

**Board of Admissions and Relations with Schools (BOARS)**  
**Statement on High School Mathematics Curriculum Development under the Common Core**  
**State Standards**

April 2013

The Board of Admissions and Relations with Schools (BOARS) recognizes the significant changes that high schools across the state must make in their mathematical curricula as they implement the Common Core State Standards for Mathematics ([CCSSM](#)), and seeks to support schools in this important effort. Developing a coherent mathematics curriculum that is fully consistent with the CCSSM will involve much more than simply reordering topics to be covered. As courses and curricula are developed, schools will be guided by the Model Course Pathways in Mathematics that were published as an [appendix](#) to the CCSSM, and by state frameworks that are being developed currently.

Four Model Course Pathways are offered in the appendix to the CCSSM, two that involve the traditional Algebra 1, Geometry, Algebra 2 sequence most often found in US schools, and two that involve an integrated sequence of three courses, each of which includes elements of algebra, geometry, probability, and statistics. Such an integrated sequence is more common in the rest of the world.

Consistent with past policy and practice for course approval, BOARS reiterates its support for either the integrated pathways or the traditional pathways, as stated in the [A-G Guide's section on Mathematics \("c"\)](#). It is BOARS' expectation that courses developed in accordance with either sequence will receive subject area "c" approval provided that they satisfy the course requirements for area "c" presented in the A-G Guide and that they support students in achieving the Standards of Mathematical Practice given in the CCSSM:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.