



IB Math Studies Networking
Atlee High School

MARC Meeting Summary Report

By

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Approximately twenty Regional IB Mathematical Studies Teachers joined together for an IB Math Studies Networking Meeting at Atlee High School in Mechanicsville, VA on Thursday November 18th, 2004. Bonnie McLaughlin, IB Coordinator for Atlee High School and two Atlee IB Math Studies teachers were our facilitators. Discussion Topics included the following:

1. Textbooks for the Course
2. Grading IB Projects
3. Pacing for a One Year Course
4. Preparing for Examinations
5. Structuring Math Projects
6. Scheduling and the New Curriculum
7. Statistics and Software to Enhance Learning
8. Sharing Assessments
9. Calculator Use
10. Best Practices – Lesson Plan Sharing
11. Pre-requisites for IB Math Studies
12. Scheduling Math Projects
13. Library and Media Resources

The IB Studies Networking participants received copies of the New Curriculum and syllabus changes. Some talking points of our meeting were **Topics that are out** of the syllabus and additions to the syllabus. Topics that are out of the syllabus include: Inequalities, Linear Programming, Vectors, Piecewise/step functions, Frequency density histograms, Validating arguments-Logic, all of Option 7, some of Option 8 and some of Option 9. **Additions** to the CORE from Calculus option include: gradient of a line through two points, limit definition of derivative, tangent to a curve, Power rule, sum and difference rule, Gradients of curves, equation of a tangent line and Increasing and decreasing functions, graphical interpretations of derivative and Maximum and minimum points. External Assessment and Internal Assessment Changes were also talking points of our Networking Meeting.

Structuring the IB Math Project and guiding its progression was of general concern. Our group shared strategies and expressed concerns focused on the importance of choosing a topic which can offer a productive route of enquiry, involve the use of meaningful mathematics and engage the interest and enthusiasm of the student. In particular suggestions were offered for suitable topics by sharing potential topic areas, sharing titles of successful projects that have been submitted in the past and providing descriptions of successful projects. We discussed suggestions as to how students might develop their initial ideas into suitable topics and how we as teachers can encourage students to become more focused through directed discussion. One

teacher discussed “thought-chains” for developing suitable topics. Grading the project was a major hurdle for many teachers, while others were more concerned about the quality and profitability of the projects that students are submitting. Some teachers asked: “How Much Help Should the Teacher Provide?”

In scheduling the IB Project it was generally noted, that the Networking Teachers approached project initiation in similar fashions and agreed on the use of tentative dates and deadlines as method for structuring the project. However, I found it noteworthy that the “Atlee IB teacher” distributes a bright yellow project folder complete with forms, and milestones to each student on the first day of class. She uses this folder to monitor Student progress and record Milestones that are later used for ongoing project assessment.

IB Math Studies I and IB Math Studies II (Semester 1 and 2) Scope and Sequence was shared to benefit teachers who have two years to teach the course . One year pacing was typical for the Networking group assembled at Atlee. A sample one-year pacing guide was also one of our talking points.

Most beneficial was, Best Practices Lesson Plan Sharing. Each Network participant provided copies of successful CORE units. Our Repertoire was enhanced by Derivative Lessons for topic **Additions** to the CORE from the Calculus option.

The Revised Mathematical Studies International Baccalaureate Standard Level Textbook and Mathematical Ideas Textbook were displayed as possible IB Studies textbooks.

In Preparing for Examinations we all confessed that we use “Practice Tests” and “Review” and “Study Sessions”. Teacher sponsored Breakfast are typical EXAM day occurrences.

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