

Figure 3.2: Questions to Compare PSSM and CCSS

1. Why is Number and Quantity used in the CCSS instead of Number and Operations as in the PSSM? Compared to your current practice, what is different about the reference to *quantity*, and what is the same in the Number and Quantity overview (see appendix C, page 165)?
2. Why are Algebra (appendix C, page 169) and Functions (appendix C, page 174) listed as separate conceptual categories (when they were not separate in the PSSM)? How do the CCSS Mathematics Standards for High School treat these conceptual categories differently?
3. How is the Geometry conceptual category (appendix C, page 181) different from typical practice in a high school geometry course? Why is there a renewed emphasis on transformations, for example?
4. What are the expectations of the four domains of the CCSS Statistics and Probability conceptual category (appendix C, page 187)? How will these content domains be integrated into the current mathematics program? How prepared are teachers to design classroom experiences that will allow students to learn this content?
5. Where in your current curriculum pacing guides do we intentionally integrate the conceptual category for Modeling (appendix C, page 179)? How does your current curriculum reflect the modeling cycle description in the CCSS? How prepared are teachers to design classroom experiences that will allow students to learn this content?
6. How do the expectations for the development of Mathematical Practices interact with the development of content? Is there interplay between proficiency with certain practices and the timing of specific content?
7. How is the Modeling conceptual category integrated as part of the Mathematical Practices, as well as part of the high school standards indicated with a ★? How will modeling become part of your unit design and development?