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**Statement of Purpose**

 The upcoming fractions unit contains multiple components essential for academic and societal success. Not only is a basic understanding of number sense a fundamental element in most professions but so are the problem solving skills that students acquire through learning a procedural mathematical topic like fractions. For example, in most professions you can identify several applications important to effective job performance where fractions are relevant. Looking specifically at career fields like medical, engineering, scientific, athletic, performing arts, and many more you can quickly identify the role fractions play in the field. Over the course of this unit the non-curricular goal is to demonstrate an integration of middle school fraction concepts into numerous real-world applications in order to establish a relevance of the material not only to academic success but also to successful futures.

 In order for students to have a complete understanding of the concepts learned along a fractions unit there should be some consistencies across the grade levels and learning levels that re-enforce previously learned material to improve the over retention of the concepts. Previously this has been a disastrous unit due in large part to deficient basic math skills. Traditionally our students enter middle school weak in their ability multiply and divide. As a direct result our students struggle with fractions because many are not able to find common denominators nor can they simplify fractions. To improve student performance an additional week of review of previous concepts like Greatest Common Factor and Least Common Multiple was provided. During the extra week of review a sizeable focus was placed on cleaning up areas of confusion carried over from elementary. Through the aforementioned topics in our unit we will be able to review subtopics like rules for divisibility, primes, composites, multiplication, and division facts. In order for curriculum to remain continuous Ralph Tyler informs us that “it is necessary for recurring and continuing opportunity for these skills to be practices and developed” (Ornstein & Hunkins, 2009, p. 188). The unit design we are implementing this year is more consistent with the sequence of concepts that our current seventh graders learn. While the objectives are slightly different between the grade levels the lessons themselves are rather similar. In order for curriculum to remain continuous Ralph Tyler informs us that “it is necessary for recurring and continuing opportunity for these skills to be practices and developed” (Ornstein & Hunkins, 2009, p. 188). Instead of ordering our unit the same as we have in the past modifications have been made that should establish a stronger connection to elementary school material while building a stronger bridge to the style in which our students will experience the concepts in subsequent years.

Works Cited

Ornstein, Alan C., & Francis Hunkins (2009). Curriculum Foundations, Principals, and Issues. United States of America: Pearson Education Inc.