

Mathematics Philosophy

Mathematics is a study of patterns and relationships that God created in order of time and space. Mathematics is a lesson for life and is applicable each and every day. In order to be a good steward, every student needs to learn to reason, communicate, and problem solve mathematically to his/her God-given potential. Through mathematics instruction, each student should appreciate the intricate and profound patterns, relationships, and logic of God, our Father as He created His world.

Mathematics Vision

Every student needs mathematical life skills to function in society. Using life-application examples and problem solving situations, the student is able to understand the importance of a concept and relate mathematics to his/her life. This strong foundation will be needed by the student for the changing and complex skills required in the world today. As each student acquires mathematical knowledge and skills, he/she becomes a more responsible and productive member of God's family.

Resources

- Michigan Benchmarks
http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf
- Michigan GLCEs (Grade Level Content Expectations)
http://michigan.gov/mde/0,1607,7-140-28753_33232---,00.html
- Integrating the Faith, Concordia Publishing House, 1986/1997
- Michigan Early Childhood Standards of Quality for Prekindergarten (ECSQ) (Preschool) http://www.michigan.gov/documents/Early_Childhood_Standards_of_Quality_-_DRAFT_107748_7.PDF
- Head Start Child Outcomes Framework (HSCOF) (Preschool)
<http://www.hsnrc.org/CDI/pdfs/UGCOF.pdf>

Glossary of Common Definitions

- Outcome – state or national curriculum standards such as the Grade Level Content Expectations
- Benchmark/Standard – Michigan's content standards are a set of learning expectations developed by parents, educators, business leaders and university professors to assist schools in the development of local district curricula. These standards and more detailed learning objectives called benchmarks are contained within the Michigan Curriculum Framework
- GLCE – Grade Level Content Expectations are written by the State of Michigan to define what students in each grade are expected to know and be able to do.

Suggested Instructional Time Allocations Grades 1-8

Grades 1-2

Core Subject	Percentage of day/week	Core Subject	Percentage of day/week
Religion	8%	Religion	11%
Language Arts *Reading/Phonics *English/Writing *Spelling *Handwriting	25% 10% 7% 7%	Language Arts *Reading *English/Grammar *Spelling *Handwriting	16% 11% 5% 5%
Mathematics	10%	Mathematics	14%
Social Studies	10%	Social Studies	14%
Science	10%	Science	14%
Electives (Music, Art, P.E., Comp., Other)	13%	Electives (Music, Art, P.E., Comp., Other)	10%

Grades 3-5

Grades 6-8 (Self-Contained Classroom)

Core Subject	Percentage of day/week	Core Subject	Percentage of day/week
Religion	11%	Religion	12%
Language Arts *Reading/Literature *English/Writing /Grammar *Spelling/Vocabulary	15% 12% 5%	Language Arts (Literature, Writing, English/Grammar)	25%
Mathematics	14%	Mathematics	12%
Social Studies	14%	Social Studies	12%
Science	14%	Science	12%
Electives (Music, Art, P.E., Comp., Other)	15%	Electives (Music, Art, P.E., Comp., Other)	27%

Grades 6-8