



What is the Mathematics Vision Project?

MVP is an open-source high school mathematics curriculum written by and for teachers. MVP was created to address the mathematical shifts of Focus, Coherence, and Rigor, as well as address the future needs of students competing in a global community.

<http://www.mathematicsvisionproject.com/>

At this site, if you click on the “ABOUT” tab and select “MVP Overview Presentation”, you can watch a short video that gives an overview of the materials and the instructional model.

What is a typical lesson like?

The classroom experience is composed of modules that are aligned with the North Carolina State Standards for Mathematics. Each lesson begins with a worthwhile task that has been designed to develop mathematical understanding, solidify that understanding, or allow for practice of the new concepts, while focusing on the mathematical goals of the chosen learning cycle. The MVP classroom experience does not look like the traditional math classroom that students may have experienced in the past. In the MVP classroom, the teacher launches a deep mathematical task and then allows students time to work with a partner or small group on solving the task. The teacher circulates among students and encourages them to explore, question, consider, discuss their ideas, and listen to the ideas of their classmates. Then the teacher brings the whole class back together to discuss different solution pathways and the mathematics involved. Therefore, the teacher’s role continues to be of utmost importance and central to the successful implementation of the MVP curriculum materials.

The “Ready, Set, Go!” homework assignments have been correlated to the daily classroom experience. The homework is organized into three parts.

- The “Ready” section is to help the student get ready for the upcoming work and prepare to learn new material.
- The “Set” section is for practicing the skills that are being developed in the current lessons. As students practice, the new mathematical skills become more set or fluent.
- The last section of homework, called “Go!”, is to help students remember the skills and procedures that they have learned previously. As students mature mathematically, there are many math problems they should be able to do whenever they encounter them. The procedures for solving them become automatic. Students should be able to take off and “Go!” with them.

What resources will be provided?

Although the student materials can be accessed digitally via Canvas, students will be provided with copies of a consumable workbook for each unit. Students will also be able to access videos via Canvas that provide help with homework.

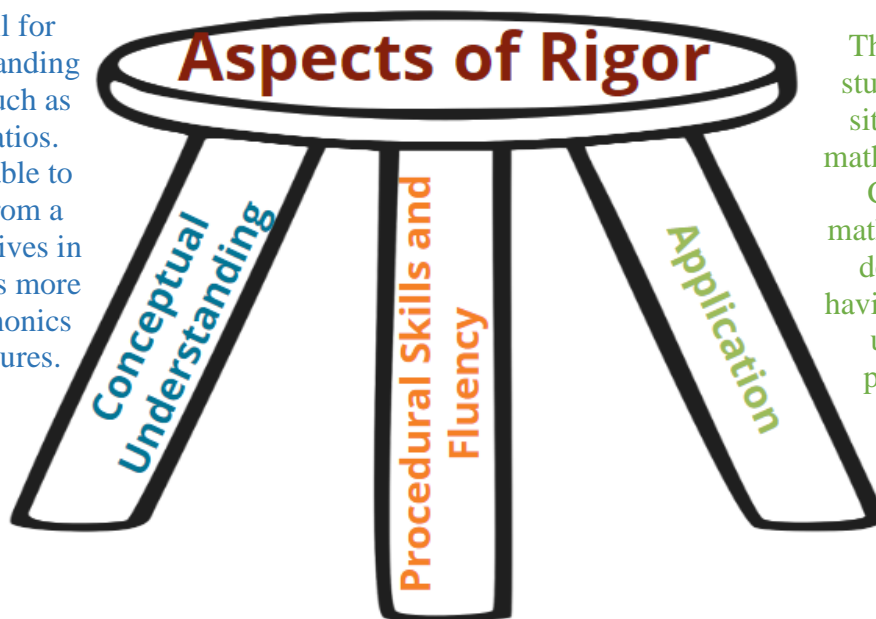
The Math Shifts

Math Shift #1-- Greater focus on fewer topics.

Math Shift #2-- Coherence: Linking topics and thinking across grades.

Math Shift #3-- Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity.

The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.



The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.