AFFIDAVIT

STATE OF Florida )
COUNTY OF Collier ) ss:

BEFORE ME, the undersigned authority duly authorized in the State of Florida, County of Collier to take acknowledgments and administer oaths, personally appeared Deirdre Clemens who, after being duly sworn on oath, according to law, deposes and says as follows:

1. My name is Deirdre Clemens.

2. I make all statements contained in this Affidavit based upon my personal knowledge.

3. I am of sound mind and body, over the age of 18, and understand the obligation of an oath.

4. Many are now becoming aware of the rotten materials in our K-12 schools, where children are being turned against this nation and free markets, while being exposed to age-inappropriate reading materials- along with phony math and science. Those in our Florida legislature know about it. That's why most of them have their children and grandchildren in private schools or homeschool. It is why parents can count on them to stand for school choice.
5. Last year, Lynn Cobb (attorney in Speaker Crisifulli’s office) explained to concerned parents, "We can't touch education. Everyone knows the Democrats 'own' public education. It would just create law suits we can't win.” She was referring to the pro-Marxist/anti-American themes and R-rated literature in K-12 schools. I reminded her that we have the law on our side—FL Education Code 1003.42. One can make excuses that education bureaucrats are misguided or Progressive in their beliefs, thus explaining the problems with materials— but there is more to it.

6. Common Core is the latest in a string of education reforms begun in 1903 based on *The Principles of Teaching Based on Psychology*. These reforms, which are new teaching methods (pedagogies) and corresponding curriculum materials, were brought to the education field by behavioral psychologists to orient schools toward conditioning children to behave and think in certain prescribed ways, focused on the socialization of the child rather than academic development of the intellect. Individualism, and development of individual abilities, gives way to social conformity of the ‘conditioned’ child. After 40 years of reforms (Mastery Learning, New Basics, Outcome Based Ed, Goals 2000, NCLB, and Common Core), our new standards have put us in the final stages of a complete shift away from traditional academic material. Previously, knowledge was conveyed through facts, using the building blocks of language (phonics), classic literature, traditional math, and the study of history. Classical studies form a solid base for creative and critical thinkers, unleashing individual potential. (Did you know that not teaching phonics and sequential math actually affects brain growth and limits abstract thinking and analytical skills— changing the brain permanently?) Knowledge acquired was
measured through testing, such as the Iowa Basic Skills Test, making comparisons easy and transparent.

7. Contrarily, the new standards strive to ensure an 'education of equity' (rather than an education of opportunity) designed to convey certain attitudes and behaviors. To do this, teachers use social and emotional methods, rather than rational thought. This is done mainly through project-based and group learning activities. These new methods/pedagogies pursue the goal of 'shared understanding' and consensus over factual knowledge and individual thought. The idea is that by focusing on non-academic social and behavioral development, our children will be better prepared for life in a global community. This is considered much more important than good reading, writing, and math skills. Our standards are no longer based on academic achievement and knowledge. The emphasis, now, is on:

8. 1) Global climate change/environmental issues

9. 2) Global economic systems/social justice issues

10. 3) Global population/reproduction issues and sustainability (including gender issues)

11. In 2004, UNESCO (United Nations Educational, Scientific and Cultural Organization) collaborated with the Gates Foundation in developing educational
standards for a global "master curriculum". Bill Gates spent millions promoting these in America as Common Core, brought to us through the National Governor’s Association (a lobbying group) and the Council of Chief State School Officers. Last year, coalitions from 21 different countries met in Dubai to discuss the implementation of Common Core in their own countries. And in 2015, Congress passed the Every Student Succeeds Act, which mandates UNESCO's 'universal design for learning’. Those are measurements for non-academic learning.

12. To be an ‘education of equity’ on a global scale, the standards must be suitable for all. The curriculum promotes globalism and ‘social justice’ by using ‘climate change’ to shape global citizens. That is why proper attitude concerning the environment is paramount. ‘Global climate change’ is the number one priority, and universal principle, for unity. However, for this global society to flourish, the standards must demote American values, undermine the Constitution, and detach children from faith and family- in other words, form the child into a good global citizen for a 21st century world. When these global attitudes are instilled, as evidenced by testing and other data, the student is allowed to advance to college or career. This is the meaning of the new term ‘pathways’. If the child answers ‘correctly’, a pathway to college or career will open. Conform to move up. Rather than teaching how to think, they are being taught which opinions they must hold.
13. How is it that in Florida we have ‘A’ students in ‘A-rated schools’, and yet are in the bottom 10% of America in ACT scores? Florida is 45th out of 50 states. According to the US News and World Report in 2015, 46% of Collier county high school graduates cannot read at the 12th grade level. And although 47% of Collier students tested for college readiness (took AP courses), only 25% of those passed the AP test. That means that 75% of AP students essentially wasted their time, not to mention taxpayer money! Insult is added to injury when Florida grads entering college have to spend more time and money on remedial classes. Incidentally, Collier spends $22k per student, while Lee and Seminole spend $14k and $11k- so money is not the problem. Educators blame the problem on shifting standards, which demonstrates that the teachers are teaching to nebulous standards in lieu of basic academic knowledge- teaching concepts, not facts. This is why the Florida Council of 100 and Chamber of Commerce groups across the state are not seeing proper workforce development in our graduates, and why more testing and the new standards will not improve the quality of the applicants. These young adults are functioning at a minimal level. Surprisingly, the standards do not actually require being literate to the 8th grade level (in 8th grade) as in the past.

14. Our new educational goals come with new definitions. According to the Common Core training manual, the word 'rigor' means "approaching Math with a disposition to accept a challenge and apply effect. Rigor does not mean difficult, as in AP Calculus is rigorous". With new standards come new assessments. The purpose of the
‘performance assessments’ is to measure the success of the change in the child's perceptions, values, and behaviors, while at the same time, psychologically profiling the child through computer-based tests. By this data collecting, one can answer the question- “Is the child conforming to the universal ideas being taught?” Obama’s Race to the Top money came with the requirement that each state create a longitudinal data system for collecting every child’s complete life in data from Pre-K to the workforce. This is why paper and pencil testing is no longer an option- even though it is a fraction of the cost of computer testing. The reason parents and others are prohibited from seeing these ‘formative assessments’, like last year’s failed Florida State Assessment (FSA) test (even though it will never be used again), is that we would see that much of what the kids are being tested on is non-academic. It is meant to form certain attitudes and ‘habits of thought’. Many of the questions have no right or wrong answers, but instead profile our children. The goal is to change the child on an internal level and track that.

15. This makes it clear as to why the former head of the Dept. of Education, Arne Duncan, is a sociologist, not an educator; and also why the Common Core writers were so secretive. It also explains why the top standards writers in the country in Math and English, James Milgram and Sandra Stotsky, would not validate and sign off on the Common Core standards. James Milgram’s math standards made California number one in the nation, and Sandra Stotsky’s English standards made Massachusetts number one in Language Arts. Both stated that the standards would
only prepare a bright student for a 2-year, non-select junior college. In fact, they both agreed the standards were not produced by qualified authors and were not research-based. They claimed the standards lacked rigor, reduced critical thinking, were not internationally benchmarked, and would not bring students up to true college readiness (for a 4 year university)- contrary to the stated goals of the Common Core Project. Milgram goes so far as to say that Common Core Math will collapse our STEM programs and empty our engineering colleges of American students. Traditional math demands left-brain training, based on logic and linear thinking, which builds an analytical foundation for deeper learning in engineering, math, and technology. Common Core attempts a right-brained, artistic and intuitive method that is not a solid foundation for STEM careers. In fact, recent reforms are purposely designed to engage emotion, not intellect.

16. The current sub-par reading materials promote the idea of no objective moral truth to guide one; a world where nothing is true and everything is permissible. Deleting great classical literature means there is no transfer of the knowledge of Western culture, specifically Judeo-Christian culture. Classic literature has the power to instill truth and virtue which contributes to the structure and cohesiveness of a civil society. Florida students in K-8 are required to read 4 books, of their own choosing, from the Sunshine State Reader List each year. In order for a book to be a Sunshine reader, it has to be fiction, written by an American, and has to have been published after 2012! When I asked the principal if my child could substitute a classic, I was told,
“Absolutely not!” Did I mention our school media centers are full of age-inappropriate and R-rated adult books? And you will not be notified, nor asked permission, for your child to access these.

17. Dr. Duke Pesta, Assistant Professor of English at the University of Wisconsin-Oshkosh states, “So much of Common Core literature is actually dystopian. It’s not just anti-hero, it’s anti-civilization. It’s pulling apart at the seams the religious values, the cultural values, marital values, the ethical values that for 2,000 years have made us prosperous and stable, have allowed us to progress in terms of human and civil rights, that’s all being ripped apart now in a socialist, Marxist, apocalyptic, anarchic way. And it’s really bad for kids. You have heard probably quite often that we have many clinical psychiatrists, developmental child specialists who rightly call this “developmentally inappropriate.” It’s borderline child-abuse, this kind of destabilization and de-civilization kids are being exposed to. That includes the radical sexualization of our kids.”

18. Parents are the primary educators of their children, requesting schools to help in this mission. We want quality materials that are parent approved. We want a solid academic education found in a traditional classical curriculum- the same that made this nation great and has withstood the test of time. We want our children trained to read through phonics and reading great classic literature. We want them to study
traditional sequential math, as well as scientific and historical fact- not opinion (especially concerning our great nation). Research shows that the schools in our nation with the highest scores, and receiving the most scholarship money for college, are those that use a traditional classical curriculum.

19. The ‘experts’ in teaching colleges and education departments brought us these ‘reforms’ and experimental pedagogies like:

20. 1) ‘Constructionism’ in Science, where teachers do not teach. Instead, students are put in project groups, given a scientific question, and graded only on co-operation and consensus- not on fact finding or content. This is called ‘child-centered learning’ which is not content centered.

21. 2) ‘Close reading’ or ‘discovering content’ is another new technique. Rather than reading complete works of literature or complete historical documents, a small portion of a selection is read. The student is then required to answer questions without the benefit of any context whatsoever, making analysis a shallow and meaningless exercise. This is what Common Core defines as ‘critical thinking’.
22. 3) Common Core Math, in which the manual is philosophically based, encourages the student to justify answers by individual thinking processes rather than the foundations of mathematical science. Therefore, if a child can explain his thinking as to why 2+2=5, it will be considered correct.

23. 4) The majority of Science material revolves around climate change, earth-first issues, and evolution. Evolution is now taught as fact. You will not find the words ‘theory’ or ‘evolution’ in the 6th grade World History book in Collier County, however, you will learn that you were preceded by four hominids in your ancestry (World History Ancient Civilizations by Holt, Rinehart, and Winston).

24. 5) Revisionist US History paints America as a nation of racists, bigots, and sexists where the ‘good guys’ are the Progressive socialists and the ‘bad guys’ are white Republican men, conservatives, and business owners. The US Government and Economics classes contain materials that seem to condemn free market capitalism and laud Socialist tenets as more fair and desirable.

25. These methods have the intention of engaging students on an emotional rather than intellectual level, dumbing our children down.
And yet, as American education has disintegrated, we keep looking to these same ‘experts’ to fix it- the same folks who have corrupted our college campuses with pro-Marxist/anti-American and anti-family/faith ideals.

26. Families are the primary stakeholders at the education table, so we must insist on driving the process. More importantly, it is the parent’s right and responsibility to be shaping their child’s attitudes and beliefs, no one else. Our schools serve us, not the other way around. Parents are the experts on what is good, wholesome, and beneficial to their child’s growth- intellectually and morally. This conformist global ‘education’ creates a low ceiling for our children and a grim future for us all. It does not develop intelligence or unleash individual potential and ingenuity. Nor does it promote virtue, patriotism, love of country, or traditional family life. All Americans have a responsibility, not only to protect children, but to protect our God-given freedoms, and our Constitutional Republic by preserving the truth about how this great nation was founded and its actual history.

27. Parents want a solid academic education which prepares a child for a future where their potential is their only limit. We need to restore our students’ freedom to self-determination, and the right to their full potential, by demanding a classical curriculum- the kind that made this nation great. Are we going to allow the enslavement of our children to this dumbed-down global system that is anything but a true education? Allowing globalist brainwashing in public schools is un-American,
and does not respect the freedom, nor reflect the values, of individual American families and their children.

28. Video References:

29. View current examples of high school level Common Core ELA materials in Collier County, Florida, presented by a parent:

https://www.youtube.com/watch?v=hnLoK9St4XQ&feature=youtu.be

30. View current examples of US History and US Government curriculum and materials from the elementary, middle, high school, and AP levels in Collier County, Florida, presented by a parent:

https://www.youtube.com/watch?v=Zcyy1kJtwz0&feature=youtu.be

31. Dr. Peg Luksik videos on education pedagogy and reforms: “The Truth about Common Core”.
32. Why foremost Math curriculum expert, James Milgram of Stanford, chosen by the Common Core Committee to validate the Math portion, refused to sign off on the Common Core Math Standards: The letter “A Discussion of the Issues with the Common Core Mathematics Standards” by James Milgram can be found online. And the two videos below:

https://www.youtube.com/watch?v=aYGZTtraKUY

https://www.youtube.com/watch?v=qj2SkebYYjo

33. Why the foremost ELA expert, Sondra Stotsky, renowned for creating the ELA curriculum that made Massachusetts number one in the nation, Sondra Stotsky, and chosen by the Common Core Committee to validate the ELA standards, refused to sign off on the Common Core English Language Arts Standards:
34. What experts in child development and psychology are testifying to in regards to the damaging effects of Common Core on children:

https://www.youtube.com/watch?v=EYD_PyzCKW1
https://www.youtube.com/watch?v=SQ9nER-RN8s

https://www.youtube.com/watch?v=U3XcckJ3yTk
https://www.youtube.com/watch?v=7ISOLJE6V4A

35. Book References:


41. Articles:


45. Compiled by Deirdre Clemons

46. 309-699-6098

47. clemonsfam1@gmail.com
FURTHER THIS AFFIANT SAYETH NAUGHT.

Print Name: Deirdre E. Clemens

SWORN TO under oath and subscribed before me this 08th day of February, 2017, by Deirdre Clemens, who ( ) is personally known to me, or ( ) has produced FL D.L. as identification.

(SEAL)

NOTARY PUBLIC
Name: Stephen Rodriguez
(Type or Print) My Commission Expires: 09/10/2017