



Math Common Core Overview: Module 1

POWERPOINT SLIDE	TOPIC	FACILITATOR TIPS/ACTIVITY	MATERIALS	GROUPINGS
		<ul style="list-style-type: none"> Welcome! This module was created as part of a series of training for Math CCSS. Check the materials list well in advance of completing or using this module for training. 	<ul style="list-style-type: none"> Module PPT Facilitator's Guide Math CCSS Copy of PowerPoint for note taking Copy of slide number 17 for each participant Speakers (for Video) Markers/ pens/ pencils Post Its Chart Paper 	
Slide 1-2	Overview	<ul style="list-style-type: none"> Introduce today's Professional Development: "Today's session is an overview of the key shifts that the Common Core State Standards require for mathematics. We will be learning about the first of three shifts through this slide show as well as through some hands- on activities to help us understand the key components of this shift. Through this we hope to gain a better understanding of the Standards for Mathematics which in turn will better prepare our students." Review essential questions with participants. 		Whole Group
Slide 3	Video Clip	<ul style="list-style-type: none"> We are going to start with a brief video from two of the authors of the CCSS explaining the process and implications of the CCSS. Be thinking about how this is different than what 	<ul style="list-style-type: none"> Post-Its 	Small Group/ Whole Group



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		<p>we are doing currently . . . why are the CCSS important change in mathematics education?</p> <ul style="list-style-type: none"> • View the video and have participants write their responses/thoughts on post-its. • Shares responses/thoughts in small group and then whole group 		
Slide 4 - 7	Background and rationale for CCSS	<ul style="list-style-type: none"> • Review each slide with the group comparing responses/thoughts and engaging any questions that may arise 		Whole Group
Slide 8	Introduction of the 3 Shifts	<ul style="list-style-type: none"> • Here are the three shifts in mathematics. {Read the slide} • They are meant to be succinct, and easy to remember; we'll discuss them each in turn. 		Whole Group
Slide 9	Description of Shift #1 - Focus	<ul style="list-style-type: none"> • What does it mean to focus? {Read slide} • Focus in the standards quite directly means that the scope of content is to be narrowed. So rather than skating through a lot of topics – covering the curriculum, we are going to have fewer topics on our list, but the expectations in those topics are much deeper. • Without focus, deep understanding of core math concepts for all students is not realistic. 		Whole Group
Slide 10	Video Clip	<ul style="list-style-type: none"> • Watch video clip with participants and prompt teachers to consider what statements 		Whole Group



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		stand out to them, how is this different from our current curriculum, etc.		
Slide 11	Why the Need for Focus	<ul style="list-style-type: none"> • Explain slide to participants. "There are no detailed labels here because I want you to see visually that the overall shape of math topics in A+ countries and those typical in the US (pre-Common Core) is different. Each row is a math topic, like fractions, or congruence." • Have groups/partners discuss what they notice about the graphic. • Share findings whole group • In 2/3rds of the high-performing countries, the foundations are laid and then further knowledge is built on them. The design principle is focus and coherent progressions. In the U.S., the design principle is to teach everything every year that can possibly be taught... as well as many things that cannot. • This slide represents another visualization of how U.S standards used to be arranged, giving equal importance to all four areas - like "shopping aisles." Each grade goes up and down the aisles, tossing topics into the cart, losing focus. • Resembles how our state test is organized! 		Whole Group/ Small Group
Slide 12	Comparison of Traditional U.S. Curricular	<ul style="list-style-type: none"> • Look at traditional U.S. Approach to curriculum • Discuss what you notice about the graphic in 		Small Group/ Whole Group



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	Approach and A More Focused CCSS Approach	<ul style="list-style-type: none"> your group Share whole group 		
Slide 13	Comparison of Traditional U.S. Curricular Approach and A More Focused CCSS Approach	<ul style="list-style-type: none"> Explain slide to participants The CCSS takes the first strand from the last slide and expands it to show the relevance and progression of Number and Operations from K – 12. You can see that the one strand of Number and Operations from the previous slide is now split into 5 domains across the k to 8 grade span, communicating exactly what is being learned at each grade and clarifying how that learning prepares the students for future studies. 		Whole Group
Slide 14	Key Areas of Focus	<ul style="list-style-type: none"> Discuss slide with group. Focus in the Common Core Standards means two things. What is in versus what is out, but also what the main focus of the standards is for each grade. This chart shows what the major focus areas are for K-8 math. These are the concepts that demand the most time, attention, and energy throughout the school year. It is through focus in these key areas in K-8, that students will be best be prepared for further studies of math in HS and consequently, college and career ready. <p>It is important to note that these are not topics to be checked off a list during an isolated unit of</p>		Whole Group



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		instruction, but rather these priority areas will be present throughout the school year through rich instructional experiences.		
Slide 15 -17	Review Content Grade Focus Slides	<ul style="list-style-type: none"> • Explain how clusters are not to given the same amount of time and priority • Green – major clusters Blue – supporting clusters Yellow – additional clusters • Look at the major clusters at grades 2, 3, & 4 • 75% of your instruction should be where you see the green squares or Major Clusters • The testing companies (Smarter Balanced and PARCC) are using this as a blueprint for designing their assessments. • 75% of the assessment questions will be based on the Major Clusters. 		Whole Group



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Slide 18-19	Opportunities for In-Depth Focus	<ul style="list-style-type: none"> • Explain that the slides are two examples of opportunities for in-depth focus within the third grade standards. • Read each standard and the accompanying assessment question. • Ask how this assessment piece differs from how we currently assess this type of standard? • What can you learn about student understanding of multiplication/fractions from these assessment pieces? 		Small Group/Whole Group
		<ul style="list-style-type: none"> • 		



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Slide 20	Engaging With the Shift	<ul style="list-style-type: none"> Without looking at your standards, please work with those around you to determine what two topics of each row are major work of that grade you could circle the 2 topics that are major work, or cross out the one that is not. A hint to this is that the one item that is not the major work of the grade is actually not even part of the standards for that grade After a sufficient amount of time, have participants share their answers. 	Answer Key: K Use tally marks 1 Create and extend patterns and sequences 2 Identify line of symmetry in two dimensional figures 3 Identify the measures of central tendency and distribution 4 Examine transformations on the coordinate plane	Small Group/ Whole Group
Slide 21	Summarizing the Shift	<ul style="list-style-type: none"> Work with group to make a chart reflecting on the first shift Focus: What is focus? Why focus? What are opportunities for change? What are challenges we may encounter? Share chart whole group 	Chart Paper	Small Group/ Whole Group