The Common Core State Standards for Mathematics Kindergarten–Grade 2

California Teachers Association
2011 Summer Institute
August 2, 2011

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

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Common Core State Standards for Mathematics K–2

Overview

- Standards for Mathematical Practice
  What and how?
- Standards for Mathematical Content
  What and how?
- Transition to the Common Core
- Common Core Resources
- Implications for Your Work
- Questions?

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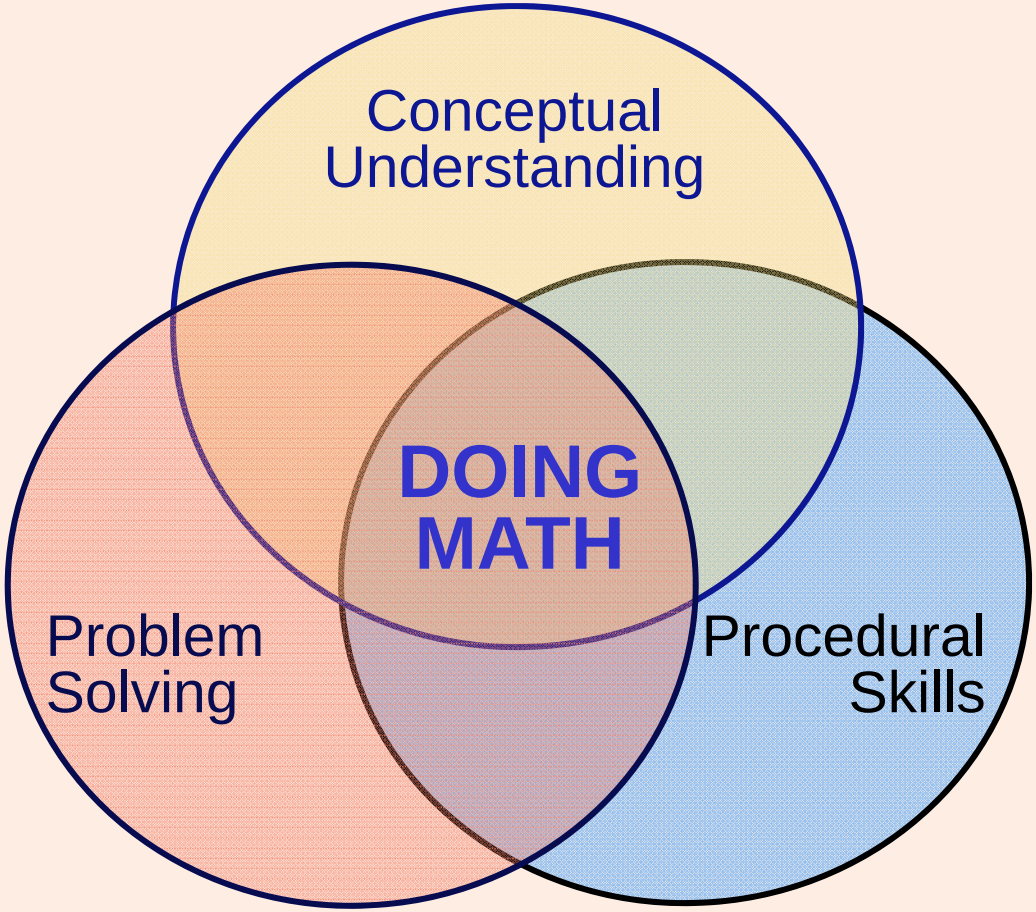
Mathematical Proficiency

as defined by the California Framework (2006)



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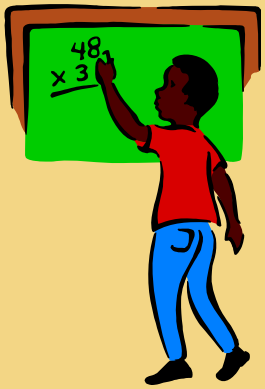
Problem Solving



- ☆ Use addition and subtraction within 100 to **solve one- and two-step word problems** involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2.OA.1)

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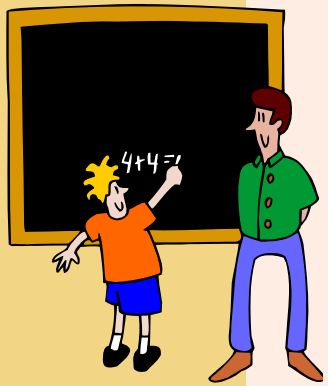
Develop Conceptual Understandings

- ☆ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by **using objects or drawings** to represent the problem. (K.OA.2)

- ☆ Add and subtract within 1000, **using concrete models or drawings and strategies** based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. **Understand** that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (2NBT.7)



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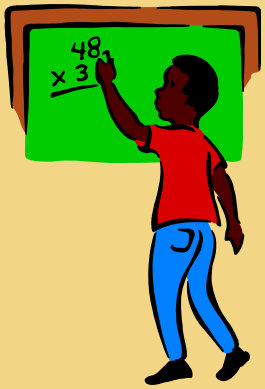
Emphasis on Fluency



- ☆ **Fluently** add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. (2.OA.2)

- ☆ **Fluently** add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2.NBT.5)

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Common Core State Standards for Mathematics

Two Types of Standards:

- **Mathematical Practices** (recurring throughout the grades)
- **Mathematical Content** (different at each grade level)

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Standards for Mathematical Practice

Describe ways students **engage** with the subject matter throughout the elementary, middle and high school years

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

Standards for Mathematical Practice

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- Reasoning and explaining
- Modeling and using tools
- Seeing structure and generalizing
- Overarching habits of mind of a productive mathematical thinker.

1. Make sense of problems and persevere in solving them
6. Attend to precision

2. Reason abstractly and quantitatively

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics

5. Use appropriate tools strategically

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Source: http://commoncoretools.files.wordpress.com/2011/03/practices.pdf

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Standards for Mathematical Practice

Understanding expectations provide **connections** between the Mathematical Content Standards and the Mathematical Practices Standards

- **Understand** that each successive number name refers to a quantity that is one larger. (K.CC.4c)
- **Understand** the meaning of the equal sign…(1.OA.1)
- **Understand** that the three digits of a three-digit number represent amounts of hundreds, tens and ones…(2.NBT.1)

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Standards for Mathematical Practice

"The Standards for Mathematical Practices describe... **expertise** that mathematics educators at all levels should seek to develop in their students."

Activity: Read the Standards for Mathematical Practice (pp. 1–2) and then discuss with your neighbor:

- Which standards might be familiar or unfamiliar to K–2 teachers? Why?
- Do you currently develop similar mathematical expertise in your students? How?
- How might these standards impact your teaching?

CCSS: Overview

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Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
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Standards for Mathematical Content

How the grade level standards are organized

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Domains

Clusters

Standards

Grade K

Counting and Cardinality K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
   b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
   c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
7. Compare two numbers between 1 and 10 presented as written numerals.

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CCSS Domains K–5

Domain	K	1	2	3	4	5
Counting and Cardinality (CC)	✓					
Operations and Algebraic Thinking (OA)	✓	✓	✓	✓	✓	✓
Number and Operations in Base Ten (NBT)	✓	✓	✓	✓	✓	✓
Measurement and Data (MD)	✓	✓	✓	✓	✓	✓
Geometry (G)	✓	✓	✓	✓	✓	✓
Number and Operations – Fractions (NF)				✓	✓	✓

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CCSS Domains 6–8

Domain	6	7	8
Ratios and Proportional Relationships (RP)	✓	✓	
The Number System (NS)	✓	✓	✓
Expressions and Equations (EE)	✓	✓	✓
Geometry (G)	✓	✓	✓
Statistics and Probability (SP)	✓	✓	✓
Functions (F)			✓

Emphasis on Fluency

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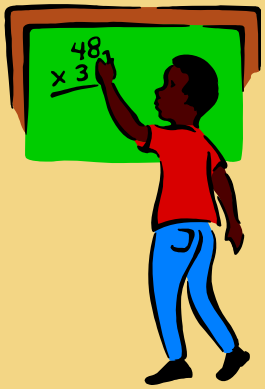

- ☆ **Fluently** add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers. (2.OA.2)

- ☆ **Fluently** add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2.NBT.5)

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California Additions

Look through the next few pages of your standards document (through page 11). Locate and read other examples of “California Additions” from grades K–2.

Share with a neighbor how these additions might help to maintain the rigor of the 1997 California standards at these grades?

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CCSS Grades K–2

The Common Core State Standards focus on arithmetic with whole numbers

K	1	2
Count to 100, write numbers (to 20)	Count, read and write numbers (to 120)	Count, read and write numbers (to 1,000)
Place value to 19	Place value to 100	Place value to 1,000
Fluently add and subtract (within 5) Represent addition and subtraction (within 10)	Fluently add and subtract (within 10) Add (within 100) Subtract multiples of 10 (range 10-90)	Fluently add and subtract (within 100) Add and subtract (within 1,000) Demonstrate multiplication and division

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Kindergarten CCSS

ACTIVITY

Read the K.CC standards (p. 4).

Then discuss at your table:

- Standard K.CC.6 calls for students to compare groups of objects by using "matching and counting strategies". How do these strategies help students understand the concept?
- What are some examples of connections with the Mathematical Practices Standards?
- How might these standards be familiar or unfamiliar to kindergarten teachers?

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CCSS Grades K–2

ACTIVITY (45 minutes)

Everyone: Read standards K.CC

Group 1: Read standards K–2.OA

Group 2: Read standards K–2.NBT

At your table:

- Discuss how the standards develop addition and subtraction across K–2? Identify a few benchmarks at each grade.
- Identify and discuss the use of various strategies in the standards (e.g., in standards 1.OA.6 and 1.NBT.4).
- The standards do not call for students to use the standard algorithms at these grades? Discuss why.
- How might these standards be familiar or unfamiliar to teachers?

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How are the 1997 CA Standards and the Common Core State Standards similar or different?

ACTIVITY

- Read these standards from grades K-2.
- At your table discuss how the CCSS might affect the way you teach?
- Create a sample problem for 2.OA.1 and identify the Mathematical Practices standards that are supported.

Implementing the Common Core State Standards (CCSS):
Instructional Considerations Activity (K-2)

1997 CALIFORNIA CONTENT STANDARD	COMMON CORE STATE STANDARD
CA.K.NS.2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10). **CA.1.NS.1.3** Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 + 2, 11 + 3). **CA.1.NS.2.1** Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory. **CA.2.AF.1.1** Use the commutative and associative rules to simplify mental calculations and to check results. **CA.2.NS.2.1** Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 - 6 = 8) to solve problems and check solutions. **CA.2.NS.2.2** Find the sum or difference of two whole numbers up to three digits long. **CA.2.AF.1.2** Relate problem situations to number sentences involving addition and subtraction.	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from: **K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **K.OA.3**. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **1.OA.3** Understand and apply properties of operations and the relationship between addition and subtraction. Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) (Students need not use formal terms for these properties.) **2.OA.1** Represent and solve problems involving addition and subtraction. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **2.OA.2** Add and subtract within 20. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

Addit … n Core

TABLE 1. Common addition and subtraction situations.[6]

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 – 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 – ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? – 2 = 3

	Total Unknown	Addend Unknown	Both Addends Unknown[1]
Put Together/ Take Apart[2]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 – 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2

	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare[3]	("How many more?" version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? ("How many fewer?" version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 – 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with "more"): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with "fewer"): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 – 3 = ?, ? + 3 = 5

Source: http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Table 1: Addition and subtraction situations

	Result Unknown	Change Unknown	Start Unknown
Add To	A bunnies sat on the grass. B more bunnies hopped there. How many bunnies are on the grass now? $A + B = \square$	A bunnies were sitting on the grass. Some more bunnies hopped there. Then there were C bunnies. How many bunnies hopped over to the first A bunnies? $A + \square = C$	Some bunnies were sitting on the grass. B more bunnies hopped there. Then there were C bunnies. How many bunnies were on the grass before? $\square + B = C$
Take From	C apples were on the table. I ate B apples. How many apples are on the table now? $C - B = \square$	C apples were on the table. I ate some apples. Then there were A apples. How many apples did I eat? $C - \square = A$	Some apples were on the table. I ate B apples. Then there were A apples. How many apples were on the table before? $\square - B = A$

	Total Unknown	Both Addends Unknown[1]	Addend Unknown[2]
Put Together /Take Apart	A red apples and B green apples are on the table. How many apples are on the table? $A + B = \square$	Grandma has C flowers. How many can she put in her red vase and how many in her blue vase? $C = \square + \square$	C apples are on the table. A are red and the rest are green. How many apples are green? $A + \square = C$ $C - A = \square$

	Difference Unknown	Bigger Unknown	Smaller Unknown
Compare	*"How many more?" version.* Lucy has A apples. Julie has C apples. How many more apples does Julie have than Lucy? *"How many fewer?" version.* Lucy has A apples. Julie has C apples. How many fewer apples does Lucy have than Julie? $A + \square = C$ $C - A = \square$	*"More" version suggests operation.* Julie has B more apples than Lucy. Lucy has A apples. How many apples does Julie have? *"Fewer" version suggests wrong operation.* Lucy has B fewer apples than Julie. Lucy has A apples. How many apples does Julie have? $A + B = \square$	*"Fewer" version suggests operation.* Lucy has B fewer apples than Julie. Julie has C apples. How many apples does Lucy have? *"More" suggests wrong operation.* Julie has B more apples than Lucy. Julie has C apples. How many apples does Lucy have? $C - B = \square$ $\square + B = C$

Source: Progressions for the Common Core State Standards in Mathematics (draft) online at http://commoncoretools.files.wordpress.com/2011/05ccss_progression_cc_oa_k5_2011_05_30.

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Transition to Common Core

Grade Shift Examples: K-2

Concept	**1997 Standards**	**CCSS**
Count from 30 to 100	Grade 1	K
Skip count by 2s, 5s, and 10s to 100	Grade 1	Grade 2
Know from memory the multiplication tables for 2s and 5s *CCSS 3.OA.7-Know from memory all products of two one-digit numbers	Grade 2	Grade 3*
Introduction to fractions as numbers	Grade 2	Grade 3
Identify the “range” of a data set	Grade 2	Grade 6

A Quick Look:
Transition to the Common Core

A Quick Look: Transition to Common Core State Standards (CCSS)		
Mathematics: Kindergarten		
Overview of Standards **1997 California Mathematics Standards***	**Overview of Standards** **CCSS**	**Highlights**
Algebra and Functions ▪ Students sort and classify objects. **Number Sense** ▪ Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement). ▪ Students understand and describe simple additions and subtractions. ▪ Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.	**Counting and Cardinality** ▪ Know number names and the count sequence. ▪ Count to tell the number of objects. ▪ Compare numbers.	▪ Introduce counting to 100 by 1s and 10s **(counting from 30 to 100 and introduction to skip counting by 10s moves from grade one to kindergarten in CCSS).** ▼** ▪ Represent a number of objects with a written numeral 0–20. ▪ Count objects to understand the relationship between numbers and quantities and to answer "how many" questions for numbers from 1–20. ▪ Identify if the number of objects in one group is greater than, less than or equal to the number of objects in another (for groups with up to 10 objects).
	Operations and Algebraic Thinking ▪ Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	▪ Focus on representing addition and subtraction in various ways such as using objects, fingers, drawings, verbal explanations, or equations ▪ Add and subtract and solve addition and subtraction word problems for numbers within 10, by using objects or drawing. ▪ Fluently add and subtract within 5. ▪ Decompose numbers (less than or equal to 10) into pairs.

A Quick Look:
Transition to the Common Core

A Quick Look: Transition to Common Core State Standards (CCSS)		
Mathematics: Kindergarten		
Overview of Standards **1997 California Mathematics Standards***	**Overview of Standards** **CCSS**	**Highlights**
Algebra and Functions ▪ Students sort and classify objects. **Number Sense** ▪ Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement). ▪ Students understand and describe simple additions and subtractions. ▪ Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.	**Counting and Cardinality** ▪ Know number names and the count sequence. ▪ Count to tell the number of objects. ▪ Compare numbers.	▪ Introduce counting to 100 by 1s and 10s **(counting from 30 to 100 and introduction to skip counting by 10s moves from grade one to kindergarten in CCSS)**. ▪ Represent a number of objects with a written numeral 0–20. ▪ Count objects to understand the relationship between numbers and quantities and to answer "how many" questions for numbers from 1–20. ▪ Identify if the number of objects in one group is greater than, less than or equal to the number of objects in another (for groups with up to 10 objects).
	Operations and Algebraic Thinking ▪ Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	▪ Focus on representing addition and subtraction in various ways such as using objects, fingers, drawings, verbal explanations, or equations ▪ Add and subtract and solve addition and subtraction word problems for numbers within 10, by using objects or drawing. ▪ Fluently add and subtract within 5. ▪ Decompose numbers (less than or equal to 10) into pairs.

ACTIVITY

Review the charts, then at your table discuss:

How are the two sets of standards similar or different?

How might the shifting of some content to other grades impact your teaching?

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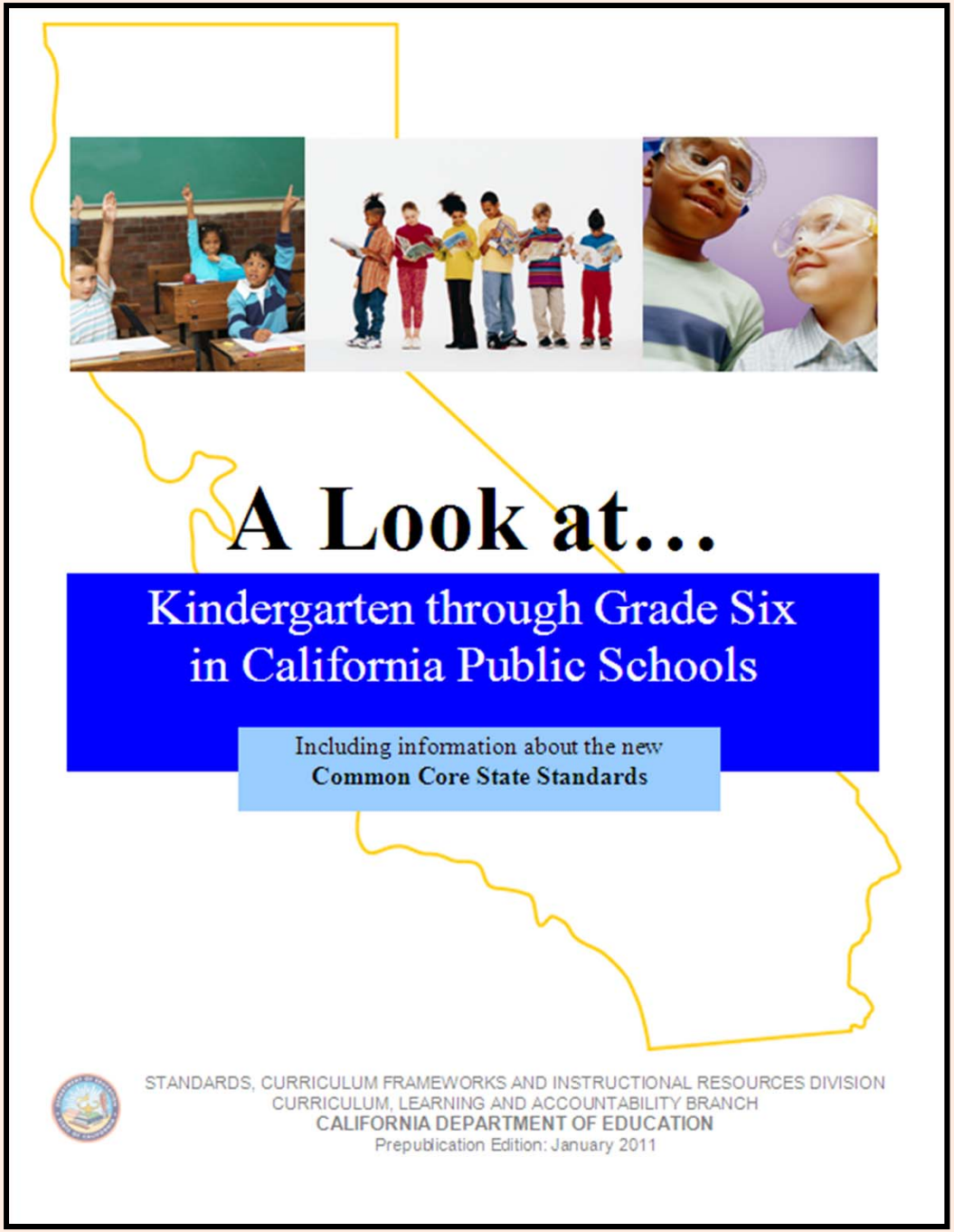

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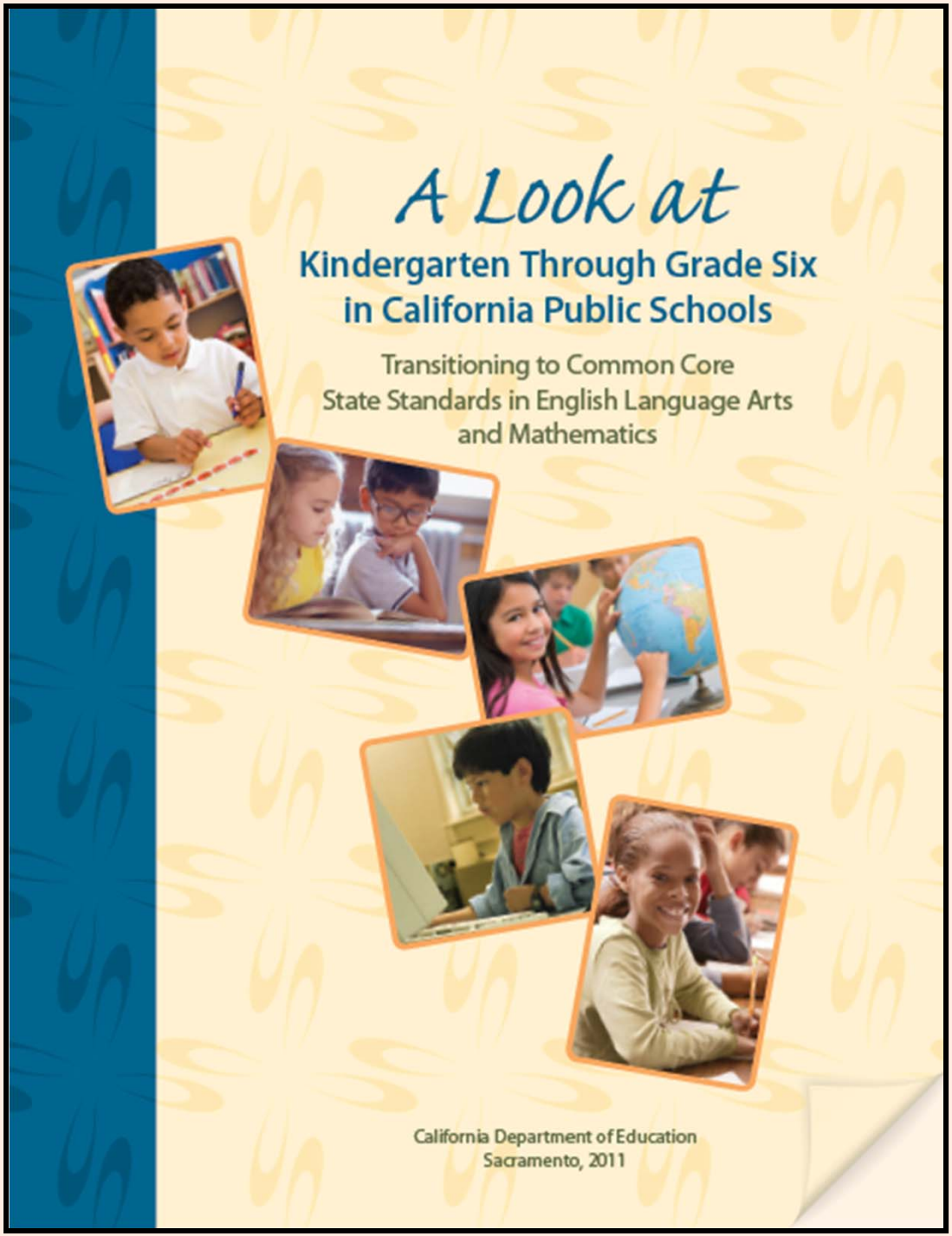

Common Core State Standards Resources Website http://www.cde.ca.gov/ci/cc

California Department of EDUCATION

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Common Core State Standards Resources

Information and frequently asked questions about the new academic content standards adopted by the State Board of Education on August 2, 2010.

The Common Core State Standards (CCSS) were developed through a state-led initiative to establish consistent and clear education standards for English-language arts and mathematics that would better prepare students for success in college, career, and the competitive global economy. The California State Board of Education (SBE) adopted the standards on August 2, 2010. To learn more about the adoption process, click here.

Common Core State Standards

- Common Core State Standards for English-Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (PDF; Outside Source)
  The CCSS adopted by the California SBE on August 2, 2010.
- Common Core State Standards for Mathematics (PDF; Outside Source)
  The CCSS adopted by the California SBE on August 2, 2010.
- Common Core State Standards Initiative (Outside Source)
  The multi-state CCSS released on June 2, 2010. Includes information about the standards, FAQ, and the appendices to the standards.
- Superintendent's Supplemental Instructional Materials Review

CCSSO Mathematics CCSS

Tools and resources primarily developed by Council of Chief State School Officers (CCSSO) and the lead writers of the standards to help states as they implement the Common Core State Standards Mathematics.

- Progression Documents for the CCSS Mathematics Standards (Outside Source)
  Narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics.

- Hyperlinked Version of the Mathematics Standards (Outside Source)
  A version of the math standards that has hyperlinks within the document.

- Visual Depiction of the Mathematical Practices (Outside Source)
  This visual displays some higher-order structure to the Standards for Mathematical Practice.

- Mathematics Lead Writer Bill McCallum's Blog (Outside Source)
  CCSS Mathematics lead writer, Bill McCallum, provides information regarding implementation projects related to the CCSS for mathematics.

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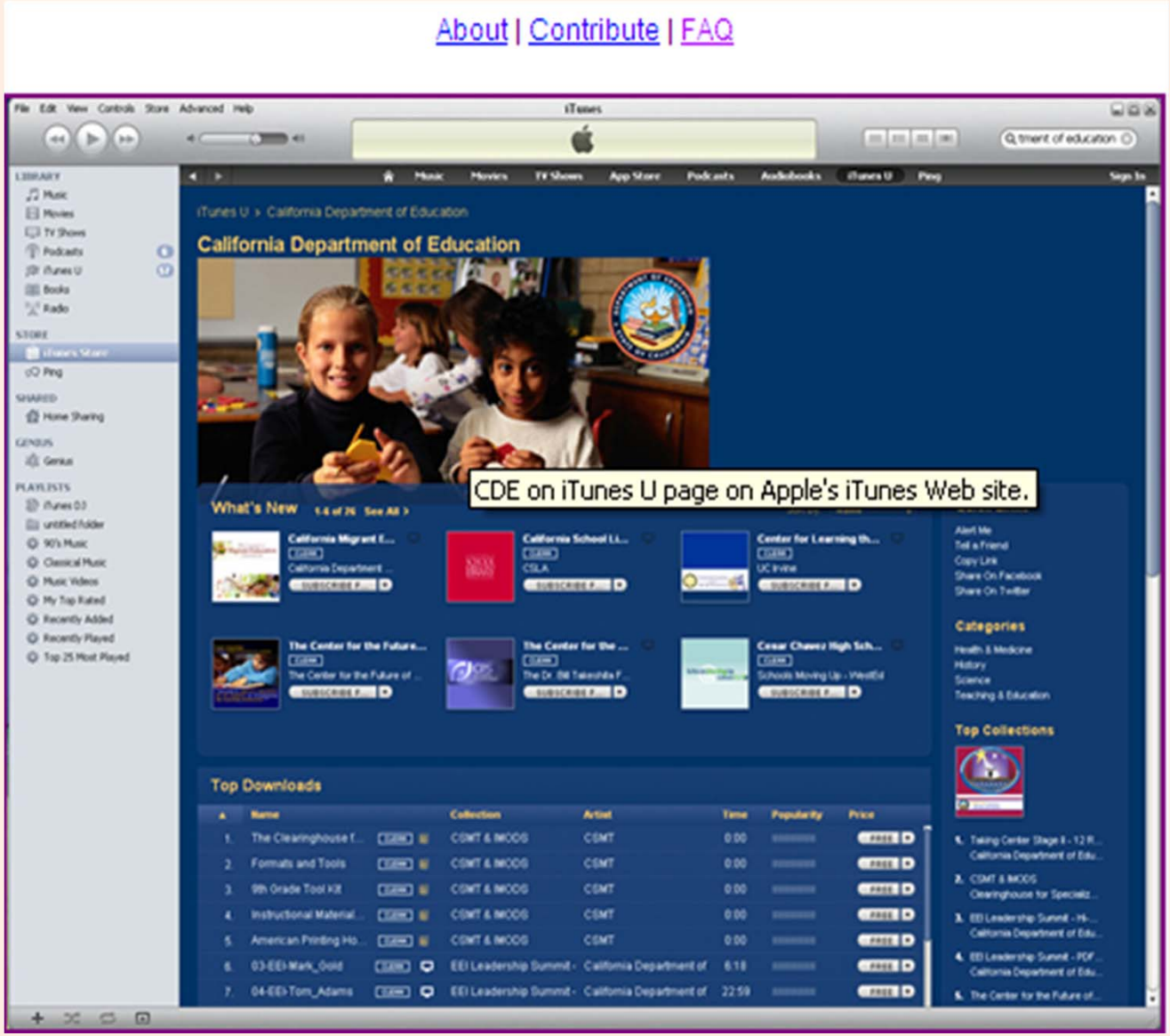
CDE on iTunes U

Source: http://www.cde.ca.gov/re/mm/it/



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Common Core State Standards

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Category: Curriculum & Teaching
Language: English
2010

NEW URL BOX

CDE Information on CCSS

Links

Report a Concern

Common Core State Standards

National Governors Association & Council of Chief State School Officers

Description

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. California adopted the Common Cor...

...More

▲	Name	Time	Released	Description	Popularity	Price
1.	Understanding Common Core Sta...	1:21:47	11/1/10	This video presents a discussion o...		FREE
2.	Common Core Standards Update ppt		11/5/10	This PDF document features the P...		FREE
3.	Common Core California Standar...	26:16	11/5/10	This video features a presentation ...		FREE
4.	Common Core California Standar...	26:16	11/9/10	This video for mobile devices featur...		FREE
5.	General Information on Common ...		11/12/10			FREE
6.	CCSS FAQs 2010		11/12/10	Most frequently asked questions re...		FREE
7.	Highlights of the Common Core St...		11/12/10	The Common Core State Standard...		FREE
8.	Highlights of the Common Core St...		11/12/10	The Common Core State Standard...		FREE
9.	Common Core State Standards for...		11/12/10	The Common Core State Standard...		FREE
10.	CCSS Math Course of Study flowch...		11/12/10	This is a chart that shows a sampl...		FREE
11.	CCSS Implementation Plan 2010		11/12/10	The State Superintendent of Public ...		FREE

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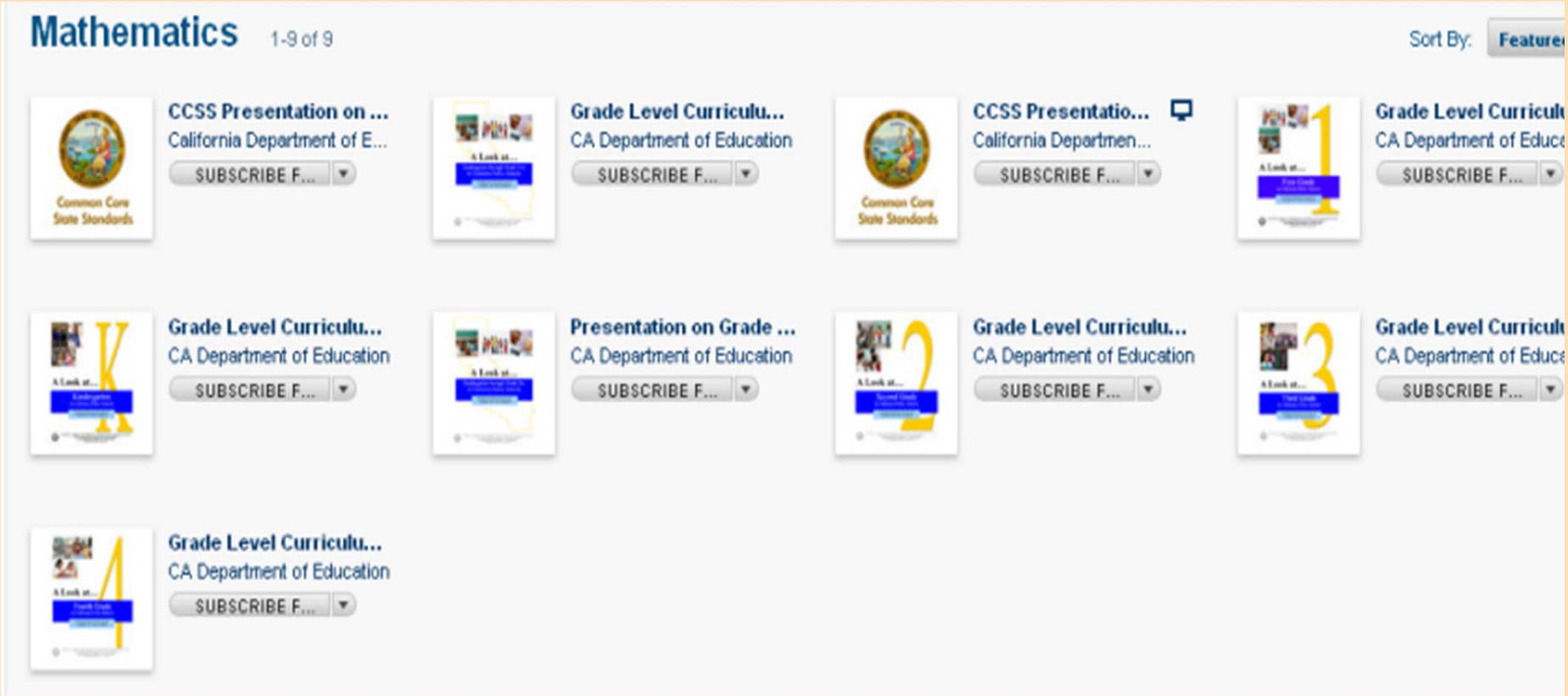

TOM TORLAKSON
State Superintendent
of Public Instruction

Implications for your work

Take a few minutes to discuss with your neighbors:

- What is the most important/valuable piece of information you learned in this session?
- What are some first steps you might take to implement the CCSS?

Contact Us

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