

Types of Diversity

- Ethnic/cultural
- Socio-economic
- Gender
- Age
- Racial
- Family structure
- Family involvement
- Language
- Location
- Learning styles/M.I.

Types of Diversity

- Developmental
- Motivational/Interest level
- Religious
- Learning disabilities
- Physical disabilities
- Popularity within the school
- Ability level (potential)
- Physical appearance
- Maturity
- Achievement level (measured performance)

Ability

How do we deal with differing ability levels?

“Tracking” or grouping – typical high school path of math study:

- Integrated Algebra – grade 9
- Geometry – grade 10
- Algebra II, Trig – grade 11
- Pre-Calculus – grade 12

Ability

What are some alternatives?

Often, we simply accelerate this process:

- Integrated Algebra – grade 8
- Geometry – grade 9
- Algebra II, Trig – grade 10
- Pre-Calculus – grade 11
- Grade 12 – local Calculus, or college credit arrangement, or IB, etc.

This is not necessarily an improvement!

Ability

What might be more meaningful instead of simple acceleration?

What about enrichment, or deepening of the instructional process, or topics taught?

- Deeper understanding
- Better ability to build on knowledge

Ability

What is typically done for students who have difficulty with math? Normally, it's just a "slowed-down" approach to the same coursework:

- Integrated Algebra I – grade 9 (with AIS)
- Integrated Algebra II – grade 10 (with AIS)
- Geometry (or perhaps an alternative) – grade 11
- Additional math credit – grade 12 (courses such as Finance, Basic Geometry, "Math 11"); this is often skipped entirely