

# Math Placement and Pathways 6<sup>th</sup>-12<sup>th</sup>

## Math Pathways & Placement

- This presentation outlines the varied options for students to transition from 6<sup>th</sup> – 12<sup>th</sup> grades with their math education and credits.
- Decisions about placement and movement on these pathways are made on an individual basis and are dependent on a number of criteria, including student performance and teacher recommendation.
- The goal of this process is to align our practice with the goals and objectives of COMPASS 2015, thereby creating consistency district-wide with our math curriculum.

## COMPASS 2015 – Curriculum Action Steps

- Instructional Objective 1 – Implement a balanced assessment system (including diagnostic, formative and summative assessments), to design and align curriculum, and adjust instruction to evaluate and enhance student progress.
  - Implement K-12 standard-aligned reading and math curriculum maps that manage, improve, and adjust instruction to enhance individual student progress.
  - Review and revise curriculum/courses in math and language arts to ensure alignment with district curriculum maps, adjust learning pathways, and develop course sequencing that enhances student success.

## COMPASS 2015 – Curriculum Action Steps

- Instructional Objective 3 – Implement ‘Best Practices’ from a wide range of research-based instructional strategies, including traditional and innovative sources, to productively engage all learners and provide multiple pathways of learning.
- Create and implement a variety of pathways and engagement options to enhance student success with a growing emphasis on K-12 STEM curriculum and online learning in middle and high schools.
- Identify and distribute curriculum resources to support best practices in instruction.

## Math Pathways – Sequence of Courses

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Alternative Pathway</b>	6 <sup>th</sup> Grade Math	7 <sup>th</sup> Grade Basic Math	Pre-Algebra	Intermediate Algebra 1-2	Survey of Geometry	Intermediate Algebra 3-4	Algebra 3-4
<b>Conventional Pathway</b>	6 <sup>th</sup> Grade Math	7 <sup>th</sup> Grade Basic Math	Pre-Algebra	Algebra 1-2	Geometry	Algebra 3-4	Pre-Calculus
<b>Honors Pathway</b>	Pre-Algebra	Pre-Algebra	Algebra 1-2	Honors Geometry	Honors Algebra 3-4	Honors Pre-Calculus	AP Calculus AB
<b>Accelerated Pathway I</b>	Pre-Algebra	Pre-Algebra	Algebra 1-2	Geometry	Algebra 3-4	Pre-Calculus	Personal Option
<b>Accelerated Pathway II</b>	pvOnline PreAlg2	Algebra 1-2	Honors Geometry	Honors Algebra 3-4	Honors Pre-Calculus	AP Calculus AB/BC	AP Calculus AB/BC
<b>Accelerated Pathway III</b>	pvOnline Algebra 1-2	Geometry	Honors Algebra 3-4	Honors Pre-Calculus	AP Calculus AB/BC	AP Calculus AB/BC	Personal Option

Math Pathways – Sequence of Courses  
Additional Information

- Course offerings vary at high schools.
- Students may move from one math sequence to another based on academic performance and teacher recommendation.
- Partial list of additional courses – consult high schools for availability
  - Pre-Algebra 1-2 (PVHS)
  - Pre-Algebra 3-4 (PVHS)
  - AIMS Math – Sophomore (PHS & HHS)
  - AIMS MATH – Senior
  - Trigonometry (PVHS)
  - Non-AP Statistics
  - AP Statistics
  - Calculus III
  - Differential Equations

Final Thoughts:

Education is not a collection of parts; it is a whole process that must make sense to people. Disjointed and unconnected events and activities have disjointed and unconnected outcomes. It is only through combining efforts and tying them together that synergy is achieved. The whole really is greater than the sum of the parts. (Houston, 1997)