

**Oak Canyon Jr. High
School Community Council
9/14/2011
2:30 P.M.**

Attendees: Mike Travis, Tammy Mickelsen, Darla Baker, Angela Moulton (visiting to talk about new math), Wendi Woolf, John Hanks (visitor to talk about new math), Margie Holt, Jennifer Batchler, Jody Murphy, Cherae Ecalono, Mike Bearden, Scott Sumner, Lisa Earl, Lisa Larsen, Liz Maxfield

1. Mike Travis – Mike had everyone go around and introduce themselves.
2. Binders were distributed.
3. John Hanks introduced the new math program.
 - a. Handouts were distributed and they are included in this document.
 - b. Common core state standards – Utah State Standards. They are common standards that will be consistent from state to state. This will enable students to be ready for college and a paid profession.
 - c. There are 44 states that have opted to have these same standards. Utah is unique because we will be using an international model. The names of the courses will be changing and all concepts will be taught at level through the student years.
 - d. Benefits of these standards include consistency and it also raises the standard for our students.
 - e. Part of the core contains 8 practice standards which will emphasize different ways to understand the math.
 - f. How will this affect our schools here in Alpine? The ASD Secondary Math Flow Chart was introduced – see end of document. There will be different paths that students will have available to them.
 - g. Implementation will begin in the jr. high schools this coming year. Next year across the district the students will be taking the classes from the new core. By 2014-2015, it will be fully implemented.
 - h. Challenges to be aware of – the district wants a smooth transition; need to look at the gaps carefully. Materials is another challenge because of how different the new core is compared to the new core. Oak Canyon is piloting part of the program to help with this transition.
 - i. Alpine District has put of this implementation for one year to make it a smoother transition and better educate everyone on this new program.
 - j. Concern about materials – there is some concern about the materials due to the cost of the material and the fact that the publishers are fully invested in the new program. The implementation will require a solid resource. If materials are not available, then the district will coordinate the teaching material.
 - k. Mike Bearden mentioned that he is glad that we have waited for another year to implement and he thinks that the transition will be pretty seamless at Oak Canyon due to the way our math department currently operates.

4. What is the status of Math Lab?

Due to the time constraint, the DVD will be postponed.

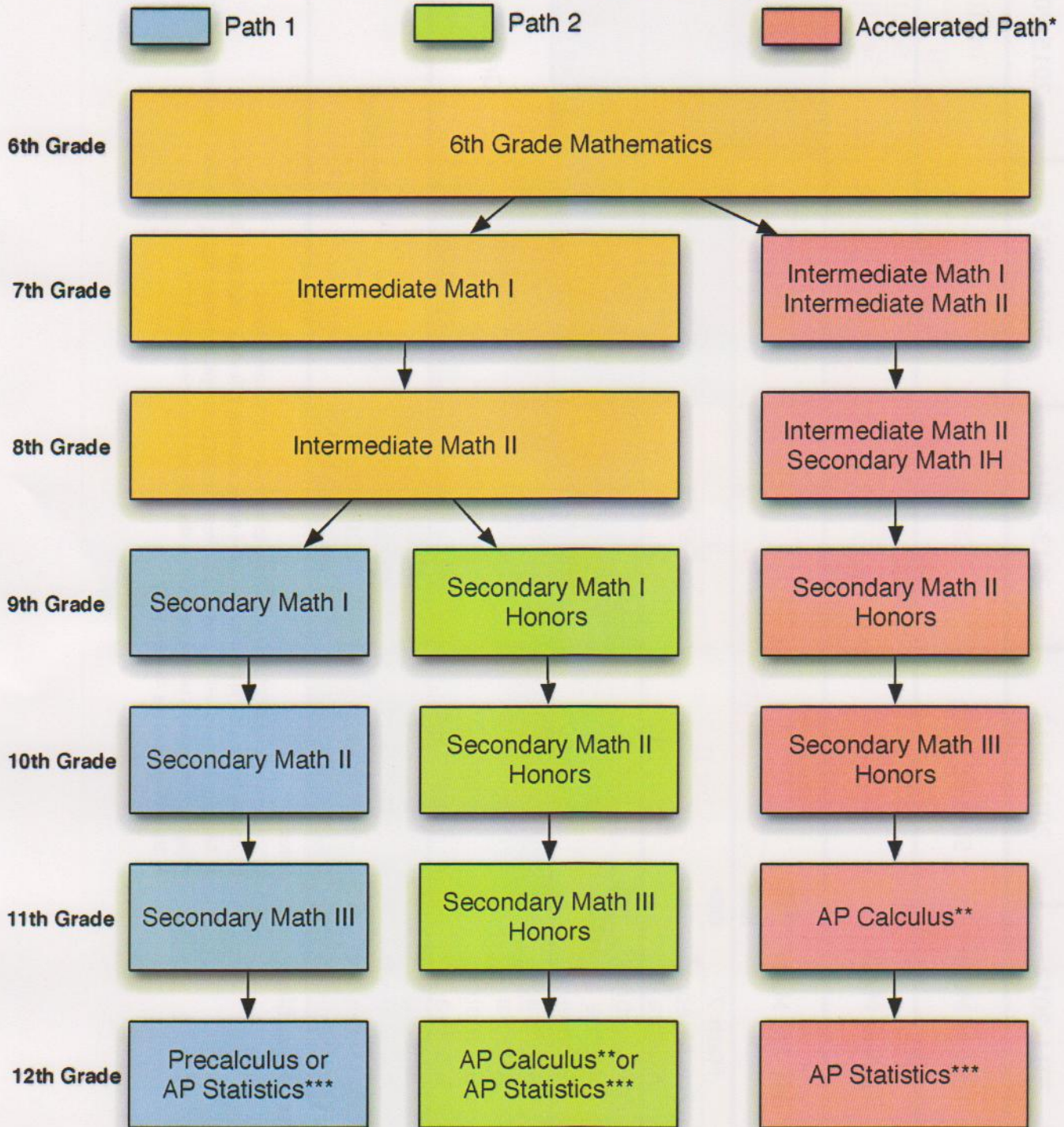
5. Roles and Responsibilities – Mr. Sumner wishes to thank the parents who have volunteered their time. He emphasized how important it is that we have parent involvement so that we have fresh perspectives. You can also bring in the perspectives of your neighbors. We want parent input and discussion.
6. Safe walking paths – 400 N. above the canal will be closed for a month and then 200 S. will be closed. The walking bridge will be closed for 4 months at least. Traffic flows will be severely impacted. This is to facilitate covering the canal which will then be made into a bike/pedestrian/equestrian trail. Center Street will not go through due to the cost. The Walker piece of ground is what is holding it up.
7. Mr. Sumner passed around a sheet for members to sign up in one of the four SCC areas to promote parent involvement in a more defined way.
8. Meetings should be held to around an hour.
9. Mike Travis moved to adjourn due to the time overage.

Meeting was adjourned.

Alpine School District Secondary Math Flow Chart

Effective 2013-2014

The following list shows the possible progressions of math classes from grade 6 through grade 12. Check with your local school for additional math offerings.



Notes

* Students must pass a placement exam to enter the accelerated path.

** Students who do not successfully complete the honors classes will not be prepared to take AP Calculus.

*** It is recommended that students planning on post-secondary schooling take a math class all four years of high school.

Alpine Course Progressions During CCSS Implementation

Grade in 2011-2012	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
4	4th Grd Math	5th Grd Math	CCSS 6	Int I Int I/Int II/Sec IH	Int II
5	5th Grd Math	CCSS 6	Int I Int I/Int II/Sec IH	Int II	Sec I Sec IH Sec IIIH
6	6th Grd Math	Int I Int I/Int II/Sec IH	Int II Int I/Int II/Sec IH	Sec I Sec IH Sec IIIH	Sec II Sec IIIH Sec IIIH
7	Math 7 ³ Pre-Algebra ² Algebra 1	Int II Sec IH	Sec I Sec IH Sec IIIH	Sec II Sec IIIH Sec IIIH	Sec III Sec IIIH AP Calc
8	Pre-Algebra ^{2,3} Algebra 1 ¹ Geometry	Sec I Sec IH Algebra 2	Sec II ⁴ Sec IIIH Precalculus	Sec III Sec IIIH AP Calculus	Precalculus AP Calculus AP Stats
9	Algebra A Algebra 1 Geometry Algebra 2	Sec I ⁴ Geometry Algebra 2 Precalculus	Sec II Algebra 2 Precalculus AP Calculus	Sec III Precalculus AP Calculus AP Stats	Graduated
10	Algebra 1 Geometry Algebra 2 Precalculus	Geometry Algebra 2 Precalculus AP Calculus	Algebra 2 Precalculus AP Calculus AP Stats	Graduated	Graduated

Notes:

- 1- Students may take CCSS I or CCSS IH based on teacher recommendations.
- 2- 7th and 8th graders in Pre-Algebra will be taking different different classes the following year.
- 3- Bridge documents will be created to address content that might be missed during transition. Teachers should consider using these documents to prepare students the year prior to entering the CCSS.
- 4- Student will take the Algebra 1 CRT.

 Bridge documents available

Jr. High
High School

Alpine School District

Secondary Mathematics New Utah Core Standards FAQ

CONTENT

What are the major differences between the old core and the new Utah Core Standards ?

The 2007 core was a list of objectives for students to master. Although NCTM and other professional organizations emphasize the importance of mathematical processes as well as content, the new Utah Core Standards formally include such processes as a part of the core. The focus in classrooms will therefore be on not only teaching content, but also building and strengthening the Standards for Mathematical Practice.

Utah has chosen to follow the international pathway, which means Algebra, Geometry, Statistics, Trigonometry, and so on will not be taught as separate topics, but integrated throughout secondary math. This means courses will be identified by grade level rather than by specific topic. Although the names and order of content will change, the Algebra, Geometry and other topics will still be taught.

What is the role of Precalculus in the new core?

Precalculus will no longer be a class for juniors to take prior to AP Calculus. This means that students who plan to take AP Calculus will need to follow the honors path beginning in 9th grade. Precalculus will consequently become a senior year class for students who complete the non-honors path.

REMEDICATION

How will we help students who struggle?

Interventions should be in place at a school level to identify students who are struggling and, using the 3-tier model, apply interventions that will allow students to stay on grade level. As it was with the 2007 core, each school will have the flexibility to deal with remediation issues in a way that best serves their school culture. We anticipate that through time, training, and experience, teachers and schools will develop and share effective remediation strategies to help students succeed in the new Utah Core Standards .

Will students be permitted to retake a class?

Although our primary emphasis will be on preventing the need for students to repeat a class, we understand that there will always be a need for students to repeat a course. Since repeating a class can impact meeting graduation requirements, teachers and counselors should consider repeating a class as a last resort for remediation.

ACCELERATION

How will students be able to take Calculus in 12th grade?

Students who complete the secondary mathematics honors path will be prepared for AP Calculus. These students will not need to take Precalculus, as the Precalculus content will be integrated and taught over the 3 years of secondary math in 9th through 11th grade.

What are the differences between honors and non-honors secondary math classes?

The three years of Secondary Math Honors courses will include the Precalculus content that students will need to be able to take AP Calculus after Secondary Math III. The specific differences between Secondary Math I and Secondary Math IH have been defined by the state and primarily are a study of vectors in Secondary Math IH. The differences between the following years have not been formally identified by the state. However they have indicated that Secondary Math IIIH include much more trig, and will be significantly more challenging than Secondary Math III. Since the difference between Secondary Math I and Secondary Math IH is relatively small, we recommend that most students enroll in Secondary Math IH. It will be easier to transfer back to the regular track from honors than transfer to the honors path from the regular.

Will students be able to move from the regular path to the honors path after 9th grade?

The transition from the regular path to the honors path will be difficult, considering the content of the honors courses will include additional standards. In order to move up, students would need to learn the additional content

independently, or individual schools would need to provide specific support for such students. We recommend that all students who succeed in 8th grade mathematics enroll in Secondary Math IH in order to keep their options open.

How will highly advanced students still be able to take AP Calc in 11th grade?

An accelerated track will be available, in which students will be taught the content for Intermediate Math I, II, and Secondary Math IH during 7th and 8th grade. These students will essentially be taught 3 years of math in a two-year time period. In order to enter the accelerated track, students must pass a placement test in 6th grade. We anticipate less than 5% of all students will be in this accelerated track.

MATERIALS

What materials will be available when we implement?

We are hopeful that there will be quality materials from publishers available for purchase prior to implementation. The district is also currently producing other support materials to assist teachers in learning the new core, such as a clarification of the standards and a suggested scope and sequence. These materials will be made available to teachers online and at the district trainings for the new core.

ASSESSMENT

When will state assessments be required for the new new Utah Core Standards ?

The state is a governing member of a consortium of 29 states that is developing assessments to accompany the new Utah State Standards. The consortium is currently planning on having operational assessments for all new core courses at the end of the 2014-2015 school year. Until then, current Utah CRT's or amended CRT's will be used.

Will students taking a new Utah Core Standards course before 2014-2015 be taking a CRT from the old core?

The current plan from the state during transition is that 7th and 8th graders will take an amended CRT that will more accurately reflect Intermediate I and II. 9th graders (Secondary Math I) will not take a core test. 10th graders (Secondary Math II) will take the Algebra I CRT.

IMPLEMENTATION ISSUES

How will the new Utah Core Standards affect resource students and teachers?

Resource teachers will be invited to participate in district training. The state is currently not requiring additional math endorsements for resource teachers. Once the state sets the new graduation requirements, resource students will need to meet those requirements, unless the student has an IEP stating otherwise.

What are the new graduation requirements?

The state has not determined graduation requirement for the new Utah Core Standards. There will be a window of time during implementation in which students will need to meet the requirements in whichever core they are taking.

What teacher training will the district provide?

The district participated in a weeklong state training for Secondary Math I in June 2011. Teachers who receive this training from the state will provide the training for all remaining Secondary Math I teachers in the district in June 2012. We will receive state training for some teachers for Intermediate Math 1 and 2 in June of 2012. This training will be provided to all 7th and 8th grade teachers in August 2012.

What can teachers do right now to prepare for the new core?

Becoming familiar with the Standards of Mathematical Practice in the introduction to the new Utah Core Standards is a great place to start. These standards are not new, and are likely already a part of much of what teachers do in the classroom. Being aware of these practices and building lessons now that support them will help in the transition into the new core.