This material is extracted from the published CPS Mathematics Content Framework. Please refer to that document for the complete set of information; it is available on both the CPS KM website and the Department of Mathematics and Science website.

As defined in the CPS Bridge Plan for Mathematics, in Year 1 of the transition to CCSS-M, 2012-2013, the focus on high school mathematics courses is on Algebra I and Geometry.

In Year 1, the Algebra I and Geometry Planning Guides integrate both (1) the CCSS-M content standards that students did not cover in the previous school year (2011-12) and (2) a carefully chosen subset of the CCSS-M content expected in these courses. In this way, the Algebra I and Geometry Planning Guides address CCSS-M expectations, taking into account the expected skills and proficiencies CPS students will bring to the classroom.

The following planning outline will help all teachers of Algebra I and Geometry as they begin the transition to CCSS-M in their classrooms.

1. Become familiar with the published CPS Mathematics Content Framework-Version 1.0, including the instructional shifts and the CPS Bridge Plan for Mathematics.

2. Use the CCSS-M materials to become familiar with Standards for Mathematical Practice. Teams are encouraged to work together to develop new instructional approaches that support these practice standards.

3. Become familiar with:
   a. The kinds of high-cognitive demand tasks that are expected by the CCSS-M
   b. Ways to analyze and modify tasks in current instructional materials for rigor
   c. Techniques to enhance the rigor of current instructional materials. General mathematics resources and tools support the kind of learning expected in the CCSS-M. For example, MARS (Mathematics Assessment Resource Service) tasks balance content and practice, for an integrated approach to instruction and performance assessment. Check out the general mathematics tools and resources that are part of the CPS Mathematics Content Framework materials on the CPS KM website or the Department of Mathematics and Science website

4. Consider the three instructional shifts that teachers must implement in order to support student success in meeting the CCSS-M (as described in the Framework document). What instructional strategies are already being used that support these shifts? What adjustments to instruction are needed to address the instructional shifts? Integrating the Standards for Mathematical Practice into instruction may involve substantial shifts in instructional strategies.

5. Use the CCSS-M materials (including Appendix A) to become familiar with the content standards associated with Quadratic Functions and Modeling; Linear and Exponential Relationships (for Algebra I) and Congruence, Proof, and Constructions; Circles With and Without Coordinates (for Geometry)

6. Become familiar with the detailed expectations for learning in the Planning Guides and the sample tasks that support your instruction. The scope described in the Planning Guides will lay the foundation for student success in 2013-2014, year 2 of our transition to CCSS-M.

7. Construct (or revise) your plans by addressing each component laid out in the Planning Guide.
   a. What other standards need to be revisited or introduced to (1) support any missing skills/knowledge? And (2) develop deep conceptual understandings and procedural fluency?
b. What tasks will help build the skills and knowledge your students need in order to master the key content standards, or be prepared for the next content standards in learning progression?

c. How can you supplement activities in your instructional materials to be more rigorous? High quality tasks will ignite student learning and provide a solid foundation upon which to build more complex mathematics.

d. How will you integrate the Standards for Mathematical Practice? Adjust your instructional strategies to enable and encourage students to make sense of the content on their own?

e. How can you use formative assessments and scoring tools to align with your Planning Guide and specific topics and tasks?