

# What is Integrated Mathematics?

High School mathematics programs in the United States have been traditionally organized around a three-year sequence: Algebra 1, Geometry, and Algebra 2. However, over the years an alternative approach, similar to that in most other countries has been adopted by some states (notably New York) and school districts. In that approach algebra and geometry are taught together over a three-year period. In addition other topics such as probability and statistics are included.

From 2009-2015 the Connecticut Core Mathematics Curriculum was created to meet the requirements of the Connecticut Core Standards for grades 9-12. Our approach was to create “traditional” courses named Algebra 1, Geometry, and Algebra 2. After a three-year pilot study Algebra 1 was made available to all school districts in Fall 2013. Geometry and Algebra 2 followed in 2015. The probability and statistics requirements of the Core were included in all three courses, so in this sense the program was somewhat “integrated.”

The Connecticut Core Integrated Mathematics program gives school districts in the State another option that is more fully integrated.

The Connecticut Core Integrated Mathematics program is based on the three existing courses. The scope and sequence charts included in this folder show how topics from Connecticut Core Algebra 1, Geometry, and Algebra 2 have been rearranged to form this sequence. There are a total of 24 units numbered sequentially. Two pacing charts show how classes may progress through the curriculum at the rate of 8 units per year or at a slightly slower pace.

The folder “CT Core Integrated Mathematics Units” contains unit plans for each of the 24 units. For most units, the teacher is referred to investigations and activities in one of the three courses, Algebra 1, Geometry, and Algebra 2. These are posted on line elsewhere. Five integrated units, which combine material from two or more units, have their own folders with unit plans and investigation overviews.