



Maryland Common Core State Curriculum Framework Exploration



Purpose :

Participants will become familiar with the structure and content of the Maryland Common Core State Curriculum Framework documents.

Task:

1. Search your assigned document for the answers to the provided questions.
2. Compare answers to questions and share general impressions with your group members.
3. Provide an overview of your assigned framework to the members of 2nd group.

Assignment: **Algebra II Answer Key**

Page Number(s)	Question	Response
5	1. What is the significance of the following as used in this document? a. red bold font b. blue bold font c. green bold font	Red bold- items unique to the Maryland State Common Core Curriculum frameworks Blue bold - words/phrases that are linked to clarifications Green bold - standard codes from other courses that are referenced and are hot linked to a full description
15-44	2. What information is found in the right-hand column of the tables shown on the indicated pages?	The Standards for Mathematical Practice
15-44	3. What information is found in the left-hand column of the tables found on the indicated pages?	The cluster title
15-44	4. What information is found in the center column of the tables found on the indicated pages?	The standards, notes and Essential Skills and Knowledge statements.
15-44	5. What information is found in the first row of the tables found on the indicated pages?	The Unit title.
Cover	6. From which document did Maryland adapt the framework document?	Appendix A for the Common Core State Standards for Mathematics
4	7. Who selected the "Traditional Pathway" for Maryland's high school mathematics program?	The LEA superintendents
5	8. What does this document not provide?	Does not provide the order or length of time to be devoted to the standards

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5	9. What is the purpose of the "Essential Skills and Knowledge" statements?	Essential Skills and Knowledge statements provide language to help educators "unpack" the standard. Maryland mathematics educators reviewed each standard and as needed provided statements intended to help teachers develop common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standard. The wording of some standards was so clear that it was thought that only partial or no additional support was needed.
5	10. What is the significance of the black bold underline text?	Words within repeated standards that indicate the portion of the statement that is emphasized at this point in the curriculum or words that draw attention to an area of focus.
12	11. What are the limitations on the study of radical functions in Algebra II?	Limited to square roots or cube roots of at most quadratic polynomials.
13	12. What are the units of study in Algebra II?	Polynomial, Rational and Radical Relationships; Trigonometric Functions; Modeling with Functions; Inferences and Conclusions from Data
13	13. What information is provided in the footnote?	Multiple uses of clusters statement
22	14. What are the limitations on rational functions?	Rational functions are limited to those whose numerators are of degree at most 1 and denominators of degree at most 2.
22	15. What does the (+) behind A.APR.7 signify?	Additional mathematics that students should learn in order to take advanced courses
30-31	16. What is the difference between the types of equations that are to be created for A.CED.1 and A.CED.2?	One variable versus two or more variables
17	17. What is the significance of the * shown at the end of A.SSE.1?	Modeling standards
9-10	18. What is the difference between descriptive and analytic modeling?	Descriptive modeling describes the data, analytic modeling explains the data often through the use of functions
26	19. According to the Essential Skills and Knowledge statements where do students obtain the prior knowledge needed to support F.TF.2?	Geometry
41	20. How is the focus of S.IC.3 different from the focus in earlier grades?	S.IC.3 has a focus on how the way the data is collected determines the scope and nature of the conclusions that can be drawn from the data.