

New K-12 Mathematics Curriculum Recommendations



Achieve, Inc.

Achieve, Inc. – *Secondary Mathematics Expectations*. The cornerstone of Achieve’s work on standards is benchmarking, or clearly defining what students should know and be able to do at different grade levels. Building on mathematics expectations developed for grades K–8, Achieve is developing content expectations for high school that will seamlessly connect the expectations for the end of 8th grade with those identified by the American Diploma Project for the end of high school. These benchmarks will outline a progression of mathematics content through high school that, if followed, will ensure that students master the content they need to be successful in college and in the workforce. For more information, see:
<http://www.achieve.org/node/479>.



American Statistical Association (ASA) – *Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report*. This document provides a conceptual framework for K-12 statistics education. The foundation for this *Framework* rests on the NCTM *Principles and Standards for School Mathematics*. The *Framework* is intended to support and complement the objectives of the NCTM *Principles and Standards*, not to supplant them. This *Framework* provides a conceptual and developmental structure for statistics education that presents a coherent model for the overall curriculum. For more information see:
<http://www.amstat.org/education/gaise/>



CollegeBoard
connect to college success™

College Board – *College Board Standards for College Success in Mathematics and Statistics*. The College Board standards identify the critical thinking skills and knowledge in mathematics and statistics that all students need to succeed in college. The standards-based instructional framework begins with middle school and, through the grades, builds the academic skills students need to master for success in college-level work, including Advanced Placement Program (AP) courses. A final draft of the standards was released Fall 2006. For more information, see:
<http://www.collegeboard.com/about/association/academic/academic.html>



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

National Council of Teachers of Mathematics (NCTM)
– *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*.
Curriculum focal points represent a set of important mathematical topics for each grade level, PreK-8. They serve as possible organizing structures for curriculum design and instruction at and across grade levels by identifying areas of instructional emphasis. The topics are central to mathematics and they provide the foundations for further mathematical learning. As organizing structures, curriculum focal points lay a conceptual foundation that can connect and bring coherence to multiple concepts and processes taught within and across grade levels by identifying core structures around which related content can be addressed. The document was released on September 12, 2006. For more information, see:
<http://www.nctm.org/focalpoints/>