**Section 26.330 Curriculum: Mathematics**

The competent elementary teacher demonstrates proficiency in the use of mathematics; understands, communicates, and connects the major concepts, procedures, and reasoning processes of mathematics, including number systems and number sense, geometry, measurement, statistics, probability, and algebra; and promotes all students' ability to apply, interpret, and construct mathematical thinking skills in a variety of situations.

a) Knowledge Indicators – The competent elementary teacher:

1) understands various approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/ algebraic pattern recognition, and technology) to analyze mathematical ideas, solve problems, and investigate real-world situations.

2) understands approaches used (estimation, mental mathematics, manipulative modeling, numerical/geometric/algebraic pattern recognition, and technology) to interpret and communicate mathematical information, reasoning, concepts, applications, and procedures.

3) understands concepts, skills, and procedures related to numbers (e.g., integers and natural, rational, and real numbers), number sense, and numeration and their use in real-world situations.

4) understands concepts, skills, and procedures related to synthetic/analytical geometry and spatial relationships and their use in real-world situations.

5) understands concepts, skills, and procedures related to algebraic relations/functions and their use in real-world situations.

6) understands concepts, skills, and procedures related to measurement and their use in real-world situations.

7) understands concepts, skills, and procedures related to statistics/data analysis and their use in real-world situations.

8) understands concepts, skills, and procedures related to probability/expectations and their use in real-world situations.

b) Performance Indicators – The competent elementary teacher:

1) demonstrates proficiency in the use of mathematics.

2) teaches major concepts, procedures, and reasoning processes related to number systems and number sense, geometry, measurement, statistics, probability, and algebra.

3) selects and uses a wide range of manipulatives, instructional resources, and technologies to support the learning of mathematics.