

Conclusions from January 24th CCGPS math meeting in Hall County:

- Next time plant a few fifth grade teachers around so that we know where kids are coming from (elementary school)
- CRCT will be tweaked; they're rearranging the questions to fit the current grade levels
- Transition standards are taught next year only and they ARE subject to assessment
- HS students who fail Math I; next year they would take common core coordinate alg; the 10th graders and up are still responsible for the GPS track
- GA is not up for textbook adoption until year after next (THIS summer FBHS will host the vendors); throughout the year teachers will have the opportunity to express opinions; there will be a district-wide vote and we will all have the same textbook
- Current 8th grade math I students can accept the credit and continue on with GPS track or they can begin 9th grade with coordinate algebra or ca alg/ geometry A
- Next year's 8th grade students who are accelerated will have to teach 8th grade transition standards along with their AP Stats which is do-able because AP Stats is designed to be a ½ year course; they can actually also earn college credit if they make a 4 or 5 on the AP exam; another course offering would be 8th grade advanced math (a curriculum map will be coming out soon; NOT acceleration, rather deeper curriculum)
- Graduation rule has not changed: coordinate alg, anal geo, adv alg, pre-calculus (4 yrs of math); sped students may have an IEP that allows them to only take only 3 maths; support classes for this year's ninth graders is elective credit only

SUMMARY FROM SYTHESIZING STANDARDS

Sixth

Down from 10 units to 8 but a lot is completely different. Keeping fraction ops, ratio/prop, GCF and LCM, verbage for expressions, order of operations, evaluate and read expressions, volume and surface and area from nets. Gaining a whole unit at beginning on long division and decimal operations, which affords us time to teach concepts we used to have to teach embedded in other lessons. Different - prime factorization is gone, explicit reference to properties embedded in tasks; there will be some difference with expressions but we need to see the frameworks in order to determine how much; solving inequalities is new; multi-digit long division fluently using the standard algorithm; writing expressions and equations; surface area of right triangles other triangles, special quadrilaterals and polygons is new; volume and surface area of cylinders and cones is gone; box and whisker and dot plots are added, so IQR and mean deviation are new too; graphing now in all four quads; describing positive and negative numbers as opposites and locations on a number line; ordered pairs as reflections across axes; absolute value is new; comparing and ordering integers and all rational numbers (locations on a number line)

Seventh Grade

This year 7 units; next year 6 but they're changing. Lots added, not much taken away. Most of shift comes from 6th. We won't have to create new stuff, just need to get it from 6th grade. Basically transformations are the only thing being lost. Know half of our work has been done by sixth grade and it's just a matter of tracking the good stuff down and tying it to seventh grade. Teaching: all operations with rational numbers, all operations with integers, all properties, absolute value, 1 and 2-step equations, inequalities, graphing solution sets, write expressions, substitution, combine like terms, unit rates, similar figures, proportions, equivalent ratios, direct and indirect lines, constant of proportionality, simple interest, mark up and mark down, gratuities and commissions, percent of increase and decrease, percent of error, scale drawings, statistics, circumference and area of circles, supplementary, complementary and vertical angles, area, volume and surface area of 2 and 3 dimensional shapes, triangles, polygons, cubes and right prisms, slices of 3 dimensional shapes, probability

Eighth

Losing probability and inequalities and gaining transformations. Teaching: transformations, congruency, similarities, Pythagorean Theorem and volume; exponents, equations, functions and systems of equations.

Coordinate Algebra

Start out with solving problems, changing units; haven't taught any equations or expressions (taught in MS now). Equations and inequalities is 2nd unit (linear and exponential); lots of stuff with functions; describing and representing data, statistics, transformations into coordinate planes, lines, transformations in a plane, angles, circles; last unit is connecting algebra and geometry – slope criteria for parallel and perpendicular lines, etc. Seems to be less to this course than Math I. It's closer to a Math I course than an Algebra I course, but it's still a lot of material compared to Alg. I.

Analytic Geometry

Adding imaginary/complex numbers and putting back similarity. It's a lot of material. Accelerated kids taking the first four units along with coordinate alg will be stressed out for sure.

*HS teachers acknowledge the depth and breadth of content being taught in MS and note that we can only accomplish this if kids come into MS having a full working understanding of number sense (which is not always the case). If MS teachers have to continue to build number sense for each concept at each grade, then MS teachers can't accomplish all that they're assigned to do. A HS teacher Melissa visited said he just "got over it" and taught the basic skills students were lacking and got great results.

Technology Update

In the future Hall Connect will house the resources we're coming up with. Hall Connect is "kind of like the Docuportal on steroids". Standards by unit will be in Hall Connect, which will become available to all teachers by next school year. You would have access to content (repository) for courses assigned for you to teach. Resources will be there, by standard, and you can simply pick and choose what you want to use. There will even be assessment items for you to choose from. Everything is housed in a central location. It's not designed to replace the teacher although the intent is eventually for kids to use this online. You can also look here to see how things look in other grades. It's compared to a very fancy filing cabinet.

Next Steps: On our February day (Feb. 16th??) we will continue with the work we began today plus start bringing in assessment tasks gathered from our colleagues. We're making a skeleton so that when we do get the frameworks we can just begin pulling things to put with it.