South Carolina
Department of Education

Common Core State Standards for Mathematics and Standards for Mathematical Practice

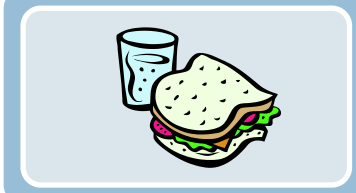
Janel Johnson

October 2013

Logistics

Questions

- Raise your hand and ask questions during the session.
- Parking Lot – questions not directly related to the session

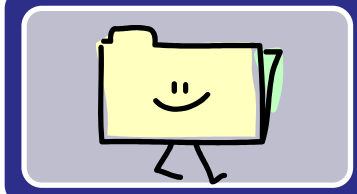


Breaks

- Morning Break and Afternoon Break (15 min each)
- Lunch (30 min)

Technology

- Feel free to take notes on your computer or tablet
- Cell phones



Session Materials

- Located in center of table
- Will be posted on SCDE website and Edmodo Group

Accessing Materials

- At the end of this session, all materials will be uploaded to the SCDE website (www.ed.sc.gov).
  - Take the following steps ***OR***
    - Hover over "Programs & Services"
    - Click on "Common Core Standards"
    - Click on "Support Resources for Math"
    - Click on "Archived Training Events Related to Implementation of CCSSM"
  - http://tinyurl.com/SCDEArchivedMathPD

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Hover over "Programs & Services"

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http://ed.sc.gov/#1

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The South Carolina Department of Education consists of programs and services, and each of these areas performs a function in support of public education in South Carolina.

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Adult Education	Medicaid Services	ADEPT	School Library Media
High School Diploma	Administrative Claiming	Common Core Standards	More...
Title I	More...	Early Childhood	
More...		PACE	
		More...	

(EOCEP), according to data released by the South Carolina Department of Education (SCDE) today.

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Parents

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Click on "Common Core Standards"

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Click on "Support Resources for Math"

Common Core - South Carolina Department of Education - Windows Internet Explorer

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Home > Agency > Programs services > 190 > Common Core

Common Core State Standards

The Common Core State Standards (CCSS) for English Language Arts and for Mathematics were adopted by South Carolina as its standards in English Language Arts and Mathematics in July of 2010. The standards will be fully implemented in school year 2014-15 as outlined in the following table:

School Year Implementation Plan

- 2011-12 Transition Year
- 2012-13 Transition Year
- 2013-14 Bridge Year (CCSS will be used for instructional purposes during this school year.)
- 2014-15 Full Implementation

Common Core State Standards for ELA

- ELA Standards (1560Kb PDF)
- Appendix A (881Kb PDF)
- Appendix B (1566Kb PDF)
- Appendix C

Common Core State Standards for Math

- Math Standards (1209Kb PDF)
- Appendix A (1779Kb PDF)
- Progression Documents
- Support Resources for Math

Smarter Balanced Assessment Consortium

- Smarter Balanced Assessment Consortium

Contact Information

Office of Instructional Practices and Evaluations
1429 Senate Street
Columbia, SC 29201
Tel: 803-734-8500
E-mail: info@ed.sc.gov

Sections

Common Core Support Resources

South Carolina Department of Education

Click on "Archived Training Events Related to the Implementation of CCSSM"

Common Core State Standards for Mathematics Resources - Windows Internet Explorer

http://ed.sc.gov/agency/se/Instructional-Practices-and-Evaluations/CommonCoreStateStandardsforMathematicsResources_000.cfm

- K-2 Grades (22 KB)
- 3-5 Grades (21 KB)
- 6-8 Grades (21 KB)
- **Domains Clustered by Grade Band**
  - Data Landscape (38 KB)
  - Geometry Landscape (35 KB)
  - Measurement Landscape (53 KB)
- **Standards Clustered in a Possible Teaching Sequence**
  - Kindergarten (40 KB)
  - First Grade (43 KB)
  - Second Grade (45 KB)
  - Third Grade (54 KB)
  - Fourth Grade (57 KB)
  - Fifth Grade (57 KB)
  - Sixth Grade (59 KB)
  - Seventh Grade (58 KB)
  - Eighth Grade (69 KB)

Comparison of Operations Grades K-8

- 2007 Operations Progression (33 KB)
- CCSS Operations Progression (40 KB)

Unit Lessons that Support Implementation of CCSSM

- Grade Band K-2
- Grade Band 3-5
- Grade Band 6-8
- Grade Band 9-12

Training Events

Archived Training Events Related to Implementation of CCSSM

External Resources

- Assessment Related
  - Smarter Balanced Assessment Consortium
  - YouTube on Assessment Types
  - MARS (Mathematics Assessment Resource Service)
- Curriculum Related
  - Progression Documents

Director
Dr. Briana Timmerman
1429 Senate St
Suite 603-B
Columbia, SC 29201
Tel: 803-734-8046
E-mail: BTimmerman@ed.sc.gov

CCSS-Support-Mathematics - Windows Internet Explorer

http://ed.sc.gov/agency/programs-services/190/ccss-support/CCSS-Support-Mathematics.cfm

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CCSS-Support-Mathematics

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CCSS Support for Mathematics -Archived Events

CCSS Mathematics Archived Training Events for District Implementation Teams (DIT) and teachers.

2012-2013 ARCHIVED EVENTS September-May 2013			VideoLinksPDF
2012 SUMMER ARCHIVED EVENTS June-July			
2011-2012 ARCHIVED EVENTS February-May 2012			
2013 SUMMER ARCHIVED EVENTS June-July	**PowerPoints**	**Video Links**	**Handouts**
CCSSM 5-6 June 19 Visual Models for Division of Fractions	PPT	Video	Division of Fractions
CCSSM Using the TI-84 Plus to Improve Teaching Efficiancy and Student Understanding June 25 - Beginner Session June 26 - Advanced Session	(no PPTs)	TI-84 Beg TI-84 Adv	Links to Student Activities
CCSSM July 10 HS Geometry as Set Forth in CCSSM	PPT	Video	HS Geometry
CCSSM July 17 K-5th Gr Geometry		Video	
2012-2013 ARCHIVED EVENTS September-May 2013	**PowerPoints**	**Video Links**	**Handouts**
Adult Educ Training Institute Math/Assessment Sept 28	PPT	Video	
CCSS Math K-2 Oct 17 Standards of Mathematical Practice	PPT	Video	
CCSS Math 7-8 Oct 31 Functions Systems of Equations	PPT	Video	
CCSS Math 6-8 Nov 9 Ratio and Proportions	PPT	Video	
CCSS Math - Algebra I Nov 14 Sequences	PPT	Video	

Contact Information
1429 Senate Street
Columbia, SC 29201
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Sections
CCSS Archived-ELA
CCSS Archived-Social Studies
Common Core Support
Resources

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Accessing Materials

- At the end of this session, all materials will be uploaded to the SCDE website (www.ed.sc.gov).
- Join my Edmodo group (www.edmodo.com)
  - Login or create an account as a "Teacher"
  - Find the grey box under your name on the left with the word "Groups" and a plus sign.
  - Click on the plus sign, and select "Join"
  - Enter the group code: **qvefdg**

9:40

Norms

- Listen as an Ally
- Value Differences
- Maintain Professionalism
- Actively Participate

9:45

Introductions

My name is…

I teach…

My favorite concept to teach is…

Today I hope to…

ACTIVITY

9:47

Agenda

- **Logistics**
  - Accessing Materials
  - Norms
  - Introductions
- **Objective**
- **Types of Standards**

Agenda

- **Overarching Habits of Mind**

  1. Make sense of problems and persevere in solving them

  6. Attend to precision

- **Reasoning and Explaining**

  2. Reason abstractly and quantitatively

  3. Construct viable arguments and critique the reasoning of others

Agenda (continued)

- **Modeling and Using Tools**
  4. Model with mathematics
  5. Use appropriate tools strategically
- **Seeing Structure and Generalizing**
  7. Look for and make use of structure
  8. Look for and express regularity in repeated reasoning.
- **Group Activity – Frayer Diagram and Carousel**

9:47

Agenda (continued)

- **Review Objectives**
- **Questions**
- **Certificates of Attendance**
- **Upcoming Professional Development Sessions**
- **Exit Ticket**

Objectives

- Describe the difference between the Standards for Mathematical Content and the Standards for Mathematical Practice.
- Identify and evaluate mathematical practices in mathematical tasks
- Explain how the standards for mathematical practice define what it means for a student to be mathematically proficient.

9:50

Types of Standards

Standards for Mathematical Content

- Skills and understandings students will learn
- Identified by grade level or course

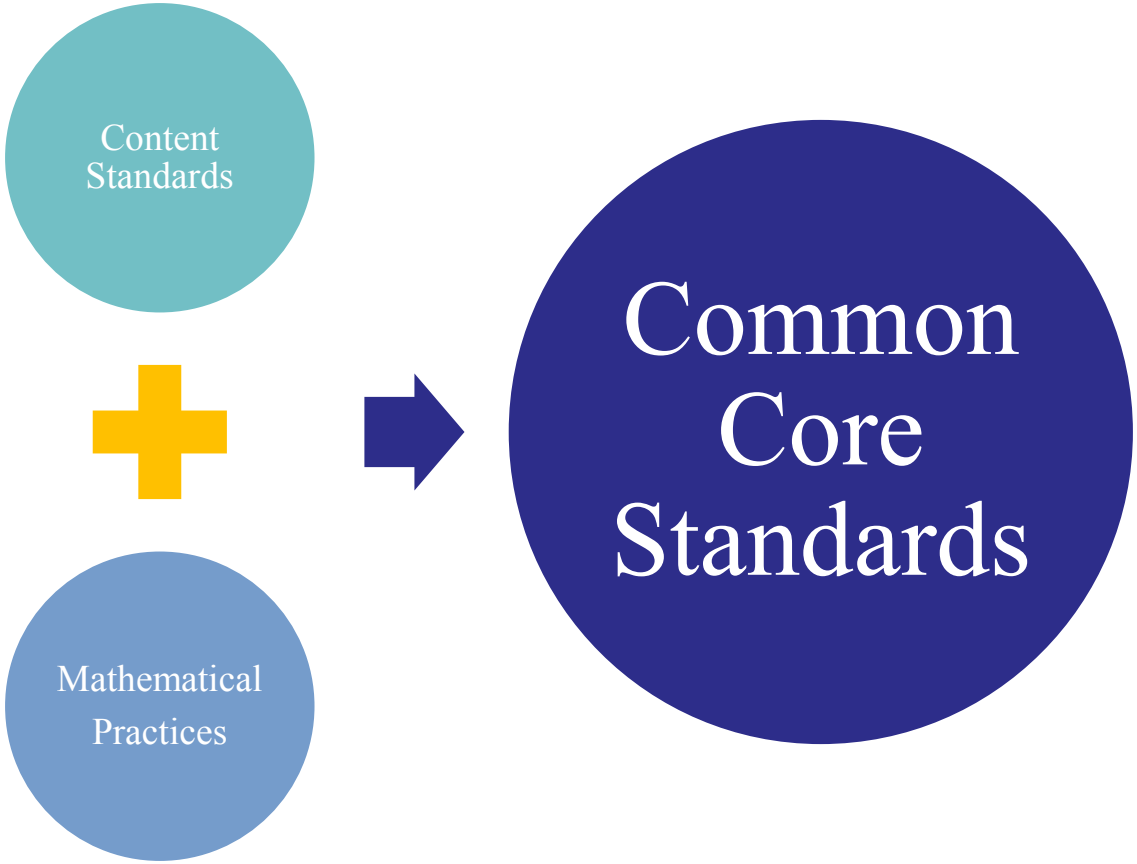
Standards for Mathematical Practice

- Processes and proficiencies that students show when engaged in mathematics
- Identified for students across all grade levels (K–12)

What? vs. How?

While the Content Standards describe what mathematics students should be able to **understand** and **do**, the Mathematical Practices describe **how** students should **engage** with these mathematical concepts and skills.

Interaction of the Standards



9:54

Bringing Structure

"If you think about it long enough you can associate just about any practice standard with any content standard, but this sort of matrix thinking can lead to a dilution of the force of the practice stands — if you try to do everything all the time you end up doing nothing."

Bill McCallum, March 10, 2011

9:55

Standards for Mathematical Practice

OVERARCHING HABITS OF MIND
1. Make sense of problems and persevere in solving them
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9:57

Standards for Mathematical Practice

Locate the CCSS for Mathematics and read the first three words for each mathematical practice and notice the similarities.

What do they begin with?

Mathematically proficient students…

9:59

Standards for Mathematical Practice

The Eight Standards for Mathematical Practice place an emphasis on student demonstrations of learning that describe the thinking processes, habits of mind, and dispositions that students need to develop.

adapted from Briars & Mitchell (2010)
Getting Started with the Common Core State Standards

10:00

Overarching Habits of Mind: MP1 and MP6

OVERARCHING HABITS OF MIND
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10:01

Student Self-Efficacy and Perseverance (MP1)

Self-efficacy is the belief in one's ability to achieve a goal or a task. Students with high self-efficacy are likely to persist when faced with challenging tasks, whereas students with low self-efficacy are more likely to give up.

10:04

Self-Efficacy

The teachers' belief in the efficacy of their students is the first step toward student success.

Do you agree or disagree with the statement above? Justify your reasoning.

10:05

Effort and Interest

Effort usually refers to whether a student tries hard, asks for help, and/or participates in class (Driscoll, 1999). Effort involves choice, is rooted in beliefs, and is influenced by feedback.

Interest is a cognitive and affective relationship between a student and a particular subject that varies depending on the type of interest being described. Interest can hold a student's attention, encourage effort, and support learning. It can also enhance strategic processing.

10:15

MP1 Task

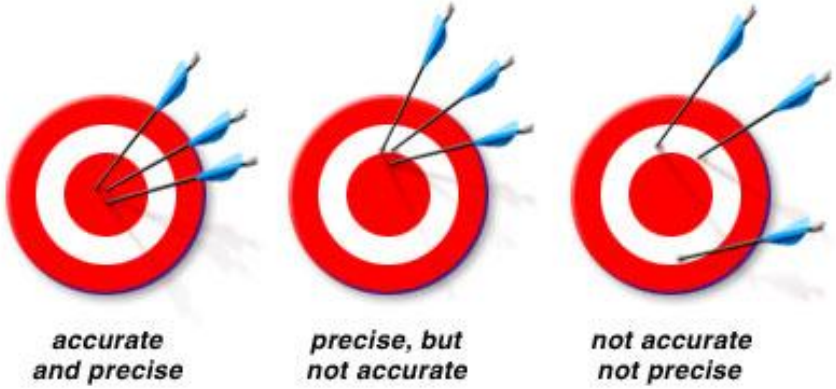
Compare the tasks for your grade level span.

- How might context affect student understanding and perseverance?
- Which task is more likely to draw in and "hook" your students, encouraging them to persevere to find a solution?
- What questions would you ask to "hook" your students?

ACTIVITY

Attending to Precision (MP6)

- Precision in terms of accuracy of measurements.
- "Attend to precision" also refers to the way in which we use the language and symbols of mathematics, in particular the clarity of language and use of definitions.



10:36

MP1 and MP6 Task

- Complete the *Similar Triangles* mathematics task.
- Reflect on the mathematical practices you engaged in while working on the task.
- Read the student dialogue.

CCSS: 8.G.A.4, G-SRT.A.2, G-SRT.B.5

ACTIVITY

10:36

MP1 and MP6 Task

- What challenges and/or misconceptions might students have when working with similar triangles?
- What evidence do you see of students engaging in the Standards for Mathematical Practice?

- The dialogue ends with Chris reminding the group of the original, still unanswered question.
  - What MP is Chris meeting here?
  - If students in your class had reasoned their way through the problem as the students in the dialogue do and yet were unable to answer the question that Chris recalls, how might you help?

10:37

Reasoning and Explaining: MP2 and MP3

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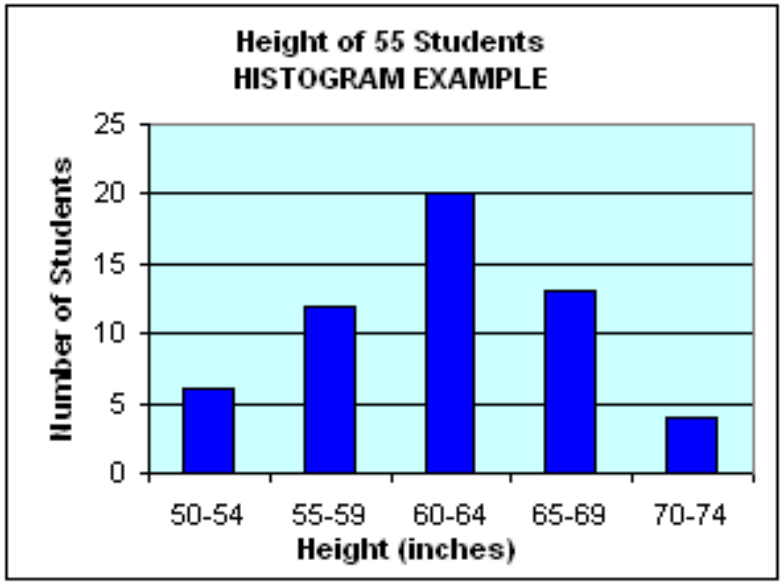
10:38

Reason Abstractly and Quantitatively (MP2)

Contextualize –the ability to understand the meanings of all parts of a mathematical problem and to be able to see how the parts relate to each other.



10:39

Reason Abstractly and Quantitatively (MP2)

Decontextualize –

the ability to abstract math problems from given situations, using symbols to represent the situation and thinking about the symbols as separate from the situation

Eggs cost $2 per cartoon.		
x	**y = 2x**	**y**
1	y = 2(1)	2
2	y = 2(2)	4
3	y = 2(3)	6
4	y = 2(4)	8

10:41

Construct Viable Arguments and Critique the Reasoning of Others (MP3)

"As students become more mathematically proficient and their reasoning skills increase they should be able to identify flaws in their own and others' thinking: thus prompting revision of thinking that leads to better problem solving."

Daro, 2012

Reasoning and Conjectures

When students begin to reason, they need to establish definitions (e.g., clear and logical descriptions of what they are reasoning about). They also may need to make conjectures — informed guesses of what is true — that they then set out to explain through reasoning.

- How does this process look in your classroom?
- How do you facilitate this process?

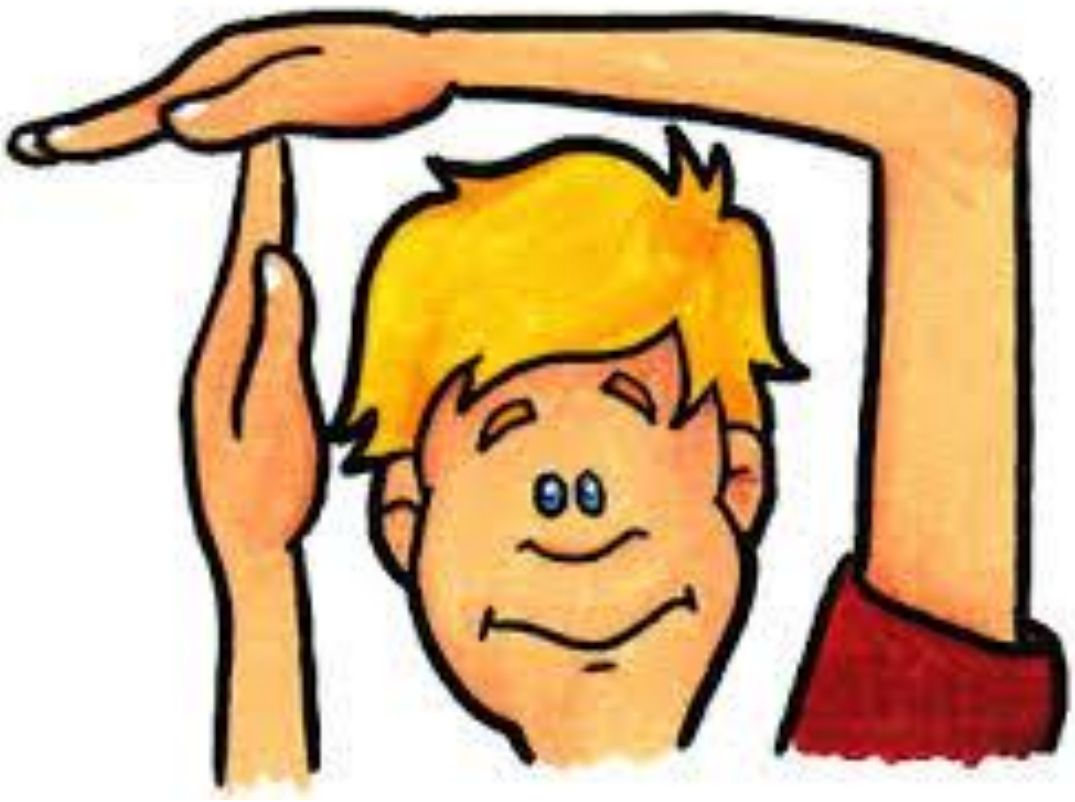
MP2 and MP3 Task

- Complete the *Wheel Shop* mathematics task.
- Create a poster showing how your group solved this problem.
- Each group will share out the method they used to solve the problem.

ACTIVITY

11:23

BREAK – 10 minutes



11:24

Modeling and Using Tools: MP4 and MP5

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11:25

Model with Mathematics (MP4)

Middle School

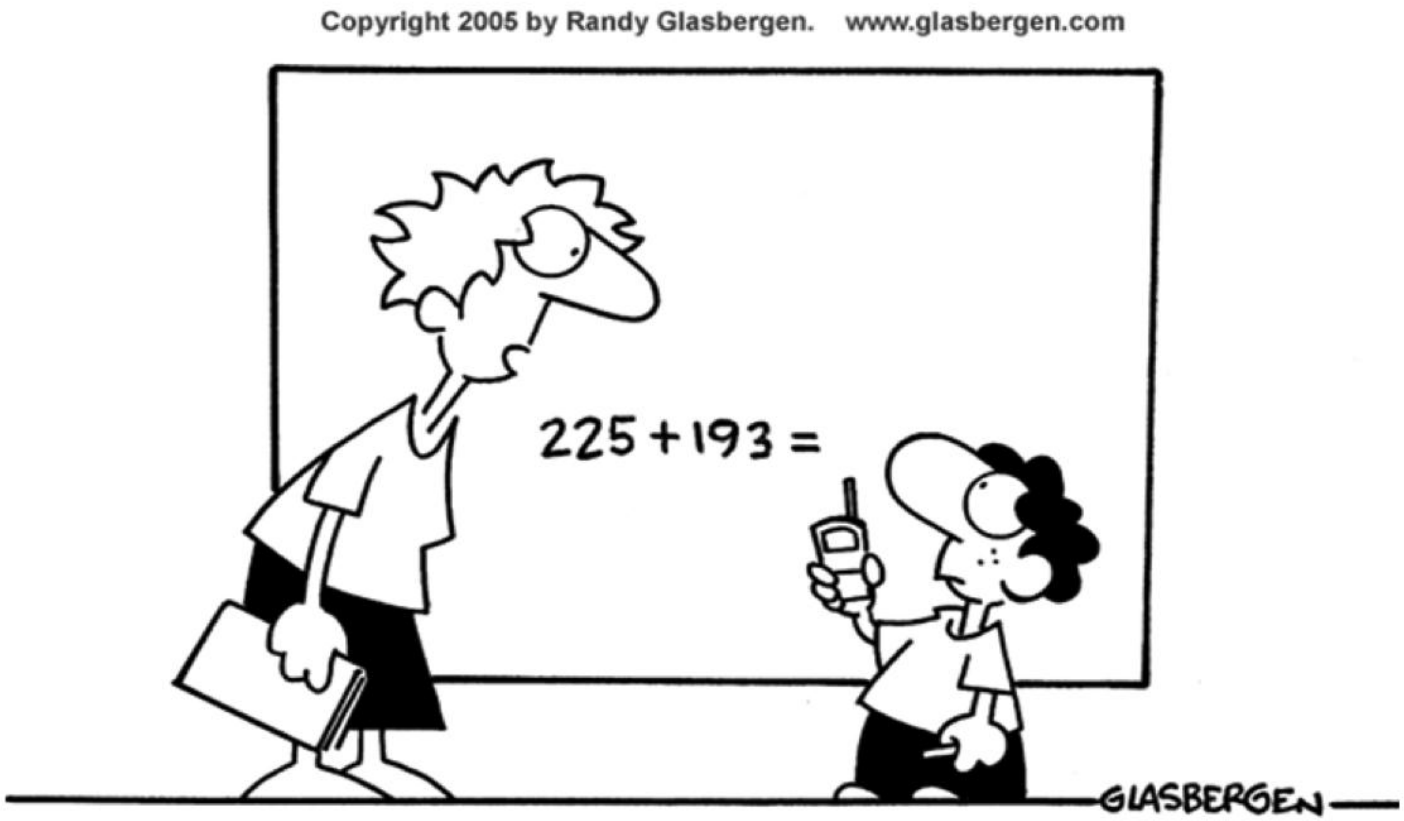
- students learn habits and skills that are central to the development of higher-level mathematical thinking.
- Task: Sublette's Cutoff

High School

- students use modeling as a process of choosing appropriate mathematics and statistics to aid understanding, analyze empirical situations, and improve decisions.
- Task: Pasture Land

11:26

Use appropriate tools strategically (MP5)



"You have to solve this problem by yourself. You can't call tech support."

11:30

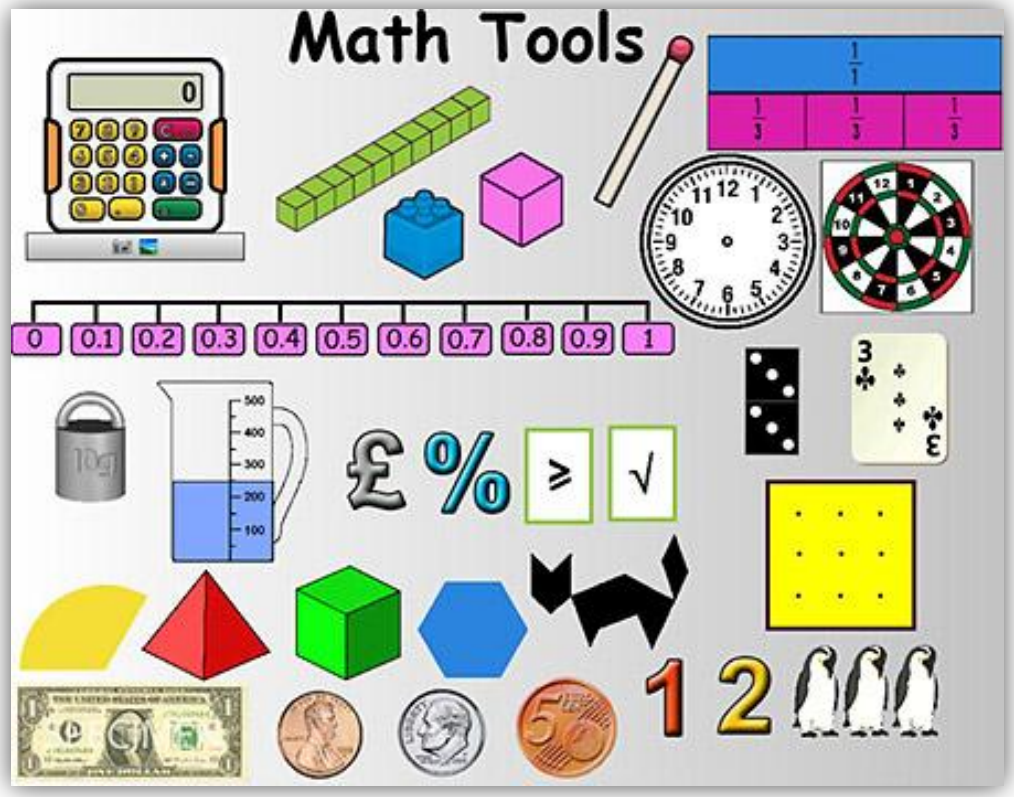
Use appropriate tools strategically (MP5)

To be successful in math, students need to understand how to use a variety of mathematical tools. They also need to know which tools will help them solve which problems.

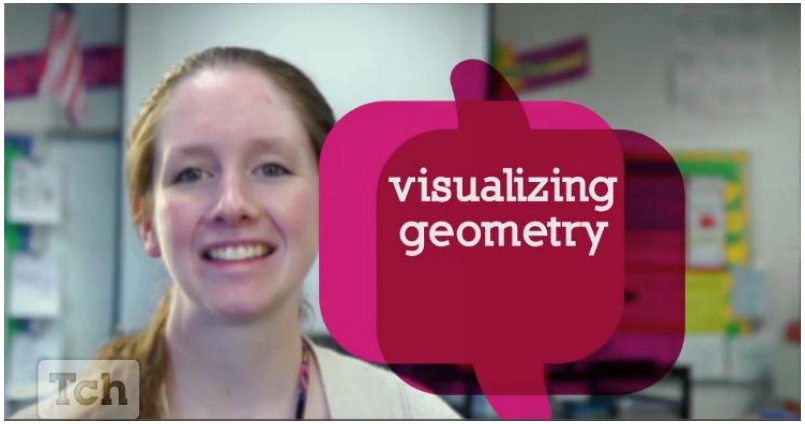
What are some tools you use in your classroom?

Suggested Tools

- graph paper
- tiles
- colored pencils
- student use of interactive technology (e.g., calculators, SMART boards, tablets)
- manipulatives (e.g., base ten blocks, two colored counters, cubes, pattern blocks, multi-link cubes, rods, geoboards, protractors, compasses, rulers, personal white boards, algebra tiles, computers, personal white boards, centimeter cubes)



MP5 Video Analysis

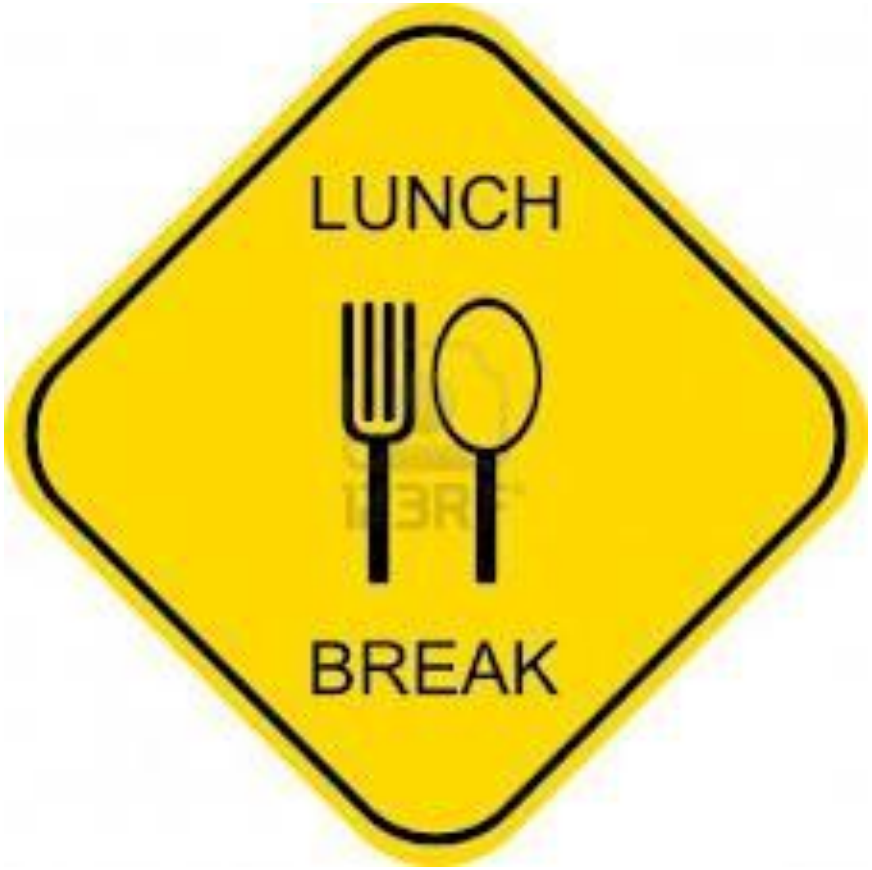


ACTIVITY

- How is tracing paper used to increase understanding of similar figures?
- In what ways did Ms. Whicker use of blocks and drawing to help students visualize three-dimensional objects?
- How do students create cross sectional views from 3-D objects?

12:20

Lunch – 30 minutes



Seeing Structure and Generalizing: MP7 and MP8

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12:25

Look For and Make Use of Structure (MP7)

SURFACING MATHEMATICAL STRUCTURE

within the organization of number and space

LEVERAGING STRUCTURE

within and across mathematical contexts

Surfacing Mathematical Structure

Use properties, rules of operations and relationships to uncover mathematical form and structure, for example

- *Chunk* complicated objects to interpret one or more of their parts as a single entity
- *Transform* space to see invariance
- *Delay* calculations to see form

Chunking Example

Consider the following expression

$$2(x+1) = 10$$

- What does (x + 1) have to equal?
- How do you know?

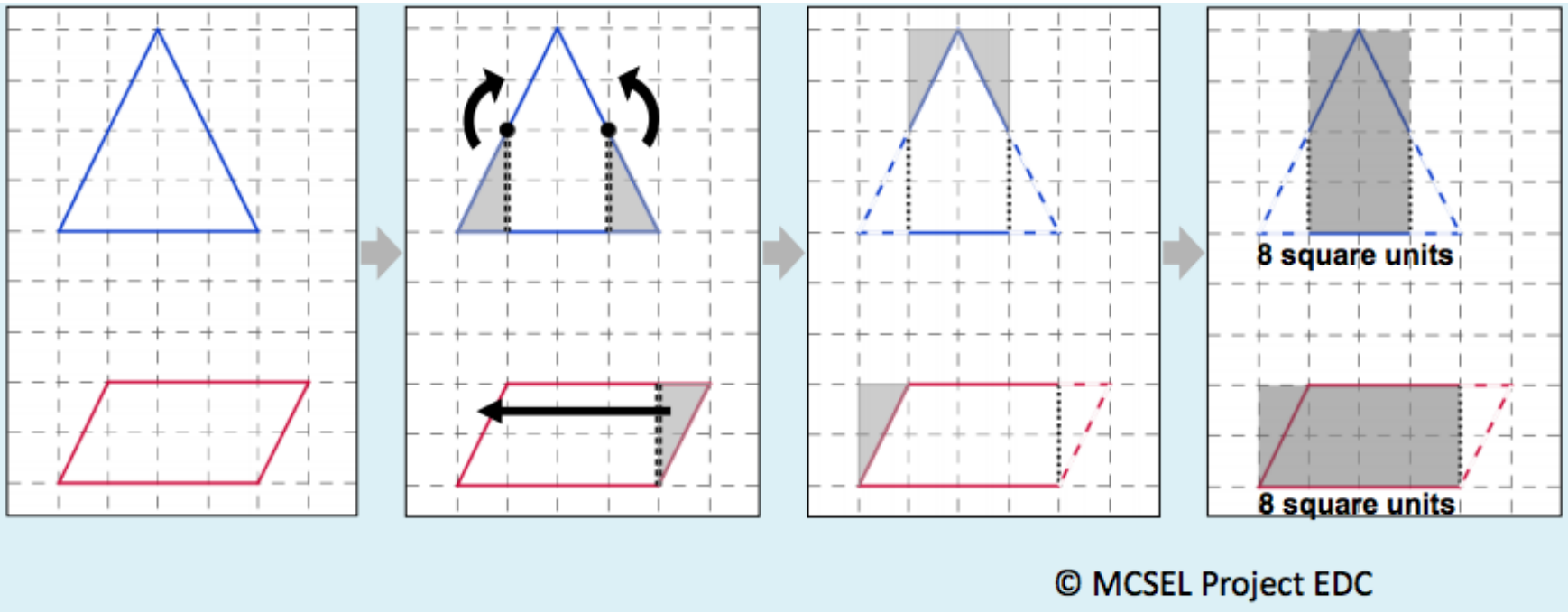
Chunking Example

Consider the following expression

$$17 + 2(x+1)$$

- What conclusions can you draw about this expression?

Transforming Space Example



12:40

Delaying Calculations Example

Fill in the blank with >, <, or =.

7 + 5 ___ 7 + 4

12 + 5 ___ 12 + 4

something + 5 ___ something + 4

When Surfacing Structure, Students Should Ask…

What auxiliary lines can I add to see the underlying structure in this geometric drawing?	How can I make sense of this expression by considering its "chunks"?	How can I use this calculation as a placeholder in another calculation?

Leveraging Structure

- Use properties to find calculation shortcuts or generalize results.
- Use consistencies among objects and the behavior of situations to connect seemingly disparate objects or processes, e.g.
  - Justify equivalence of rules
  - Connect between and among rules, representations and situations

12:50

Calculation Shortcuts Example

For each expression pick TWO different values that would make the calculations "easy". Then, simplify the expression.

1. 68 + ___ + 17

2. 4 × ___ × 5/6

Equivalence of Rules Example

Are these two expressions equivalent?

$$\frac{N(N+1)}{2}$$

$$\frac{N(N-1)}{2}$$

Equivalence of Rules Example

Are these two process structurally similar?

Take any even number and add 1	Take any even number and subtract 1

12:58

When Leveraging Structure, Students Should Ask…

What type of problem is this?	Does this problem remind me of another problem I worked on?	Is this situation behaving like another I know?
Are these two calculations the same?	How can I use properties to calculate quickly?	

1:00

Look For and Express Regularity in Repeated Reasoning (MP8)

If 24 ÷ 6 means how many groups of 6 can I make from 24,
how can I use that understanding to determine

$$6 \div \frac{1}{2}$$

1:02

Look For and Express Regularity in Repeated Reasoning (MP8)

Mathematically proficient students notice patterns in calculations and use those patterns to create shortcuts and algorithms.

1:05

Look For and Express Regularity in Repeated Reasoning (MP8)

Some questions students may ask as they look for and use regularity in repeated reasoning include:

"Is there a process that I am repeating?"

"Can I use this repeated idea to make a generalization?"

"Are there exceptions to this generalization?"

MP7 and MP8 Task

- Complete the *Hexagon Tables* mathematics task.
- Reflect on the mathematical practices you engaged in while working on the task.
- Read the student dialogue.

CCSS: 5.OA.A.1, 5.OA.A.2, 7.EE.A.2

ACTIVITY

MP7 and MP8 Task

- What evidence do you see of students engaging in the Standards for Mathematical Practice?
- How else might students model the mathematics in this problem?
- How would you support the students in the dialogue to explore why the expressions they created are equivalent?

- The students in the dialogue make two early missteps before they dive into the reasoning about the problem (lines 1–2) and one later on when they forget to count 2 seats for each space between the tables (lines 25–26). What other missteps might students make in solving a problem like this, and how can you support students in working through them?

1:45

Standards for Mathematical Practice

Take a moment to examine the 8 Standards for Mathematical Practices.

What are the ***verbs*** that illustrate the student actions for the mathematical practices?

THINK: Circle, highlight or underline them…

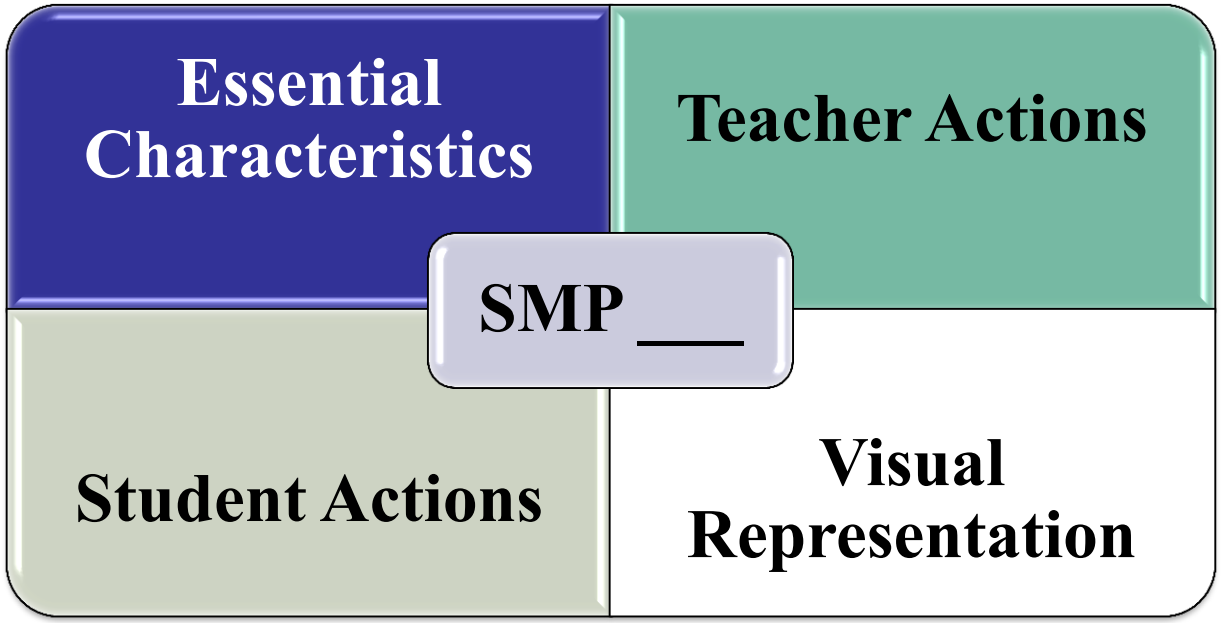
PAIR: What level of thinking do they require?

SHARE

ACTIVITY

Create a Frayer Model Poster

In your table groups, create a Frayer Model Poster connecting student actions and teacher actions for your assigned Mathematical Practice.



2:25

Frayer Model Poster Carousel

- Display your poster.
- Examine the poster to the right of your group's poster.
- Look for evidence of the "processes and proficiencies."
- Rotate to the right and continue until you have finished examining all posters.
- Be ready to share out any questions or "ahas."

Objectives

- Describe the difference between the Standards for Mathematical Content and the Standards for Mathematical Practice.
- Identify and evaluate mathematical practices in mathematical tasks
- Explain how the standards for mathematical practice define what it means for a student to be mathematically proficient.

Resources

- Mathematics Assessment Resource Service (MARS) Task
- Education Development Center, Inc. (EDC)
- Illustrative Mathematics
- Inside Mathematics
- Balanced Assessment

2:40

Questions

Contact Information

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Certificates of Attendance

- Survey will be sent to you via e-mail.
- Once complete, your certificate will be sent to you via e-mail.

2:50

Upcoming Professional Developments

What versus How – Analyzing the K-5 Common Core State Standards for Mathematics and Identifying Potential Learning Gaps

- Presented by Mary Ruzga

- November 12 in Spartanburg
- November 13 in Columbia
- November 14 in Goose Creek
- E-mail mathpd@ed.sc.gov for more information.

2:50

Upcoming Professional Developments

Implementing Mathematics Through Problem Solving in Algebra

- Presented by Janel Johnson

- November 12 in Spartanburg
- November 14 in Columbia
- E-mail mathpd@ed.sc.gov for more information.

3:00

Exit Ticket

On an index card, please reflect on your day:

1. What worked well for you today?
2. What would you like to learn more about?
3. What could be improved?