

## Transcript – Mathematical Process Standards

The mathematical process standards provide connections to the content standards across and within the grade levels and high school courses. Embedding the process standards within each strand provides students the opportunity to develop and apply communication, reasoning, analysis, and modeling skills. If we think about the content standards as bricks, then the process standards serve as the mortar to hold the content together.

## Transcript – Four Big Ideas

The mathematical process standards are new to high school mathematics, though they are not new to our high school students. They support the mathematical thinking and discourse that we expect from our students by supporting the big ideas related to thinking and discourse.

We will examine the mathematical process standards through the lens of four big ideas:

- Communication
- Reasoning, generalizing, and problem solving
- Analysis
- Modeling, using tools and connecting to representations

Keeping these four big ideas in mind, take a moment to look at the appropriate page within the vertical alignment documents, and find evidence of each of these four ideas in the mathematical process standards. Record your findings on the Exploring the Mathematical Process Standards journal page.

## Transcript – Focus Question

Is there a distinct separation between these ideas? Why or why not?

If you answered no, your reasoning might be that the mathematical process standards provide the connections that allow students to process, acquire, demonstrate, and communicate their understanding of mathematics in the world around them.

If you answered yes, your reasoning might be that problem solving can take place without tools, so some of the student expectations are distinct.