged about his neck, and that he should be drowned in the depth of the sea." (65)

Note: If approaching a Diocese to inquire about Common Core or Common Core Catholic Identity, respectively request to see their diocesan curriculum handbook or guide for implementing Common Core Standards. The *System* of standards, goals, metrics, performance indicators, assessments, and use of computer technology may become evident in these guidelines. If no curriculum handbook is available then inquire how the System (and its components) is being implemented. For several samples of Catholic curriculum guidelines see footnote 66.

Permission to reprint is granted providing there are no additions, deletions, or changes to the contents, footnotes, or sources of this Research Paper.

This report is only the tip of the iceberg with regard to the enormity and implications of Common Core Standards. To grasp Common Core's grave and detailed effects on our children, our country, and our world, please visit the following sources:

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