

STATEMENT OF SUPPORT FOR THE MODEL COURSE PATHWAYS IN MATHEMATICS

Achieve has convened a working group of state mathematics experts, current classroom teachers, mathematics faculty from two- and four-year institutions, assessment experts and representatives from the workforce to create model course pathways in mathematics. Specifically, the task of the working group was to show how the high school Common Core State Standards content might be organized into courses that prepare students for higher level mathematics courses during high school and provide a strong foundation for, and pathways to, college and career readiness.

Two model course pathways—one of a more traditional nature, the other more integrated --were developed, each of which consists of three courses that students would generally start in the ninth grade. Two additional, “compacted” pathways were also developed to show sequences by which students can progress to Calculus, Advanced Statistics, or other college level courses by their senior year of high school.

As members of the working group that developed the Model Course Pathways in Mathematics we believe that the Pathways:

- Are aligned to the Common Core State Standards for high school mathematics.
- Provide states, districts and schools with one possible model of courses and sequences that can be completed in three years. These courses and sequences are worth considering as states, districts and schools contemplate how to organize and implement the Common Core State Standards.
- Will prepare students for success after high school. That is, those students who successfully complete any of these pathways and continue to take mathematics throughout their high school career will be ready for mathematics at two-or four year colleges, without need for remediation.

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