**Curriculum Review Activity – Mathematics**

First, think about what you know about the dimensions (D1, D2, D3 and D4) and the key shifts of the CCR Standards for Adult Education. Then consider how the dimensions are related to the key shifts. Drag the arrows to connect the dimensions to the key shift(s) to which they are related. Under each, record your rationale for why a key shift is related or connected to a dimension. Then, share your thoughts with one another.

NOTE: *There might be multiple connections to a single dimension or key shift.* *If you need more arrows, there are some extras at the bottom of the page that you can drag and drop where you want them.*

|  |  |  |
| --- | --- | --- |
| **Dimension 1:** Critical Mathematical Concepts and Skills |  | **Key Shift #1 — Focus:** Does the curriculum have greater focus on fewer topics? Is there a strong focus on the Mathematical Practices? |
| Rationale for connections with D1: |  | Observations about connections with KS1: |
| **Dimension 2:** Mathematical Progressions and Connections |  | **Key Shift #2 — Coherence:** Does the curriculum link topics and thinking within and across the levels? |
| Rationale for connections with D2: |  | Observations about connections with KS2: |
| **Dimension 3:** Reasoning and Communicating with Mathematics |  | **Key Shift #3 — Rigor:** Does the curriculum pursue conceptual understanding, procedural skills and fluency, and application with equal intensity? |
| Rationale for connections with D3: |  | Observations about connections with KS3: |
| **Dimension 4:** Quality Mathematics Tasks  |  |  |
| Rationale for connections with D4: |  |  |