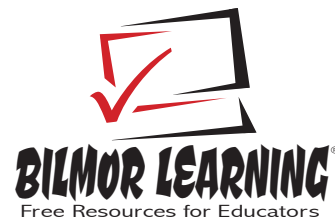


# Mathematics

## Instructional Expectations



Through 8th grade, Curriculum Goals for Mathematics courses vary slightly by grade level. Beginning in 9th grade, they are divided into six key areas:

- |                      |                             |
|----------------------|-----------------------------|
| 1) Number & Quantity | 4) Modeling                 |
| 2) Algebra           | 5) Geometry                 |
| 3) Functions         | 6) Statistics & Probability |

As part of the state's teacher evaluation system, teachers are expected to clearly understand the Curriculum Goals for the courses they teach, and to show how those Curriculum Goals are being met.

In addition, teachers should be able to show how they address the following:

### **Mathematical Literacy:**

Literacy is not just a Language Arts skill. Being “literate” also refers to having knowledge or competence in a given subject, and being able to express that competence in oral or written form.

Simplified versions of specific literacy standards that relate to Mathematics can be found under “Disciplinary Literacy.” Teachers are encouraged to review these standards at least quarterly.

### **Bracketing:**

Once teachers are familiar with standards for a given grade level, they should review the standards for the grade levels immediately below and above. For example, a third grade teacher would also review standards for grades one and three.

Comparing adjacent standards helps teachers better understand how standards flow together to create a logical sequence for growth (vertical alignment).