

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Algebra I Standards Survey Rating and Comments

Please indicate your level of agreement with the following statements about the Algebra I Standards.

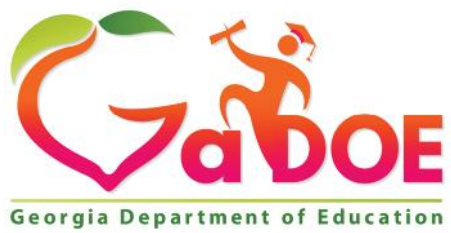
The DRAFT Algebra I Standards:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	# of Responses
are clear and understandable	25.7% 47	59.6% 109	10.4% 19	2.2% 4	2.2% 4	183
define what students should know and be able to do to prepare them for success in required high school mathematics courses	24.6% 45	57.9% 106	13.1% 24	2.2% 4	2.2% 4	183
are appropriate for the next level or grade in preparation for college and career readiness	28.0% 51	53.3% 97	9.3% 17	3.8% 7	5.5% 10	182
are rigorous enough to challenge learners	36.8% 67	56.0% 102	1.6% 3	1.6% 3	3.8% 7	182
provide sufficient opportunity to revisit and enhance student understanding of foundational algebra concepts	26.4% 48	51.6% 94	8.2% 15	8.8% 16	4.9% 9	182
are consistent with postsecondary and business/industry standards	28.6% 52	58.2% 106	4.4% 8	1.6% 3	7.1% 13	182

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Please enter any additional comments you would like to make concerning the DRAFT Algebra I Standards.

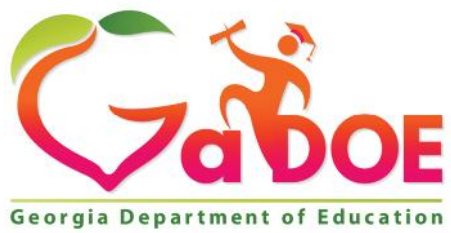
Comments:
A heavy course for 9th graders. Better than the Coordinate Algebra Course.
Adding all quadratics, graphing, factoring, solving and completing the square is too much for 9th grade. Some standards were removed but things that have been added will take more time that what was taken out. Completing the square is not needed until Conics and should be taught in Advanced Algebra. Graphing quadratics and describing max, min, vertex, symmetry should not be taught in Algebra 1. We can teach factoring so that it can be used in the Geometry course.
Algebra has been taught for decades. I hope these standards are the most logical in sequence and someone compared them to many other schools' Algebra curriculum! Why reinvent a course that should be standardized? Better yet, find a good text book about Algebra and copy the book's (and math experts) sequence of learning objectives and teach that! Please provide these books for our students in Fulton County!
Algebra needs to be taught in the traditional way. Very important!!! I use what I learned in Algebra almost every day.
As a professional who has used statistics for the past 45 years, I have a quibble over the omission of 'standard deviation' in describing the variability of data. Mean average deviation (MAD) is a fine thing to talk about; however, omitting the standard deviation would disadvantage anyone going on to more advanced statistics topics as it enters into much of what is involved in looking at errors of prediction (especially in linear models) and is even directly involved in computing things like correlation coefficients and the coefficients that go into linear prediction models. MAD doesn't enter into any of that. So, ADD 'standard deviation' to the set of things to be covered dealing with statistics. To be a little more helpful with statistics that often show up in professional publications, also cover '5 number summaries' (min, 25th %ile, 50th %ile, 75th %ile and max)!
As long as the standards match what the students are expected to do at the college level, they are fine.
Clarification is needed in some standards. In some standards functions are defined as linear, exponential and quadratic, but not in all standards. Can it be any other functions?
Clear College Prep curriculum.
Completing the square and exponential functions should not be in this course. Ninth grade students will not be successful in completing the square. It needs to be moved to advanced algebra. Also, why are these standards listed as Algebra I and the course map still has it has Coordinate Algebra? Coming full circle.
Consider the ramifications of allowing districts to choose between offering a discrete and integrated math curriculum. It is quite challenging to fit transfer students from one curriculum into the other when they change schools. Regardless of which they come from and go to, there will be significant gaps in their learning.



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<p>Courses in Georgia continue to be drafted and implemented for remediation purposes. Has anyone studied the number of remedial courses offered at 2-year colleges? This semester I'm teaching Geometry A to a class of 32 students, more than half have failed this course at least once. Two seniors are enrolled. Students taking the course for the first time failed the prerequisite course at least once. What's wrong with this picture? I don't see the math difficulties that were addressed years ago improving...is anyone taking my concerns and comments seriously?</p>
<p>Finally.</p>
<p>FINALLY - quadratics back where it should be - in the Algebra course!!!</p>
<p>First and foremost. We need Textbooks!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! Go back to QCC's. Be specific. Line item standards. This document is a waste. Teachers do not have the time to read the extensive rhetoric of the document.</p>
<p>Go back to the old courses. There is not enough reinforcement in these courses and the students are forgetting the material. The old courses retaught and reinforced the material on different levels. They also separated the courses so that the topics were not jumbled...they flowed together. Right now they are just scrambled and nothing flows to help students relate one topic to the next.</p>
<p>Graphing exponential functions used to illustrate geometric sequences and their rates of change is fine, but further study of exponential functions should not be included with freshman level mathematics. Exponential functions should be studied fully in a 2nd or 3rd year math course along with logarithms. Ideally, rates of change could be covered well using the quadratics vs linear, so there is no real need for exponential functions in the 9th grade course. Also, we should not be asking students to memorize a bunch of useless information, but provide them with any formula resource they might need and expect them to illustrate that they understand how to USE the formula effectively.</p>
<p>Great draft and makes logical mathematical sense for both educators and students</p>
<p>Hope we go back to the more traditional Algebra I. The integrated experiment has been a disservice to the students and teachers. Go to Algebra I, get textbooks and stay with it so we can get rigor back into the Math class in a reasonable way. Mile wide inch deep is a failure.</p>
<p>How does this differ from the CCGPS course? Why are the topics the same in both courses?</p>
<p>I am a supporter of discrete math -- Algebra I, Geometry, Algebra II, Pre-Calc, Calc. GA Milestones EOC exams should be realigned to match. In Fulton County, we teach many students at an accelerated rate -- 9th and half of 10th in 1 year. They should take an EOC for this course, and not for just 9th grade. ALSO, if they are in the 8th grade taking this course, they should not be required to take the 8th grade End of Grade Math test -- they make 100's anyway and taking this exam and the day or 2 to review for it removes precious days away from learning.</p>
<p>I am concerned with including exponential functions in this course. I believe that linear and quadratic functions are enough to tackle in one course.</p>
<p>I am glad this course will be an option.</p>



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I am still concerned about the time allotted for these standards. The time allocated to the standards that were removed and the standards that were added are not the same. Some of the material included in this course used to be taught in the Algebra 2 course. I have found that students do not have enough time to fully grasp a concept before moving on to another concept. I have seen the results of this in my upper level courses. If this means that some of the topics need to be moved to Advanced Algebra or Pre-Calculus, then that is what needs to happen.

I appreciate that schools will be given the option to teach a "discrete" algebra and geometry curriculum. I wish the standards were written with the same clarity and specificity as the old GPS standards were. I do not like having to read and interpret an entire paragraph to figure out how it applies to my students, and it still does not say how in-depth or how high of a standard to which the students will be held.

I appreciate the work that has gone into making our high school math courses more manageable for students and teachers. I am, however, concerned about districts being able to offer discrete or integrated options. With the transient nature of our society and knowing how many issues our system faced when we had students transfer in from the GPS Algebra track versus the Math I track, it would have been nice to keep everyone in our state following one path.

I believe that allowing students to learn in more isolated domains will allow them to go more in depth with that area of content, rather than "skimming" the surface trying to cover many domains. I think this will allow for better understanding of the concepts in the subject area.

I believe that the Algebra 1 standards are decent. I believe that the Algebra 1 standards are advanced for the students.

I believe the changes are too difficult for ninth graders. They struggle with the standards as is and will fall further behind with these new standards. It is very unrealistic!

I DO NOT agree to have districts choosing between discrete or integrated. We need consistency! This is going to be a huge mess when students transfer between districts. The vote was 85% in favor of discrete what happened?

I do not feel it is realistic to expect freshman to be able to do quadratics and exponential functions during the ninth grade year. I do not feel like the time is available. I feel that if one must stay, then quadratics should stay; however, I feel quadratics and exponential both fit better in advanced algebra where polynomials are covered. If something must fill the void in Algebra 1 and that's all you are trying to do, then move more stats/probability to it.

I don't, and have never understood why you must have standards sound like they were written by Math Lawyers they trying to come across as super smart. Why can't they be written in a way that a parent could actually understand. As a Math Teacher I understand but know no one else probably does.

I feel like this course should focus on linear and quadratic. Including exponential might be too much especially since we will be doing so much with quadratics.

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I feel that AREI. 4a and A.SSE.3b need to be moved up to one of the other two courses. You have already got the kids solving quadratic equations by using the quadratic formula, taking square roots, and factoring in this course. I am afraid adding one more method will cause kids to get even more confused.

I feel there are too many standards in the Algebra I course. It should only consist of linear and quadratics topics. Students are not mentally able to really make deep connections with exponential functions until later.

I haven't had an opportunity to review the algebra I standards.

I like the approach of granting students the opportunity to study algebra and only algebra. I believe this approach gives them a chance to master the algebra standards alone and equip them with the knowledge to master subsequent courses that will follow such as geometry, as opposed to bombarding them with a vast variety, attempting to make them jacks of all (mathematical) trades and a master of few to none.

I noticed that when the standards for solving a system of equations were stated only elimination and graphing are emphasized...I think substitution method should be stated if we are to teach it because graphing and elimination alone would fit the description of estimate and exact answers. Also...when we teach graphing of linear systems we should also teach systems of inequalities because students need to distinguish between the two - it is very slight when seeing a system of equations only but it is very big in amount of solution choices when looking at it graphically. If the students don't learn these at the same time they will not see clearly their differences. The standard as it is now is just to graph one inequality but not a system. I think it should be put under systems. (We are having that trouble now with only teaching linear and exponential without the quadratic to contrast the two because students are making the false conclusion that if the function has a variable rate of change it must be an exponential because that is the only one they have to deal with that has a variable rate of change.) I am afraid there will be a false assumption about only graphing the inequalities one at a time and not as a system. They may think that systems can only be a set of equations. Also it should be added because if you have to teach them to graph one linear inequality and a system of linear equations that is so close to a system of linear inequalities so why not do it here instead of some other class? I read the new Algebra Standards when they were released, but have now re-read them in conjunction with the Foundations of Algebra standards. This has given me a better picture of the flow of the curriculum. The obvious difference is the creation of discrete courses. And, while I can make an argument in favor of integrated math, I do believe that discrete math will better serve the needs of the majority of our students. Below are Questions and Comments about the Algebra Standards. Most of my questions ask for clarification of the rigor. In my (very humble opinion), I do not think any standards should be removed, nor any added. The curriculum has a strong flow that ties all the standards together. MCC9-12.N.Q.1 Use units of measure (linear, area, capacity, rates, and time) as a way to understand problems. Giving the conversion factor for Standard to Metric is wonderful! It would also be beneficial if teachers knew which standard conversions the students would be required to know. Inches to feet to miles are all very useful, basic conversions. But, what about bushels to pecks, acres to square feet? Specifying the exact units would allow educators to

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target teaching, and therefore, student's learning. I would also very much like guidance on level of rigor: On page 22 of the EOCT review guide August 2013, problem #3 is a very complex unit conversion question (gram-centimeters per second squared). Key Idea #4 on page 19 (miles per hour to feet per minute) and Review Example #1 on page 21 (kg per m³) are not. MCC9-12.A.APR.1 Add, subtract, and multiply polynomials; understand that polynomials form a system analogous to the integers in that they are closed under these operations. To what level should the multiplication be taken? A binomial by a trinomial? A trinomial by a trinomial? MCC9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations. Does this include equations that have to be factored first? Example: Solve $y=2ac + 3bc$ for c . MCC9-12.F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. (Generally, the scope of high school math defines this subset as the set of natural numbers 1,2,3,4...) By graphing or calculating terms, students should be able to show how the recursive sequence $a_1=7, a_n=a_{n-1} + 2$; the sequence $s_n = 2(n-1) + 7$; and the function $f(x) = 2x + 5$ (when x is a natural number) all define the same sequence. Absolutely LOVE how this is written! It ties together the standards quite well. I started seeing (with clarity) all the connections this past year, but this clearly spells out the purpose and flow of placing these specific standards within one course. MCC9-12.F.IF.7e Graph exponential functions, showing intercepts and end behavior. Should we use the language of "Horizontal Asymptotes" within the classroom? MCC9-12.F.BF.1a Determine an explicit expression and the recursive process (steps for calculation) from context. For example, if Jimmy starts out with \$15 and earns \$2 a day, the explicit expression " $2x+15$ " can be described recursively (either in writing or verbally) "to find out how much money Jimmy will have tomorrow, you add \$2 to his total today." This example is using " J sub 0". The standard MCC9-12.F.IF.3 says 'Generally, the scope of high school math defines this subset as the set of natural numbers 1,2,3,4.....' These two standards are somewhat contradictory. Students struggle immensely with domain. Connecting linear functions with a domain of all real numbers to linear functions with a restricted domain of natural numbers to an arithmetic sequence with a domain of all natural numbers and then changing the domain of the arithmetic sequence to include zero within context is a lot to ask. I understand that the standard MCC9-12.F.IF.3 states 'Generally,' but if that is the generally accepted scope, I find it odd that the example is a specific exception. Maybe some further clarification would help me to better present this material to my students. Statistics/Data Analysis. It appears that residuals have been removed from the Statistics/Data Analysis unit. I firmly believe that this is a great change! There is much confusion between the residual plot and the scatter plot, as well as the correlation coefficient to the residual. I believe students will master (and need to master) the given standards if residuals are not thrown in the bucket as well. The addition of quadratic models into the statistics/data analysis standard connects the curriculum throughout the course. I find this to be the 'final touch' that pulls the course together. Well done! Again, I thank you for all of your hard work and effort. I am confident that this revised curriculum will help fill the needs of many of our students.

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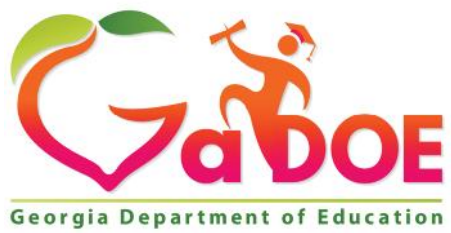
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<p>I see exponential functions are still present in the ninth grade course despite the fact that students will not learn logarithms until eleventh grade. It makes more sense to go back to teaching function families like we did under GPS with Math I. The students learned linear, absolute value, quadratic, cubic, square root, and rational functions. We had time to teach all the functions to a depth of knowledge that prepared the students for the next level. Exponential functions belong in eleventh grade.</p> <p>I think the Algebra I standards are going back to what they used to be - ONLY COVERING ALGEBRA. Which is awesome. Integrating so many things into one subject confuses the kids so so much! I love the new standards. Keep it simple for the kids and the teachers. Also this allows us more opportunities as a teacher to do fun activities in the classroom without stressing about covering a thousand standards that don't flow together.</p> <p>I think the standard for rational exponents should be moved to a later course (Advanced Algebra).</p>
<p>I wish we could see the DRAFT standards for accelerated math as well. When will they be available?</p>
<p>I would like the standards to address how to deal with students who have deficits in basic math skills such as multiplication and division. Also, if the whole class fails a unit, what happens? Currently, the teacher offers a recovery process after the unit test. She teaches nothing. She just let's them learn how to cheat by taking and retaking an online assessment up to five times. Their grade can be raised in her grade book by learning the process of elimination in the recovery process, but none of the class learned the concepts in the unit.</p>
<p>If solving quadratics is in the standards, I'd like to see complex numbers added into the standards as well.</p>
<p>it will be helpful to allow students to focus on completely understanding algebra concepts.</p>
<p>It will good to see the old Algebra I slowly coming back.</p>
<p>It would be great to provide sample problems for each standard to clarify what each standard means.</p>
<p>Keep moving backwards towards what was right in the first place.</p>
<p>Let's go back to the more traditional Algebra 1.</p>

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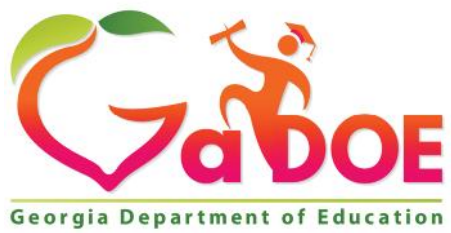
Looking at this draft as a stand-alone document, I find it reasonable and appropriate. However, I am extremely concerned about the introduction of yet another structural change to our highly unstable mathematics curriculum. As a state, we need to decide whether we wish to implement a traditional or integrated curriculum, as well as how we wish to address different levels of performance and preparation for different types of college and career choices. I fear that the restacking of these standards back into traditional courses is just another political and semantic tactic; the public may like it and like many teachers, I see the familiar course names and feel hope that sanity might be returning to our subject area. However, I do not think offering school districts within Georgia the choice between the two types of courses is reasonable, practical, fair, or wise. Recall a similar move a few years ago when GPS Algebra and GPS Geometry were introduced. Even a quick perusal of the DOE documentation from that time will show a maze of flow charts and remediation modules just to facilitate the transfer of credit from one Georgia county to another. Another concern is the cost of creating another set of assessments for a different course configuration. There are persuasive arguments for and against the Algebra I course itself, strongly connected to the student population being considered. Pro: I spoke with a colleague from a high performing school concerned about its college bound students. Even before the public review period ends, this high school is making plans to implement the new Algebra I and Geometry courses. They are eager to get back to the traditional sequence to prepare their graduates for success in traditional college courses. They are also eager to see quadratic functions and factoring addressed in the 9th grade, so that their better students are adequately prepared for a truly advanced study of algebra in the 11th grade. Their student population is relatively stable, so their concerns about difficulties for transfer students take second place. I understand their point of view but I work in a school that serves a different student population and I have quite a different perspective. Con: I work in a charter school that serves at-risk students and focuses on drop-out recovery. Despite all the flexibility, creativity, and accommodations we can provide our students, a majority of our students struggle with math. For many of them, math is THE stumbling block that makes the goal of high school graduation seem further out of reach. For our students, the move from Math I to Coordinate Algebra was huge improvement. We were able to shorten our self-paced course from 26 to 20 modules. We were also so thankful to see the study of quadratics removed from the 9th grade. Focusing in depth on linear v. exponential growth and making the connection to arithmetic v. geometric sequences was far more appropriate, attainable, and concrete than also mixing in the study of quadratics. As you might imagine, our student population has a high rate of poverty and the



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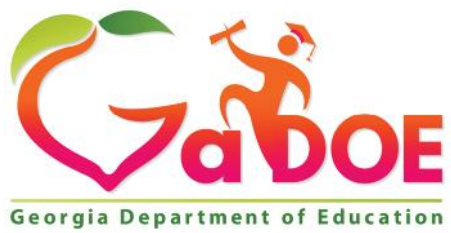
<p>corresponding high rate of students transferring in and out of our program because of family/economic instability. These are the students most likely to be hurt by allowing school districts to choose between integrated or traditional courses. These are the students who will miss information, test poorly, and end up hating math because of the hodgepodge of mathematics they have been exposed to in different schools. A major selling point of Common Core was the standardization among states. We are fooling ourselves if we think that offering high schools in neighboring counties a choice of different curriculums is going to be a workable option. So, which perspective is right? Valid arguments can be made for and against all the issues at stake with this curriculum change: 1) needs of college bound students v. students bound for technical school or work 2) integrated v. traditional math courses 3) local choice or concern for continuity throughout the state. In my opinion, the bottom line is that Georgia does not need another mathematics course change until we have a realistic, well-thought-out master plan. We are approaching the 8th year of implementing curriculum changes by the seat of our pants without adequate planning, preparation, or stakeholder buy-in. We need to decide as a state whether we want an integrated curriculum or a traditional one at the high school level. We need to decide how we will serve students at all performance levels in a meaningful way, perhaps with a return to different diploma seals. We need to decide this BEFORE we roll out any changes, BEFORE we design yet another set of tests, BEFORE we tie in teacher evaluations and pay to an untested assessment system. The principles of a well-designed instructional unit should be applied to the design of our state's mathematics curriculum.</p>
<p>Love this! Coordinate Algebra has no student textbook, and includes units that shorten the time needed for in-depth understanding of algebraic manipulations, functions, and polynomials.</p>
<p>Make sure there are clear paths for special education students of very level.</p>
<p>Making the curriculum easier will not make the problem go away. The kids will still fail. Only they will be failing easier material. Your "NEW" Foundations and "NEW" Algebra courses are exactly what was taught 30 years ago. Kids failed then and they will fail now. And now they will not be able to succeed in a technology rich world and to compete in our global economy. DON'T GO BACKWARDS.</p>
<p>More real - life - experiences would be better!</p>
<p>Moving Exponential Functions out of Algebra I made this course much more manageable.</p>
<p>Our biggest problem now in the CCGPS Coord. Alg. is that there is way too much material to get through when teaching it on a block schedule. We literally have to cover more than one topic per day and still don't have enough time to cover everything we're supposed to. Hopefully a discrete course in alg. will cut down on the amount of material to be covered.</p>
<p>Please decide traditional vs integrated for the entire state! One-in-six students transfer schools each year! Having different schools on different math tracks with continue to make things difficult. Sure, some people will be angry, but we must do what is best for kids!</p>
<p>Please enter any additional comments you would like to make concerning the DRAFT Algebra I Standards.</p>



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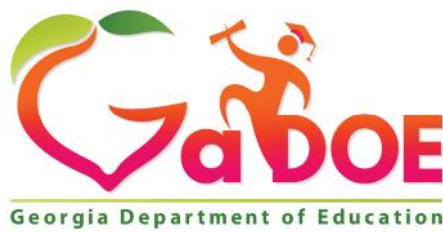
PLEASE let us teach using the Discrete Model.
Radicals... where are they?
Since they still use the Common Core-aligned standards, the wording of the standards continue to be wordy without saying much. The GPS standards were much better written and understandable.
Some Standards in Algebra I need to be moved to the 11th grade math standards. These include the standards dealing with exponential functions, arithmetic and geometric sequences and series, and recursive formulas. Most 9th are not at the developmental stage to handle these concepts---the math notation that is inherent in these concepts are difficult for them to process. Students in the 11th grade, however, are quick to be able to understand the notation and therefore have no trouble with the concepts. Ninth graders get bogged down in the notation and can't get past it. It is too abstract for them at their developmental level. There are WAY too many standards at this grade level. A boatload of standards have been added about quadratics and hardly anything has been removed. The quadratic standards take a good while to teach and understand and it doesn't look like that was taken into consideration when the course standards were chosen.
Standards are clear so teachers know exactly what they should be teaching. With this curriculum, I believe we will see an increase in student achievement.
Stop changing the standards every other year. Stick to a plan so teachers do not have to figure out what they should teach each year. Provide textbooks so the students have a resource in hand without going on line.
Thank goodness for traditional Algebra standards! In my 14 years of teaching, I've taught everything from remedial Algebra 1 to AP Calculus. Most of my experience was in teaching ninth graders. The biggest struggle for my AP and IB students is their lack of a strong Algebra and Geometry foundation. While these are the BEST standards I've seen since QCC's, there are still too many for a one-year course. Students need to MASTER skills like simplifying expressions, solving equations, factoring polynomials, etc. Those are the skills they will need in order to be successful in higher math courses. My suggestion would be to choose the most important units to cover and then provide detailed sub-standards. For example: solving equations (one-step, two-step, multi-step, variables on both sides, etc.) Or for the linear functions unit: graphing with a table of values, solving for y, graphing with slope and y-intercept, etc. New teachers might not know the best way to cover all of these standards. It would be much better if these were defined sequentially. More emphasis should be placed on "students should be able to" instead of "students will explore, understand, etc.". They will build conceptual understanding through working problems. IF MY SCHOOL DISTRICT CHOOSES NOT TO ADOPT THESE NEW COURSES, THEN I WILL SEEK A POSITION IN A NEARBY DISTRICT THAT DOES ADOPT THESE STANDARDS.
The Algebra standards are too expansive. There are too many concepts for a ninth grader to grasp including factoring, quadratics, etc. The present curriculum map has too many standards already and there are plans to add more. It is not feasible, even for the accelerated group. I think this will set the students up for failure and not allow the teacher to teach the concepts with any depth.



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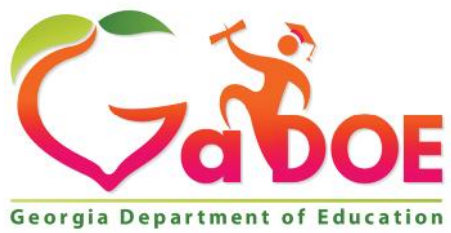
<p>The changes need to stop so we can really see where the problems are. I think some of the topics that were moved to Algebra are too much for freshmen. They are now learning- linear, exponential, and quadratics as freshmen. That is too much and they will not be able to master the standards like we want them to.</p>
<p>The courses absolutely need to be separated and give the students an opportunity to be successful and retain more concepts for the future. Rather than compiling algebra and geometry together, it is too much for them and they are not learning this way.</p>
<p>The integrated math curriculum has been a disaster. Return to the basics that have worked for centuries.</p>
<p>The quadratic unit is one of the most difficult units to complete in Algebra II material. Moving all of it into the 9th grade curriculum is standard suicide. I teach accelerated geometry and that was their lowest scoring unit of the year this year. If they struggle, the on level students will not be able to get it to the same level at which I taught it. This should be limited to the form of "a = 1" and no more. The quadratic formula should be moved to Algebra II to join the complex number unit. They will use all of this again with the polynomial unit anyway! Also the full section on sequences have traditionally been in Algebra II, and if that is also moved out of Algebra I they may actually have time to finish the curriculum. Not only that series must include what they know from sequences and it only makes sense that they are together in Algebra II. So this would make all exponential growth and decay go into Algebra II which is where logs are taught and are the inverse of growth and decay so those type problems can be solved. If these items are not removed from the Algebra I curriculum, I'm not sure how many students will be able to pass the already difficult curriculum. I hate to see kids drop out of school after spending 3 years in the first math class not able to pass!!!!</p>
<p>The rigor is there with these standards however there seems to be an overload of material being shipped into the 9th Grade Math classroom without any consideration for the current hardships the students already face with Coordinate Algebra alone. We already teach a lot of the Algebra as is, and with the exception of those accelerated students, we are already having issues with moving our students along as is. I'm not for changing the standards.</p>
<p>The standards are not clear in terms of depth and breadth to be addressed in the classroom.</p>
<p>The standards are well defined. I appreciate taking out the redundant standards from the previous math course. CCGPS Coordinate algebra repeats almost 2 full units from 8th grade math. I am curious to the structure. Is the plan to teach exponential functions before or after quadratics? Or concurrently?</p>
<p>The state should provide a recommended pacing guideline based on the milestone test percentages. We should definitely have discrete math classes as an option.</p>
<p>The traditional/discrete path has always been the best option</p>



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<p>There are a lot of standards crammed into the course, it is very difficult to give time for students to gain a thorough understanding of the material. However, the standards are much more clearly written than previous standards we have seen come and go. I'm really hoping this next round of standards is more long lasting. Math teachers are exhausted and overwhelmed. I'm having a hard time "learning" how to teach. We have dealt with too many changes and new courses over the last few years. I'm to the point where I don't care much WHAT I am instructed to teach as long as I'm given time to do it well and improve with experience.</p>
<p>There are A LOT of standards. Some may be repeated in other grades (higher or lower) that may not take as much time to cover, but it seems like a lot.</p>
<p>There are entirely too many rigorous standards for students to master during the first year of high school.</p>
<p>There are far too many standards in this course to be taught effectively in the time teachers are allotted. Some standards need to be taken out and placed elsewhere if student mastery at the end of the course is expected for all leathers.</p>
<p>There are still too many standards for Algebra I and content included that should be in 11th grade with Advanced Algebra. Pull N.RN.3, A.SSE.2, F.IF.8, F.IF.8a</p>
<p>There are too many standards being added at one time.</p>
<p>There are too many standards for 9th graders</p>
<p>There seem to be way too many standards in this course. They need to be reduced. I don't think all this can be covered in the time allowed, to the depth and mastery that is wanted.</p>
<p>There seems to be a lot of material for a one-year class.</p>
<p>There should be year by year curricular objectives--not multi year standards, such as 9-12.</p>
<p>These are immensely better, especially on more clearly defining some of the areas of confusion. I still think there needs to be more clarity with NQ1.c and NQ3. Some areas where there may still be some lack of clarity include: when are students taught square roots, do solving inequalities include compound inequalities, do we only perform linear regressions, or should students be able to perform exponential and quadratic regressions with calculator, and what should students be able to do with and without technology per assessments.</p>
<p>These standards are too advanced for freshman. There are too many of them and some of them are too complex</p>
<p>This is a step in the right direction. The Coordinate Algebra course is full of fluff and needs to be beefed up. I wish the state would abandon the Accelerated model and go back to the honors model from before.</p>
<p>This should help students that are struggling in math, I hope.</p>
<p>These standards look very similar to those in Algebra right now. I think most of the standards are fine. I still do not like the first few standards about conversions and unit measures. It is very hard to interpret and convey to the students.</p>
<p>Too many standards for a typical 9th grade student! We are pushing too many standards instead of real content knowledge through depth!!!!!!!!!!!!</p>
<p>Too many standards for one subject.</p>
<p>Too many standards to cover in a year.</p>



Richard Woods, Georgia's School Superintendent

"Educating Georgia's Future"

Too much change in mathematics standards over the past 10 years. There has been NO (ZERO) continuity for students and/or teachers. Leave the standards alone!!! It is not the standards. If you allow the teachers time to adapt, we will. If you change the standards every 3 years, we will not understand what builds and how it builds.
Too much content in Algebra I. Your EOCT pass rates will go even lower (if that's possible).
Unsure that a cadre of new teachers will incorporate the statistics unit into the pacing before state testing in April or whether their skill level has improved from trainings or college preparation programs.
We should not be teaching linear, exponential and quadratic functions in one subject. It has been hard enough for ninth grade students to understand linear and exponential and now we have to add in quadratic. It's too much!
Will there be a separate set of standards for Accelerated Algebra 1 or will it just be an Honors Algebra 1?
Would students taking this course need Foundations of Algebra too? This seems to be more condensed and possible for the struggling learner.