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rated top 10 by the u s department of education ucsmc is the first full mathematics curriculum to implement the nctm standards by emphasizing applications reading and writing problem solving and technology all major content strands are integrated throughout each level of this innovative six year curriculum carefully refined through years of field testing and user feedback ucsmc enables students to learn by doing today s mathematics in a variety of meaningful situations

with the 1989 release of everybody counts by the mathematical sciences education board mseb of the national research council and the curriculum and evaluation standards for school mathematics by the national council of teachers of mathematics nctm the standards movement in k 12 education was launched since that time the mseb and the nctm have remained committed to deepening the public debate discourse and understanding of the principles and implications of standards based reform one of the main tenets in the nctm standards is commitment to providing high quality mathematical experiences to all students another feature of the standards is emphasis on development of specific mathematical topics across the grades in particular the standards emphasize the importance of algebraic thinking as an essential strand in the elementary school curriculum issues related to school algebra are pivotal in many ways traditionally algebra in high school or earlier has been considered a gatekeeper critical to participation in postsecondary education especially for minority students yet as traditionally taught first year algebra courses have been characterized as an unmitigated disaster for most students there have been many shifts in the algebra curriculum in schools within recent years some of these have been successful first steps in increasing enrollment in algebra and in broadening the scope of the algebra curriculum others have compounded existing problems algebra is not yet conceived of as a k 14 subject issues of opportunity and equity persist because there is no one answer to the dilemma of how to deal with algebra making progress requires sustained dialogue experimentation reflection and communication of ideas and practices at both the local and national levels as an initial step in moving from national level dialogue and speculations to concerted local and state level work on the role of algebra in the curriculum the mseb and the nctm co sponsored a national symposium the nature and role of algebra in the k 14 curriculum on may 27 and 28 1997 at the national academy of sciences in washington d c

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curriculum can be defined in a variety of ways it might be viewed as a body of knowledge a product or a process curricula can differ as they are conceptualized from various theoretical perspectives to address the needs of teachers students and the context of schooling one reason to study curriculum is to reveal the expectations processes and outcomes of students school learning experiences that are situated in different cultural and system contexts further studies of curriculum practices and changes are much needed to help ensure the success of educational reforms in the different cultural and system contexts kulm li 2009 p 709 this volume highlights international perspectives on curriculum and aims to broaden the wider mathematics education community s understandings of mathematics curriculum through viewing a variety of ways that curricula are developed understood and

implemented in different jurisdictions countries within this volume we define curriculum broadly as the set of mathematics standards or outcomes the messages inherent in mathematics curriculum documents and resources how these standards are understood by a variety of stakeholders and how they are enacted in classrooms the focus is on the written implied and enacted curriculum in various educational settings throughout the world

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