# 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 I**

| Page Number(s) | Question | Response |
|---|---|---|
| 5 | 1. What is the significance of the following as used in this document?<br>a. red bold font<br>b. blue bold font<br>c. green bold font | Red bold- items unique to the Maryland State Common Core Curriculum frameworks<br>Blue bold – words/phrases that are linked to clarifications<br>Green bold – standard codes from other courses that are referenced and are hot linked to a full description |
| 14-46 | 2. What information is found in the right-hand column of the tables shown on the indicated pages? | The Standards for Mathematical Practice |
| 14-46 | 3. What information is found in the left-hand column of the tables found on the indicated pages? | The cluster title |
| 14-46 | 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. |
| 14-46 | 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 |

| Page Number(s) | Question | Response |
|---|---|---|
| 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. How does Algebra I build on student's knowledge from $8^{th}$ grade of solving linear equations? | In Algebra I students are asked to analyze and explain the process of solving an equation. |
| 13 | 12. What are the units of study in Algebra I? | Relationships Between Quantities and Reasoning with Equations; Linear and Exponential Relationships, Descriptive Statistics; Expressions and Equations; Quadratic Functions and Modeling |
| 13 | 13. What information is provided in the footnote? | Multiple uses of clusters statement |
| 24 & 43 | 14. What is the difference in how F.IF.9 is treated in Unit 2 and Unit 5? | In Unit 2 the focus is on linear and exponential functions and in Unit 5 the focus is on quadratic functions. |
| 24 | 15. What aspects of F.IF.7e are studied in Unit 2? | Only exponential and intercepts and end behavior |
| 16 | 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 |
| 35 | 17. What is the significance of the ⋆ shown at the end of A.SSE.3? | 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 |
| 20 | 19. According to the Essential Skills and Knowledge statements where do students obtain the prior knowledge needed to supportA.REI.6 | 8EE.8.b & 8EE.8.c |
| 23 & 41 | 20. List one similarity and one difference between the intent of the standards displayed on the two pages. | Both pages list the same cluster and standards. The difference is that on page 23 the focus is linear and exponential functions whereas on page 41 the standards are to focus on quadratic functions |