



Module Outline

In Module 2, Connecticut educators explore the Standards for Mathematical Content and their implications for curriculum and instruction. Participants will become familiar with the structure, language, and intention of the content standards and will analyze problems and lessons, and learn to create tasks that exemplify faithful implementation of the Connecticut Core Standards for Mathematics (CCS-Math). Participants will consider strategies for making necessary changes in what and how mathematics is taught.

Key messages include:

- The Standards for Mathematical Content are not just a new list of topics. They go hand in hand with the Standards for Mathematical Practice.
- When implemented together, the Standards for Mathematical Practice and the Standards for Mathematical Content bring new rigor to the mathematics we teach and that we expect students to learn.
- Teaching the CCS-Math will require fundamental changes in teaching practice.
- The process of changing to a CCS-aligned curriculum is complex because it involves considerable attention not only to the standards but to curriculum materials, instruction, assessment, and professional learning. Therefore, full implementation of the CCS-Math will require all professionals in the schools to collaborate intensively over time.

Participant Outcomes

In this module, participants will:

- Examine the implications of the language of the content standards for teaching and learning.
- Identify CCS-aligned tasks that combine high-level content with mathematical practices.
- Identify and create high-level tasks that combine high-level content with the practice standards.
- Analyze the progression of topics in the content standards both within and across grade levels.
- Deepen their understanding of the potential of the CCS-Math to change mathematics teaching and learning.
- Gain understanding of some of the challenges involved in implementing the CCS-Math.