

**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 in real life. The Superintendent or designee shall develop grade-level curricula that offer a balanced instructional program, including but not limited to:

- Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares and square roots, and algebra
- 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
- Problem solving: use of mathematical concepts, skills, tools, and reasoning strategies to formulate and solve problems in a variety of situations
- Gathering data and analyzing evidence

The mathematics program shall develop such knowledge and skills in the subject areas of numbers sense, measurement, geometry, functions, statistics and probability, logic, algebra, data analysis, and mathematical reasoning. 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 - High School Graduation Requirements/Standards of Proficiency)*

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in staff development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

*(cf. 4131 - Staff Development)*

**MATHEMATICS INSTRUCTION** (continued)

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)*

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*Legal Reference:*

EDUCATION CODE

51210 Areas of study, grades 1 through 6

51220 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*