

Instruction

Mathematics Instruction

The Governing Board desires to offer a rigorous mathematics program that provides a strong foundation in basic mathematical skills and prepares students to apply mathematics to solve problems. The Superintendent or designee shall develop grade-level curricula that offer a balanced instructional program including but not limited to:

1. Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares and square roots.
2. Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among mathematical concepts, recognition and application of signs, symbols and terms.
3. Problem solving: use of mathematical concepts, skills, tools and reasoning strategies to formulate and solve problems in a variety of situations.

The mathematics program shall develop such knowledge and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic, algebra and discrete mathematics. Students should know, understand and demonstrate concepts through their application to classroom and real-life situations.

The Superintendent or designee shall ensure that all students have many opportunities to take the full range of mathematics course options. (cf. 6143 - Courses of Study)

The Board shall establish specific content and performance standards in mathematical skills, concepts and problem-solving ability for each grade level. Students at risk of failing to meet performance standards shall receive additional assistance and intervention. (cf. 6146.1 - Graduation Requirements - Senior High School)

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices. (cf. 4131 - Staff Development)

Students shall have access to sufficient instructional materials, including manipulatives and technology, to support a balanced mathematics program (cf. 6141 - Curriculum Development and Evaluation) (cf. 6161.1 - Selection and Evaluation of Instructional Materials) (cf. 6161.11 - Supplementary Instructional Materials) (cf. 6162.7 - Use of Technology in Instruction)

(Legal References Next Page)

Legal Reference:

EDUCATION CODE

51210
51220

Areas of study, grades 1 through 6
Areas of study, grades 7 through 12

Management Resources:

CDE PUBLICATIONS

Improving Mathematics Achievement for All California Students: The
Report of the California Mathematics Task Force, 1995
Mathematics Framework for California Public Schools, 1992

Adopted: 12-01 Santa Ana, CA