

Many of the “Home-School Connection” pieces are not used regularly due to challenges and inequitable home situations. In addition, many of the supplemental materials and internet resources are also left out because of time restraints and the vastness of materials to sort through and find what fits best with the student’s needs.

Internal evaluation

The Scott Foresman-Addison Wesley *Mathematics* curriculum promotes itself as research based and supported. I was unable to find the actual documentation of the research materials and results but I did find a reference to this research in a website press release on the Pearson Education site. This release states that the *Mathematics* curriculum will be included in the U.S. Department of Education’s *Evaluation of Early Mathematics Curricula*. (Granger, 2005) In order to be included in this study the curriculum must meet criteria that includes “empirical support for the effectiveness of the curriculum” so I am confident there has been research by the publisher regarding this curriculum I just could not find it.

External evaluation

I found a few different anecdotal reviews of the curriculum on the internet, but I was unable to find any journal articles reviewing this particular curriculum. The most detailed review and study of this curriculum came out of the *Mathematically Correct* website. (Clopton, Clopton, McKeown, & McKeown, 1999). The method used for this review were a sampling of specific topics and an in-depth review of these topics. The criteria used for assessing each topic came from a combination of the Mathematically Correct Standards and the San Diego Mathematics Standards. The topics included in the study were: Addition and Subtraction of Whole Numbers, Multiplication of Whole

Numbers, Time, Money, Measurement of Length, Weight, Volume, and Temperature, and Perimeter. In addition to the standards used to assess each content area, the study also looked at: Mathematical Depth, Quality of Presentation, and Quality of Student Work.

Overall, the curriculum for the second grade level of the *Mathematics* program received a B+ rating. The general comments for this curriculum are positive, with Addition and Subtraction of Whole Numbers and Perimeter receiving the highest rankings of the topics, 4.5 out of 5, and Multiplication of Whole Numbers receiving the lowest ranking of 2.5 out of 5. (Clopton, Clopton, McKeown, & McKeown, 1999). This review focuses primarily on the mathematical content, but does make reference to the quality of the teachers material, indicating that it may not be extremely helpful if the teacher is new or less familiar with the mathematical background of the topics being taught. There is no specific reference to the goals of the curriculum but the values presented in the approach the book takes (a focus on basic skills with problem solving and alternate activities mixed in) are reinforced with the overall evaluation comments. "The students do divide into groups from time to time to play a game to work with snap cubes or dot cubes (dice), but these activities relate directly to the lesson. Key concepts and skills, such as number facts and writing number sentences, are given top billing."

In talking with teachers in a district where this curriculum is being used, the most prevalent concern is that there is too much reading and not enough active participation for the students on a daily level. The teachers must read the examples to the students and they are to follow along, this is extremely difficult with second grade students.