On Common Ground

High School Mathematics **2013–14**

This bulletin provides information on changes to the high school mathematics curriculum due to Nevada's adoption of the Common Core State Standards. When fully implemented, the level of rigor in all core high school mathematics courses will increase.

What are the Common Core State Standards?

- The Common Core State Standards Initiative was a state-led effort to establish a shared set of clear academic standards for English language arts and mathematics that states may voluntarily adopt. The standards have been created based on the best available evidence and the highest state standards across the country.
- The standards were created by a group of teachers, content experts, school administrators, and parents.
- The goal of the standards is to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected from them.
- The standards are also benchmarked to international standards to guarantee that students are competitive in the emerging global marketplace.

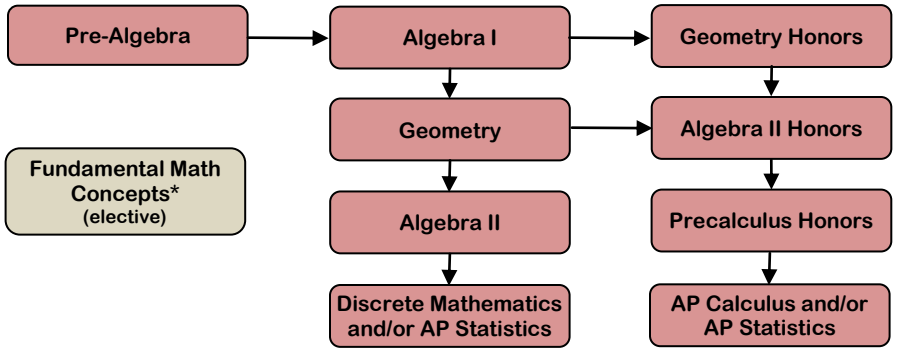
The Common Core State Standards (CCSS) were adopted by the Nevada State Board of Education in October of 2010. These standards have begun to become the foundation for high school mathematics curriculum design; instructional practice; and formative, interim, and summative assessments used at the state and local levels. For the 2013–14 school year, the CCSS are fully implemented in Algebra I, Geometry, Geometry Honors, and Algebra II Honors. Specifics on the Nevada rollout of the CCSS can be found at http://www.doe.nv.gov/APAC_Nevada_Academic_Standards_Implementing_Common_Core/

The CCSS are different from the previous Nevada State Standards. In some cases, concepts that are currently taught in one grade or course have shifted to another. In other situations, concepts are still taught in the same grade or course, but the expectations might be more rigorous and concepts may be investigated more deeply.

At the high school level, the CCSS specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics are defined and are included in honors-level courses. The writers of the CCSS did not identify any standards above the regular standards of the Algebra I course; therefore, no honors-level Algebra I is offered. Honors credit is available in Geometry, Algebra II, and beyond.

When fully implemented in 2014–2015, the regular-level sequence of courses will exceed the rigor of the current honors-level sequence. Students successfully completing a sequence of courses through Algebra II will be ready for introductory, non-remedial college-level mathematics, including at least one Advanced Placement (AP) course.

High School Core Course Sequence for the Class of 2016 and Beyond



Note: Fundamental Math Concepts is an elective course that schools may use to provide students at all levels with additional support in mathematics.

CCSD
CLARK COUNTY
SCHOOL DISTRICT

For more information, please contact Eric Johnson, Director of K–12 Mathematics and Instructional Technology, at (702) 799-5398.