

# Standards Revision and Model Curriculum Document Definitions

## Common Core State Standards for Mathematics

June 1, 2010

### STANDARDS

#### K-8

**Standards /Content Statements** are the “What” students should know and be able to do at each grade level. These content statements reflect both mathematical understandings and procedural skills, which are equally important in instruction, application and assessment.

**Clusters** are groups of related standards. Cluster titles may repeat across two or more grades.

**Domains** are the overarching ideas that connect clusters across the grades. Each domain illustrates a progression of increasing complexity from grade to grade. Each usually contains more than one cluster. Not all domains are present in each grade K-8.

#### High school

**Standards /Content Statements** are the “What” students should know and be able to do at each level. These content statements reflect both mathematical understandings and procedural skills, which are equally important in instruction, application and assessment.

**STEM** (*mathematics needed for advance courses*) standards that are beyond the college and career readiness threshold, but may appear in courses for all students (noted with a + symbol). Standards without the (+) symbol are for all college and career ready students.

**Modeling** is a standard for mathematical practice identified by a star symbol (★).

**Clusters** are groups of related standards.

**Domains** are groups of related clusters that provide additional structure and organization for the Conceptual Categories.

**Conceptual Categories** are the overarching ideas that connect Domains across a number of traditional or integrated course boundaries, potentially up through and including calculus.

**Learning Progressions** are a series of developmental content statements building toward “coherent” understanding of a mathematical topic.

## MODEL CURRICULUM

The Model Curriculum will be a web-based interactive resource that provides information and supports the planning, development, implementation and evaluation of instruction that is directly aligned to the standards.

**Content Elaborations** provide clarification of content standards.

**Expectations for Learning** will be developed by the Common Core State Assessment Consortium.

### **Instructional Strategies and Resources**

**Instructional Strategies** – ideas for actively engaging students through observation, exploration and problem solving in order to successfully experience all stages of learning the concepts and skills.

**Resources/Tools** – models, manipulatives and other materials that support instructional strategies

**Misconceptions** – common errors in student learning

**Differentiation** – ideas for modifying instruction to result in success for all students, including scaffolding and compacting