

INTRODUCTION TO MATH CURRICULUM GUIDE

During the 2011-2012 school year, a Math Curriculum Review Committee was established. The members of the committee were chosen from the math teachers in the Kettle Moraine Lutheran Schools (KMLS). The task of this committee was to develop a math curriculum that will provide the KMLS with a unified plan of development for our K-12 students.

Forty-four states worked together to develop the Core Curriculum Standards for mathematics. The KMLS Math Curriculum Committee decided to adopt the national Core Curriculum Standards for mathematics in their entirety. The purpose for this is three-fold:

- 1) With a national scholastic and professional source available, the committee had no desire to “reinvent the wheel.”
- 2) Many of the KML schools already began to adopt the Core Standards with an eye on a possible future national standardized test, and
- 3) The committee also felt that by maintaining the form similar to that of our public school counterparts; prospective families, current students’ families, and teachers can easily compare and contrast the academic standards in the KML schools to that of the public schools.

In such a format it will be clear that our KML schools teach all the content of our public schools, yet we teach that content in the light of God’s Word.

The committee saw an importance in providing a variety of resources to the KML schools. Websites are given with descriptions for use in a math classroom. Many of the core standards were given additional explanations or examples where the standards seemed to need it. The introduction to each grade includes grade-specific exit outcomes that could be used in an accreditation or self-study process.

The committee also saw several trends within the core standards. Geometry is pushed into K-1 as students are expected to create. Fractions begin in the elementary grades and as a foundation of many standards. Geometry is seen as a weak point from K-6 in many of our KML Schools. Patterns of numbers are emphasized as an entrance into algebra. Probability begins by 6th Grade—not as an afterthought at the end of the book. Graphing calculators are suggested by 8th Grade Algebra, not as a crutch, but as an additional resource. Finally, the committee saw the importance of emphasizing fewer standards and going deeper to master them.

Philosophy

The KML schools exist to educate, encourage, and equip students for life and for eternity. The study of mathematics is a way to investigate and appreciate order in God’s creation. Using a wide variety of tools, teachers can guide students in developing a deep conceptual understanding in order to make sense of mathematics. Due to the ever-increasing scientific and technological developments of our age, students will master the specific knowledge necessary for its application to real problems, for the study of related subject matter, and for continued study in mathematics. The

