



Understanding the recommended math changes

Purpose of recommendations: to ensure District 41 children succeed in math given the rigor of the new Common Core standards against which they will be assessed by the state in 2013-2015.

These changes are not strictly linked to the Think Tank work; although they are consistent with it, the changes in math are driven by the Common Core and are needed regardless of Think Tank work.

2013/2014 School Year
<p>Compacted math curriculum of grades K – 2 to be implemented at grades K and 1</p> <ul style="list-style-type: none"> • Emphasis on early addition/subtraction strategies • Identify gaps that may occur while compacting <p>Accelerate all students at grades 2 – 5 by one year using EM as the primary resource.</p> <ul style="list-style-type: none"> • Emphasis on strategies • Identify gaps that will occur due to acceleration. Instruction and practice can occur during WIN time if we move forward with this. Also through the use of Odyssey. • As the STEAM curriculum is developed, awareness of common core math that should be emphasized will be part of the integration
2014/2015 School Year
<p>Continued implementation of the accelerated curriculum from the 2013/2014 school year.</p> <p>Implementation of new STEAM curriculum.</p>
2015/2016 School Year
<p>Transition to common core standards approach in math to allow for multiage STEAM classrooms.</p> <p>Infuse the arts into the STEAM curriculum and literacy curriculum.</p>

Rationale

- Since we will be using the current science curriculum in the 2013/2014 school year, teachers will have the flexibility to extend their math time to further support the transition of the accelerated curriculum. This will include pre-teaching of skills and concepts identified due to the

acceleration of the curriculum. Guided math will further differentiate for individual needs and WIN time will allow for interventions in math. WIN time can also be used to scaffold instruction for any gaps in math skills. Math committee will identify specific mini-units for this instructional time.

- For students significantly below grade level, they will receive a compacted, common core curricula that will be designed to accelerate their math growth so that they can participate in grade level instruction.
- Since teachers are already familiar with EM curriculum and resources the transition to above grade level materials will be more seamless and further prepare them for the increased rigor of the common core mathematics standards that they are required to teach. Teachers will receive their new grade level materials prior to the end of the school year. They will have opportunities this summer to come together in grade level teams to work with the materials. Small workshops on mathematical strands will also be provided this summer by College of DuPage.