

Intro to Math High School Maps

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The math curriculum maps were developed by a team of 4K-12 mathematics teachers in an effort to provide vertical articulation in mathematics instruction throughout the district and to provide assistance with Response to Intervention so that all students will have access to the “guaranteed and viable curriculum” advocated by Marzano. The maps are also an effort to poise the district for implementation of the Common Core standards in mathematics once they are adopted by our state.

Funding for the project was provided through a grant written by Dr. Kathy Durbin and Lydia Quinn in an effort to reduce the disproportionate representation of African American males in special education by supplementing and enhancing research-based mathematics instruction in general and special education settings

The focus of the maps is standards-based instruction supported by resources available to teachers throughout the district. Mathematics Standard 1 includes the processes of problem solving, reasoning and proof, communication, connections and representations. The indicators for Standard 1 are embedded throughout the remaining standards. The maps are to be used in conjunction with ancillary materials which support adopted mathematics programs in the district. Elementary mathematics teachers should consult their teacher materials as an additional resource for organization of the standards and pacing.

The curriculum maps are working drafts that teachers are to use as a resource in developing units of instruction and daily lessons. Where extensive mathematics vocabulary is essential to understanding, the vocabulary is included in an appendix.

Typical assessment practices such as monitoring student progress, providing practice work, and administering formal assessments are not always noted. The activities

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include resources accessible to all math teachers and some resources that are relatively inexpensive. The activities column includes activities for all students as well as activities for struggling students and advanced students.

As the maps are implemented, we ask that teachers provide feedback on the maps through each school's math lead teacher and that they add to the maps, especially in the assessment and resource columns so that good ideas can be shared with everyone and so that the maps can be improved through additional input.

A special thanks goes to the committee who worked to draft and revise the curriculum maps.

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