# Curriculum Document Comparison

6 – 12 Math Curriculum Scope and Sequence 2007 – 2008
Generated by Columbia Mathematics Community Advisory Committee
May 6, 2008

| Group | Comments |
|---|---|
| Group 2<br>(No name listed)<br><br>Course/Grade Level: Algebra 1/Integrated 1 -- Secondary | **Observations:**<br>• We are not sure that Arith/Geometric Series is appropriate for Algebra 1/Integrated 1. They do address Arith/Geo Sequences using Now/Next equations. (Looking at NMAP documents recommendations).<br>• Factoring quadratics is an introductory topic in Algebra 1/Integrated 1. It is not taught to mastery.<br>• MET's report correlates well with MLO's (both pathways).<br>**Recommendations:**<br>• Algebra 1 → Arithmetic & Geo Series is missing on MLO's -- NMAP recommended this to Algebra 1<br>• Integrated 1 → same thing |
| Joe Quetsch and Catherine Lindner<br><br>Course/Grade Level: 9 | **Observations:**<br>• The focus of the National Math Advisory Board is limited to algebra. CPS includes more than algebra, wisely. E.g. Graphical methods. Core concept D (Design statistical studies, recognize the importance of random sampling, identify sources of bias, and quantify the strength of linear relationships) is not seen in CPS document. Learning Goals are very vague, e.g. "compute fluently". CPS is better, goes half way.<br>**Recommendations:**<br>• Focus on Algebra prepares student for 1970. Back up and question the presumptions. CPS students should know some more about topology, complex systems math, statistics…to prepare for year 2010.<br>• CPS needs detail on which operations are covered with which tools and methods (Calculator?) to achieve or mean "computational fluency."<br>• We need more input from the group. First 3 sessions made a nice foundation, but were controlled by CPSs with very little time to contribute fresh ideas on difficult topics. |
| Marla Clowe, Dan Edidin, Susan Lever<br><br>Course/Grade Level: 9-12 | **Observations:**<br>• Both GLE's at state and local levels are written in manner that is extremely difficult to follow. Core Plus (Integrated IV) materials don't sufficiently emphasize algebraic skill proficiency.<br>• Math MLO's are not integrated with science classes' MLO's in CPS.<br>**Recommendations:**<br>• Streamline curriculum and expectations. The NMP panel report is a good model in its recommendations for subjects to cover. |

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| Walker Gassmann, Ian Mette<br><br>Course/Grade Level: Alg II, Integrated 3 | **Observations:**<br>• Initially wanted to compare Algebra 2 and Integrated 3. Soon realized that both suites of courses have same elements, just in different sequences<br>• NMAP: seemed to focus exclusively on algebra; whereas CPS covers geometry, measurement, data and probability, not sure why NMAP ignores these important topics.<br>**Recommendations:**<br>• What can we do to prepare more students for Algebra 1 by 8th grade?<br>• Find ways to educate parents about math curriculum (I know you are already doing orientations; how do you reach parents that are not the self-selected engaged group)? |
| Jen Rachow, Tim Bilyeu, Arden Boyer-Stephens<br><br>Course/Grade Level: Algebra 1/Integrated 1 -- Secondary | **Observations:**<br>• Does integrated have to cover many topics – too broad – will this affect outcome of testing.<br>• How will addition of geometry to Integrated affect feasibility of concentrated emphasis of key topics as opposed to algebra focusing just on just algebra as based on final report pgs XVI - #1<br>**Recommendations:** |
| Kim Presko & Teresa Barry<br><br>Course/Grade Level: Algebra 1/Integrated 1 -- Secondary | **Observations:**<br>• Algebra Pathway MLO's for CPS is identical to the METS learning goals and perf. Indicators for concepts A, B, C & D.<br>• Integrated pathway MLO's for CPS is also identical to the METS learning goals. ABC & D with additional geometry goals.<br>**Recommendations:**<br>• Based on advisory panel recommendation, we (CPS) need to work toward fluency with fractions. |