

Curriculum Document Comparison
K-5 Math Curriculum Scope and Sequence 2007-2008
Generated by (Columbia) Mathematics Community Advisory Committee
May 6, 2008

Observations: Michelle Pruitt, Lex Akers and Lynn Eaton – 5th Grade

- CPS Scope and Sequence, Number, 5th Grade, “represent fractions, decimals and percentages and order fractions and decimals using landmarks of 0, $\frac{1}{2}$ and 1”: should be able to do much more than simply represent-should be able to manipulate
- CPS Scope and Sequence, Number, 5th Grade, “apply and describe the strategy used to compute a division problem up to 3-d by 2-d”: why limit to 2-d by 3-d? Should be able to do w/ all digits (& all basic math –division, multiplication, addition and subtraction)
- CPS Scope and Sequence, Geometry, 5th Grade, “explore properties of regular and non-regular polygons, particularly triangles and quadrilaterals”: should be able to solve problems using perimeter and area of triangles, and quadrilaterals, according to National Panel not just explore properties
- CPS Scope and Sequence, Measurement, 5th Grade, “describe how to solve problems using the area of polygons and non-polygon regions imposed on a grid”: should be able to describe and actually solve these type of problems, and not just on a grid – just with abstract numbers and given formulas
- CPS Scope and Sequence, Data and Probability, 4th Grade, “use fractions to compare data”: if they’re going to use fractions to compare data, they should be able to manipulate fractions well

Recommendations:

- Most of ours are within the observation section

Observations: Group 2: No names given

- The terminology is confusing. Do the students need to know the terminology that is used to describe the curriculum?
Examples: “arrays” and “composing” and “decomposing” numbers.

Recommendations:

- Simplify objectives and make them very specific!

Observations: Gail, Sharon and Teresa

- No comments made

Recommendations:

- Add clear benchmarks with examples (parent friendly)
- Add base-ten and place value concepts (specifically) We know it’s in the CPS documents, just not stated specifically
- More explicit information for parents on terminology in math curriculum
- Make documents “parent friendly”