Common Core Standards	
Why is this different?	
Designed by the National Governors Association for best practices and the Council of Chief State School Officers	
Reviewed by Teachers, Post-secondary	
Education Groups, Civil Rights Groups, English Language Learners, and Students with Disabilities Groups.	
 Informed by top performing countries. 	
Evidence and research-based.	
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Characteristics	
Characteristics	
Fewer and more rigorous.	
Aligned with college and career expectations	
Internationally benchmarked	
 Rigorous content and application of higher- order skills. 	
Builds on strengths and lessons of current	
state standards. Research based	
- Hesealth baseu	

What	does	coll	ege	and	career
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The Standards

- Have strong content knowledge.
- Respond to varying demands of audience, task, purpose, and discipline.
- Value evidence.
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures.

The Students

- Will be able to demonstrate independence
- Comprehend as well as critique.
- Use technology and digital media strategically and capably

Intent of the Common Core Standards

- · The same goals for all students
- Coherence
- Focus
- · Clarity and Specificity

Focus

- Key ideas, understandings, and skills are identified
- · Deep learning of concepts is emphasized
 - That is, time is spent on a topic and on learning it well. This counters the "mile wide, inch deep" criticism leveled at most current U.S. standards.

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Math Standards – Key Points	
Focus on numeracy in the early grades.	
Basic Algebraic readiness by eighth	
grade.	
Geometric concepts in the middle	
grades. • Emphasis on solving real world problems	
Emphasis on solving real world problems	
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Kindergarten	
Focuses work on the number core: learning	
how numbers correspond to quantities, and	
learning how to put numbers together and take them apart (the beginnings of addition	
and subtraction).	
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K - 5	
The K-5 standards build on the best state	
standards to provide detailed guidance to teachers on how to navigate their way	
through knotty topics such as fractions,	
negative numbers, and geometry, and do so by maintaining a continuous progression from	
grade to grade	

• Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well-prepared for algebra in grade 8.	
 High School The high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. The high school standards set a rigorous definition of college and career readiness, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do. 	
High School Cont'd • The high school standards emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions.	

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Comn	non Core Format	
K-8	High School	
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Grade	Conceptual Category	
Domain	Domain	
Cluster	Cluster	
	Standards	
Standard	s	
Comr	non Core Format	
standards. Sta	large groups of related andards from different domains	
may sometime	es be closely related. Look for the code number on it for a	
Domain.		
 Domains are of connect topics 	overarching big ideas that across the grades	

 Descriptions of the mathematical content to be learned elaborated through clusters and standards

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Com	mon	Core	Format	

- Clusters are groups of related standards. Standards from different clusters may sometimes be closely related, because mathematics is a connected subject.
- · Clusters appear inside domains.
- May appear in multiple grade levels in the K-8 Common Core. There is increasing development as the grade levels progress
- What students should know and be able to do at each grade level
- Reflect both mathematical understandings and skills, which are equally important

Common Core Format

- Standards define what students should be able to understand and be able to do – part of a cluster.
- Standards are content statements. An example content statement is: "Use properties of operations to generate equivalent expressions."
- Progressions of increasing complexity from grade to grade

Common Core Website

http://www.corestandards.org/

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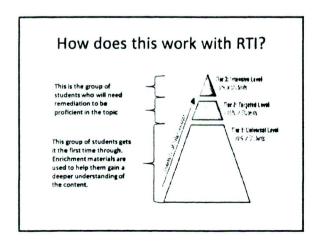
Grade Level Overview	
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Format of K-8 Standards	
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# Resources

- <a href="http://www.isbe.net/common_core/htmls/resources.h">http://www.isbe.net/common_core/htmls/resources.h</a> tm
- http://www.education.ohio.gov/GD/Templates/Pages/ ODE/ODEPrimary.aspx?page=2&TopicRelationID=1704
- <a href="http://ims.ode.state.oh.us/ODE/IMS/Lessons/default.a">http://ims.ode.state.oh.us/ODE/IMS/Lessons/default.a</a>
- http://www.jamesrahn.com/homepages/algebra_tiles. htm
- http://parcconline.org/
- http://www.uen.org/core/math/index.shtml