

Where to Start (reference crosswalks)

Crosswalk 2005 NYS Core Curriculum → 2010 Common Core

Structural Organization

2005 NYS Core Curriculum	2010 Common Core
<ul style="list-style-type: none">• Grade by grade performance indicators, P-12• High school – three, one-year courses of study<ol style="list-style-type: none">1. Algebra2. Geometry3. Algebra 2 and Trigonometry	<ul style="list-style-type: none">• Grade by grade performance indicators, K-8• High school – six conceptual categories that can be taught as integrated or discrete courses<ol style="list-style-type: none">1. Number and Quantity2. Algebra3. Functions4. Modeling*5. Geometry6. Statistics & Probability <p>*Modeling is best interpreted not as a collection of isolated topics, but in relation to other standards.</p>

Performance Indicator Organization

2005 NYS Core Curriculum	2010 Common Core
<ul style="list-style-type: none">• Five Process Strands (span all grades)<ol style="list-style-type: none">1. Problem Solving2. Reasoning and Proof3. Communication4. Connections5. Representation• Five Content Strands (span all grades)<ol style="list-style-type: none">1. Number Sense and Operations2. Algebra3. Geometry4. Measurement5. Statistics and Probability• Performance indicators are organized under major understandings within the content and process strands. Standards for each Process Strand are grade-level specific.	<ul style="list-style-type: none">• Eight Mathematical Practices (span all grades)<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 structure.8. Look for and express regularity in repeated reasoning.• Eleven Mathematical Content Domains (each grade addresses no more than 5, see table below)<ol style="list-style-type: none">1. Counting and Cardinality2. Operations and Algebraic Thinking3. Number and Operations in Base Ten4. Number and Operations – Fractions5. Ratios and Proportional Relationships6. The Number System7. Expressions and Equations8. Functions9. Measurement and Data10. Geometry11. Statistics and Probability• Standards for mathematical practice are not grade-level specific. They are described on pages 6 – 8 of the Common Core.

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- Content performance indicators are separated into bands within each of the content strands.
- Content standards are grade-specific. They are separated into clusters within each of the domains.
- The first page for each grade-level provides 2 – 4 focal points for the year.

2010 Common Core Standards

The chart below depicts the number of content standards for each of the domains, by grade level.

*Sub-parts of a standard are counted individually (i.e., 4a, 4b, and 4c are counted as 3 instead of 1).

2005 NYS Content Strands	Common Core Domains	Number of content standards by grade level										Total	
		K	1	2	3	4	5	6	7	8			
N *a, b, c, d	Counting and Cardinality	9											9
	Operations and Algebraic Thinking	5	8	4	9	5	3						34
	Number and Operations in Base Ten	1	8	10	3	6	8						36
	Number and Operations – Fractions				7	12	11						30
	Ratios and Proportional Relationships							6	6				12
	The Number System							13	9	2			24
A	Expressions and Equations						11	5	11			27	
	Functions									5		5	
M, G, S	Measurement and Data	3	4	10	12	8	8					45	
G	Geometry	6	3	3	2	3	4	4	6	11		42	
S	Statistics and Probability							8	11	4		23	
Total		24	23	27	33	34	34	42	37	33		287	
2005 NYS totals for comparison		28	56	45	52	56	67	64	64	47		479	

The emphasis in grades K-5 is on *number* (which includes whole number, fractions, operations, relations, and algebraic thinking), with most remaining time being spent on *geometry* and *measurement*.

While the old *Algebra* and *Statistics & Probability* strands appear to be delayed until 6th grade, some ideas from both are incorporated in other "domains" at the elementary level. For example:

Algebra

- Math Practice 7
- 3.OA.9
- 4.OA.5
- 5.OA.3

Statistics & Probability

- K.MD.3
- 1.MD.4
- 2.MD.9
- 2.MD.10
- 3.MD.3
- 3.MD.4
- 4.MD.4
- 5.MD.2

Other trajectories of interest

Facts

- K.OA.5 (building toward +)
- 1.OA.6 (building toward +)
- 2.OA.2 (fluency with +)
- 3.OA.7 (fluency with ×)

Traditional Algorithms

- 4.NBT.4 (+ and -)
- 5.NBT.5 (×)
- 6.NS.2 (÷)
- 6.NS.3 (all decimal ops)

Time

- 1.MD.3 (to half-hour)
- 2.MD.7 (to 5-minutes)
- 3.MD.1 (to minute & elapsed)
- 4.MD.2 (elapsed)

Money

- 2.MD.8
- 4.MD.2

<http://amtnys.org/sharing/sharing.html>

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