ARHS Curriculum Review – 12/8 Meeting

Questions
- Relevance and Fun
- Use it to apply now in real life
- Integrated is better!
- They all seem good except CPM
- I like texts with very good text explanations so you can learn a lot from reading the book
- Year 1 – how to start it 8th grade?
- How is the online support for each
- Material needs to flexible enough to accommodate advanced and basic level students for each level
- What does “departmental review” entail? How much teacher input is there?
- Will CP and Honors students still take separate classes?

Core-Plus Math
Comments:
- Needs some content covered in 8th grade
- Integrated exploratory – build the math they need – summarize
- “in context”
- Integrated
- More discrete math
- More stats and probability
- Less lecturing
- Integrated but less than IMP below
- Uses technology a lot
- #2
- Uses Tech – like
- Like the discrete math
- Like the stats and probability
- Like the real world data
- Not sure I like emphasis on working in groups-kids can get lost in group
- Groups done well = +
- But groups done bad can be worse
- I like the real world examples, visuals, concrete context (not as abstract with math applications)
- Disadvantage: very dense material, what if material cannot be covered?
- Density/language level might make the text out of reach for lots of students
Center for Mathematics Education Project
Comments:
- Most traditional, here’s how you do it- formula-practice-group
- Which is more like life? Traditional or integrated
- Each lesson follows routine more closely than other
- #3
- I like the explanatory text, “minds in action” etc.
- Nice balance, give facts, study, apply and practice
- Less “discover/investigation”
- Would want to be sure that the level of integration across the subject is fluid and sensible
- Strengths of integrated programs is subject/project based examples – is this possible in this curriculum?

College Preparatory Math
Comments:
- Big concerns about the “discovery” based pedagogy with this curriculum. Some students can meet this challenge and thrive but other student need more direct instruction
- Courses both integrated and traditional
- Chapter 8 graphic turned me off
- I like the learning log but also don’t like it – feels forced
-Feels “traditional” in its approach
- Includes “application” problems – feel like the inverse relationship from IMP
- #3
- This was the only one I did not like
- Seemed like it did not have enough explanation. Book looks intimidating. Thick narrow book bad
- Computer links for HW
- 12 chapters – a lot in 1 year, more than geometry only
- 1st teacher/individuals
- 2nd in groups – solve harder problems, learning logs
- Like the teamwork investigation component, but teamwork is only successful with teacher oversight
Interactive Mathematics Program
Comments:

- Integrated +
- Discovery the math through building things
- #1
- I like the Utilization of concepts
- Does investigative group work offer an advantage in retention or comprehension?
- Very text heavy course, what ramifications for students with reading issues (ELL)?
- General question about depth of understanding with IMP vs “traditional”, does seeing a few trig exercises over the course of the few years equate with the opportunity to “go deep” in a full trimester of trig?