Objectives:

**Introduction to Math CCRS**

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Teachers Wil Be Able to:

* Describe what a CCRS strand story is and how it helps them plan material.
* Calendar College and Career Readiness Standards into their long term plans using the CCRS tools available on KIPP Share
* Design a lesson that integrates a single College and Career Readiness Standard into the day's work.

**What Are the CCRS Standards?**

Notes:

This Session: we are going to use the materials available on KIPP Share to help us get ready to monitor and assess students with the CCRS in mind.

**CCRS Resources**

KIPP Share: Resources by Topic>Assessment>ACT Standards and Assessment System

1. College & Career Readiness Standards Charts
2. Pacing Plans (and changes)
3. Interim Assessments for your course

**Practice: Identifying Strand Stories & Power Standards**

|  |  |  |
| --- | --- | --- |
| Emphasized Strand Stories | Standards | Student Skills and Knowledge Needed |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Planning CCRS into Your Course**

Your job now: Adjust your long term plan and unit plans to address the identified standards!

Notes:

**Practice: Calendaring CCRS**

Use your course’s long term plan (available on KIPP Share or you might have yours).

Your unit and lessons plans might also prove useful.

**Identify** specific dates when the standards you recorded in the first practice will be addressed between the beginning of the year and the first IA.

**Label** those dates and lessons in the long term plan so that you have a record of which CCRS are being covered when.

Final Thoughts:

**Planning CCRS into Your Lessons**

Option 2: “Standard Needs to Be Strengthened in the Lesson” Example

Add problems in a Do Now or in the practice that have students work with the standard.

Standard: G 704 Determine slopes of a line from points or a graph (Algebra IA 1 #9).

Do Now Work in an Algebra Class:

Use the graph of trapezoid DEFG to determine

the slope of $\overbar{EF}$. Show all your work.

Option 1: “Standard is Already Addressed” Example

Practice with HOW students will see the standard.

Standard: N 704 Apply properties of complex numbers and the complex number system)

In class work:

Patterns in complex numbers:

Remember, $i=\sqrt{-1}$ So… $i^{0}=\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_$

$i^{2}=\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_$ $i^{3}=\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_$ $i^{4}=\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_$ $i^{5}=\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_\\_$

What is $i^{18}?$ What is $i^{23}?$ What is $i^{17}?$ What is $i^{41}?$

CCRS Practice Question Later in Class:

Which of the following is equivalent to $i^{16}?$

a. $1$ b. $–i$ c. $-1$ b. $i$

Option 3: “Students are Forgetting Things!” Example

Spiral review content for weakening skills.

Solving Linear Equations Strand Story: A 302, A 403, A 502

Review Do Now Before Solving Quadratic Equations Lesson:







**Practice: Outlining a Lesson Plan for CCRS Inclusion**

|  |  |
| --- | --- |
| Lesson Title and # |  |
| Objective(s) |  |
| Standard(s) |  |
| CCRS |  |
| Possible Agenda |  |
| When and How Will CCRS be Addressed in the Lesson? |  |
| Possible Problems or Materials to Address CCRS During the Lesson |  |