



Math Weekly Tidbits

Maryland Common Core State Curriculum Framework
Maryland School for the Deaf

ISSUE 2

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Dear Teachers-

Thank you so much for such an inviting welcome into your classrooms over the past couple weeks. We have both enjoyed working with and learning from you!

As you may have noticed the word “we” is now being used. Since this curriculum is being implemented at both Columbia and Frederick campuses, we (the Mathematics Curriculum Coordinators) thought it would be beneficial to create one newsletter to share with you.

In the newsletter we will share information that benefits and applies to both campuses. We will also be continuing to communicate frequently with each of our respective campuses.

Please remember that this newsletter is not ours, but rather YOURS. Please feel free to communicate with us if there is anything you would like to see in this newsletter or have anything that you would like to share with others. We are here to work together with you in making the transition to the Common Core State Frameworks as successful as possible.

We hope you had a great week and look forward to a productive week next week!

Have a wonderful weekend!

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Ideas for this newsletter are always welcome!

Important Terms You Need to Know

The MD-CCSCF has five essential terms which we all need to understand.

Domains show the general content area. You will see those on the top of each page.

Clusters show smaller groups of related standards. They are like subheadings for each group of closely related standards. You will see those in the left column.

Standards tell you what students should understand and be able to do. You will see those in the middle column.

Essential Skills and Knowledge offer additional clarification on what some standards mean. This helps teachers stay in agreement on what the standards are meant to cover.

Standards for Mathematical Practice tell you the “habits” that teachers are encouraged to develop in all students. These are applicable not only toward math, but also just about any other content area! You will see those in the right column.

DOMAIN: Counting and Cardinality		
Cluster	Standard	Mathematical Practices
Know number names and the count sequence.	<p>Standard: PK.CC.1 Count verbally to 10 by ones. (SC PK)</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Ability to rote counting number words in order Ability to use verbal counting as meaningful counting to solve a problem, such as finding out how many are in a set <p>Standard: PK.CC.2 Recognize the concept of just after or just before a given number in the counting sequence up to 10.</p> <p>Essential Skills and Knowledge</p> <ul style="list-style-type: none"> Ability to use concrete materials and/or number cards arranged in a line to count and then determine what number comes before or away a specific number Students are not expected to write numerals at this time. 	<ol style="list-style-type: none"> 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

Interesting Tidbit: Application to Students with Disabilities

Article found on the Common Core State Standards Initiative website:

<http://www.corestandards.org/the-standards>

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts. These standards identify the knowledge and skills students need in order to be successful in college and careers.

Students with disabilities—students eligible under the Individuals with Disabilities Education Act (IDEA)—must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP)¹ which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

Interesting Tidbit: Application to Students with Disabilities

- Instructional supports for learning— based on the principles of Universal Design for Learning (UDL)²—which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. 1

According to IDEA, an IEP includes appropriate accommodations that are necessary to their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

References

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.34 (a). (2004).

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.39 (b)(3). (2004).

Thompson, Sandra J., Amanda B. Morse, Michael Sharpe, and Sharon Hall. "Accommodations Manual: How to

Select, Administer and Evaluate Use of Accommodations and Assessment for Students with Disabilities,"

2nd Edition. Council for Chief State School Officers, 2005

<http://www.ccsso.org/content/pdfs/AccommodationsManual.pdf> . (Accessed January, 29, 2010).

Websites You MUST Bookmark

Maryland Learning Links

<http://marylandlearninglinks.org/>

“Maryland Learning Links is the one place to visit for information, guidance and resources related to Special Education and Early Intervention in Maryland. Whether you are an administrator, teacher, provider or parent, you are sure to benefit from the site’s comprehensive and user-friendly blend of knowledge and real-world practice, all of it built on the belief that every child can learn and achieve both inside and outside the classroom.”



National Council of Teachers of Mathematics

<https://www.marylandmath.org/>

“The National Council of Teachers of Mathematics is a public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development, and research.”

