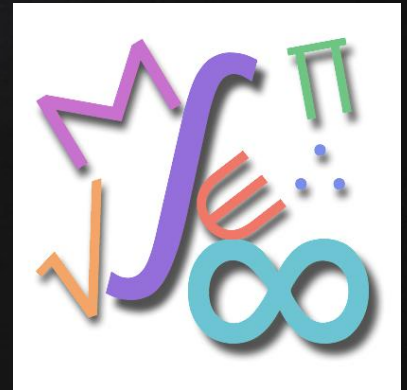


AMS

MATH PRESENTATION

2022/2023



# HIGHLIGHTS FROM THE LETTER



# GRADE LEVEL SEQUENCE

GRADE 6 – 6TH GRADE MATH CURRICULUM

GRADE 7 – 7TH GRADE MATH CURRICULUM

GRADE 8 – 8TH GRADE MATH CURRICULUM

GRADE 9 – ALGEBRA I

GRADE 10 – ALGEBRA II \*

GRADE 11 – GEOMETRY/TRIGONOMETRY

GRADE 12 – PRECALCULUS/CALCULUS AND STATISTICS/AP STATISTICS (OPTIONAL)

\*Course ends with the NYS Algebra I Regents exam

# ACCELERATED SEQUENCE

GRADE 6 – 6TH GRADE MATH CURRICULUM

GRADE 7 – COVER TOPICS FROM THE 7TH AND 8TH GRADE MATH CURRICULUM

GRADE 8 – ALGEBRA I

GRADE 9 – ALGEBRA II \*

GRADE 10 – GEOMETRY/TRIGONOMETRY

GRADE 11 – PRECALCULUS/CALCULUS

GRADE 12 – CALCULUS/AP CALCULUS AND/OR STATISTICS/AP STATISTICS

\*Course ends with the NYS Algebra I Regents exam

### Middle School to High School Mathematics Sequence

<b>Grade</b>	<b>NYS Grade Level Sequence</b>	<b>Accelerated Sequence</b>
<b>6</b>	<b>NYS 6th grade curriculum</b>	<b>NYS 6th grade curriculum</b>
<b>7</b>	<b>NYS 7th grade curriculum</b>	<b>NYS 7th &amp; 8th grade curriculum</b>
<b>8</b>	<b>NYS 8th grade curriculum</b>	<b>Algebra I</b>
<b>9</b>	<b>Algebra I</b>	<b>Algebra II*</b>
<b>10</b>	<b>Algebra II*</b>	<b>Geometry/Trigonometry</b>
<b>11</b>	<b>Geometry/Trigonometry</b>	<b>PreCalculus/Calculus</b>
<b>12</b>	<ul style="list-style-type: none"><li>• <b>PreCalculus/Calculus;</b></li><li>• <b>Statistics or AP Statistics</b></li></ul>	<ul style="list-style-type: none"><li>• <b>AP Calculus AB;</b></li><li>• <b>AP Statistics</b></li></ul>

NEXT YEAR, ALL 6TH GRADERS WILL BE  
PLACED IN A COURSE THAT WILL COVER THE  
6TH GRADE MATH CURRICULUM.



SHOULD A 5TH GRADER SIT  
FOR THE THREE-PART  
PLACEMENT TEST



# 6TH GRADE HONORS

## Qualitative Data

- ABILITY TO REASON ABSTRACTLY
- CAPACITY TO WORK INDEPENDENTLY AND STAY ON TASK
- EVIDENCE OF SUPERIOR PROBLEM SOLVING SKILLS
- CONSISTENT COMPLETION OF HIGH QUALITY CLASS WORK AND HOMEWORK
- PASSION AND ENTHUSIASM FOR LEARNING MATH
- WILLINGNESS TO TAKE ON CHALLENGING TASKS



# 6TH GRADE HONORS

## Quantitative Data

- STUDENT EARNS AT LEAST AN A AVERAGE FOR 5TH GRADE MATH FOR ALL FOUR QUARTERS
- STUDENT EARNS A MINIMUM SCORE OF 4/6 ON EACH OF THE FIVE CONTINENTAL LEAGUE CONTESTS (ADMINISTERED MONTHLY, NOVEMBER – MARCH).
- STUDENT EARNS A SCORE OF AT LEAST 20/30 ON A MATH LEAGUE CONTEST THAT WILL BE ADMINISTERED DURING MATH CLASS ON MONDAY, MAY 2ND.

# PLACEMENT INTO 7TH GRADE

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IN DETERMINING THE MOST APPROPRIATE MATH PLACEMENT FOR OUR 6TH GRADERS, WE WILL LOOK CLOSELY AT THEIR ACHIEVEMENT AND EFFORT IN 6TH GRADE MATH, AS WELL AS 5TH GRADE.

THIS INCLUDES CONSISTENTLY EARNING HIGH GRADES AND DEMONSTRATING CONSISTENT TENACITY, CURIOSITY, AND EFFORT.

HONORS VS. ACCELERATION

### Middle School to High School Mathematics Sequence

<b>Grade</b>	<b>NYS Grade Level Sequence</b>	<b>Accelerated Sequence</b>
<b>6</b>	<b>NYS 6th grade curriculum</b>	<b>NYS 6th grade curriculum</b>
<b>7</b>	<b>NYS 7th grade curriculum</b>	<b>NYS 7th &amp; 8th grade curriculum</b>
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<b>9</b>	<b>Algebra I</b>	<b>Algebra II*</b>
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<b>12</b>	<ul style="list-style-type: none"><li>• <b>PreCalculus/Calculus;</b></li><li>• <b>Statistics or AP Statistics</b></li></ul>	<ul style="list-style-type: none"><li>• <b>AP Calculus AB;</b></li><li>• <b>AP Statistics</b></li></ul>

# THOUGHTS FOR REFLECTION

ACCELERATION SHOULD NOT HAPPEN AT THE EXPENSE OF  
CREATING GAPS IN STUDENT UNDERSTANDING BY  
SKIPPING FOUNDATIONAL LEARNING STANDARDS.

**PHIL DARO**, A LEAD WRITER OF THE COMMON CORE STATE STANDARDS FOR MATHEMATICS, WORKS TO ADVANCE THE DESIGN AND USE OF LEADERSHIP TOOLS FOR IMPROVING MATHEMATICS INSTRUCTION AND ASSESSMENT AT EVERY LEVEL OF THE EDUCATIONAL SYSTEM.

“ACCELERATING BY SKIPPING GRADE LEVELS IS NO LONGER POSSIBLE.

ACCELERATION HAS A NEW MEANING – COMPRESSION

AN HONEST COMPRESSION WOULD HAVE STUDENTS DOING TWICE AS MUCH HW IN 7<sup>TH</sup> GRADE.”

“TAKE THE TIME TO GO MORE DEEPLY INTO THE MOST IMPORTANT MATHEMATICS WHICH COMES EARLIER, NOT LATER.

THE MORE ADVANCED TOPICS ARE MORE ADVANCED, THAT DOESN'T MAKE THEM MORE IMPORTANT.”



YES, ACCELERATION MAY BE APPROPRIATE IF A STUDENT HAS DEMONSTRATED SIGNIFICANT, DEEP, AND COMPLETE UNDERSTANDING OF GRADE LEVEL OR COURSE-BASED MATHEMATICS. WE CERTAINLY WANT EACH AND EVERY STUDENT TO BE APPROPRIATELY CHALLENGED.

# KEEP IN MIND

WHEN STUDENTS ARE PLACED IN MATH 7 – AND MOST 6TH GRADERS ARE – THIS DOES NOT MEAN THEY ARE NOT CAPABLE MATH STUDENTS. IT'S JUST AN INDICATION THAT AN ACCELERATED CURRICULUM IS NOT THE RIGHT FIT.

IT'S IMPORTANT TO CONSIDER THAT THE MATH 7/8 COURSE COVERS TWO YEARS OF MATH IN ONE (WITH AN ADDITIONAL MATH CLASS REQUIRED FOR TWO QUARTERS, EVERY OTHER DAY).

SEVENTH GRADE STUDENTS ALSO HAVE AN ADDITIONAL ACADEMIC SUBJECT (WORLD LANGUAGE), PLUS THE RIGOR INCREASES SIGNIFICANTLY IN ALL SUBJECTS (PARTICULARLY SCIENCE AND SOCIAL STUDIES).

THESE ARE ALL THINGS THAT HAVE TO BE CONSIDERED WHEN MAKING PLACEMENT DECISIONS, IN ADDITION TO ALL THE DATA WE HAVE.



# FUTURE OPPORTUNITIES TO EXCEL IN MATH

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- HONORS CLASSES
- AP STATISTICS
- SKIPPING OR DOUBLING UP CLASSES

THERE ARE OPTIONS, JUST NOT WHILE WE'RE STILL ESTABLISHING A FOUNDATION.



THANK YOU !!!