

Elementary Math Curriculum Framework Overview

All elementary students should be afforded the opportunity to a comprehensive mathematics foundation. Students develop mathematical understanding through hands-on activities rich in mathematical language. Students need to be active learners, hence, manipulatives are a key component of all mathematics strands. Instruction should occur in four content areas: Number/Computation; Geometry/Masurement; Probability/Statistics; and Algebraic Thinking.

The Fayette County Public Schools (FCPS) Curriculum Map provides an overview of the sequence teachers can use to cover all mathematics content, as well as connections with concepts and/or processes being taught in other content areas. Teachers may need to alter the amount of time spent on each content area dependent upon the instructional needs of their students, as determined by the STAR Math test, MST (Math Standards Test) and/or teacher-designed assessments.

The FCPS Curriculum Framework provides specific concepts, skills, and relationships to be taught for each mathematics topic. It provides the road map for the depth of study for each particular level and when mastery is expected. Although the framework sequence is grade specific, consideration was also given to facilitate instruction in multi-age primary classrooms.

In the “content” column of the FCPS Curriculum Framework Kentucky’s Core Content for Mathematics Assessment has been identified. It has been adapted to be developmentally appropriate and to provide a continuum of learning from early primary through the intermediate years. The Academic Expectations, Program of Studies, and FCPS Competency Assurance are listed in the “demonstrators” column of the Framework. Academic Expectations 1.5-1.9 state that “students use mathematical ideas and procedures to communicate, reason, and solve problems”. Thus, the processes of problem solving, reasoning, and communication should be woven throughout all strands of mathematical content and throughout all levels.

Term	Definition
<u>Underline</u>	Indicates content that must be mastered at the indicated grade level
Academic Expectations A E	From <i>Transformations: Kentucky’s Curriculum Framework</i>
Demonstrators	What students should be able to do with the content they have learned
Core Content for Assessment CC (e.g., MA-E-1.2.8)	MA - Math E - Elementary Content Category Number —1 (Number/Computation), 2 (Geometry/Masurement), 3 (Probability/Statistics), 4 (Algebraic Thinking) Group Category Number —1 (Concepts), 2 (Skills), 3 (Relationships) Item Number —Item number within a group
Program of Studies POS (e.g., POS-M-4-NC-3)	POS - Program of Studies M - Math Level — P (Primary), 4 (4 th Grade), 5 (5 th Grade) Content Category — NC (Number/Computation), GM (Geometry/Masurement), PS (Probability/Statistics), A (Algebraic Thinking) Item Number —Item number within a category
Competency Assurance CA	Fayette County Public Schools’ standards document