

Competencies for Secondary Teachers: Mathematics Grades 7-12

2016

In addition to the Arkansas Teaching Standards, the teacher of Mathematics, grades 7-12, shall demonstrate knowledge and competencies in the following areas:

<p>1. Mathematical Practices</p> <p>NCTM/CAEP: Standard 2</p>	<p>Standard 1: To be prepared to develop student mathematical proficiency, all effective secondary mathematics teachers should be able to solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching by</p> <ol style="list-style-type: none"> 1.1 Making sense of problems and persevering in solving them 1.2 Reasoning abstractly and quantitatively 1.3 Constructing viable arguments and critiquing the reasoning of others 1.4 Modeling with mathematics 1.5 Using appropriate tools strategically 1.6 Attending to precision 1.7 Looking for and making use of structure 1.8 Looking for and expressing regularity in repeated reasoning
<p>2. Number and Quantity</p> <p>NCTM/CAEP: A.1.1 - A.1.5 HSAMS: NQ</p>	<p>Standard 2: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to number and quantity with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <ol style="list-style-type: none"> 2.1 Structure, properties, relationships, operations, and representations including standard and non-standard algorithms, of numbers and number systems including integer, rational, irrational, real, and complex numbers 2.2 Fundamental ideas of number theory (divisors, factors and factorization, primes, composite numbers, greatest common factor, least common multiple, and modular arithmetic) 2.3 Quantitative reasoning and relationships that include ratio, rate, and proportion and the use of units in problem situations 2.4 Vector and matrix operations, modeling, and applications 2.5 Historical development and perspectives of number, number systems, quantity, and contributions of significant individuals and diverse cultures.
<p>3. Algebra and Functions</p> <p>NCTM/CAEP: A.2.1 - A.2.5</p>	<p>Standard 3: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to algebra and functions with their content</p>

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<p>HSAMS: A</p>	<p>understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <p>3.1 Algebraic notation, symbols, expressions, equations, inequalities, and proportional relationships, and their use in describing, interpreting, modeling, generalizing, and justifying relationships, operations, and problem solving</p> <p>3.2 Function classes including polynomial, exponential and logarithmic, absolute value, rational, and trigonometric, including those with discrete domains (e.g., sequences), and how the choices of parameters determine particular cases and model specific situations</p> <p>3.3 Functional representations (tables, graphs, equations, descriptions, recursive definitions, and finite differences), characteristics (e.g., zeros, intervals of increase or decrease, extrema, average rates of change, domain and range, and end behavior), and notations as a means to describe, reason, interpret, and analyze relationships and to build new functions</p> <p>3.4 Behavior of linear, quadratic, polynomial, exponential, and logarithmic functions and in proportional and inversely proportional relationships and types of real-world relationships these functions can model</p> <p>3.5 Linear algebra including vectors, matrices, and transformations</p> <p>3.6 Abstract algebra, including groups, rings, and fields, and the relationship between these structures and formal structures for number systems and numerical and symbolic calculations</p> <p>3.7 Historical development and perspectives of algebra including contributions of significant figures and diverse cultures</p>
<p>4. Geometry and Trigonometry</p> <p>NCTM/CAEP: A.4.1 - A.3.10 HSAMS: G, TF</p>	<p>Standard 4: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to geometry and trigonometry with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <p>4.1 Core concepts and principles of Euclidean geometry in two and three dimensions and two-dimensional non-Euclidean geometries</p> <p>4.2 Transformations including dilations, translations, rotations, reflections, glide reflections, compositions of transformations, and the expression of symmetry in terms of transformations</p> <p>4.3 Proving theorems, statements, congruence, and similarity</p> <p>4.4 Right triangles and trigonometry including</p> <ul style="list-style-type: none"> • Trigonometric ratios using special right triangles and the

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	<p style="text-align: center;">unit circle</p> <ul style="list-style-type: none"> • Proving trigonometric identities <p>4.5 Applications of trigonometry including</p> <ul style="list-style-type: none"> • Periodic phenomena using trigonometric functions • Trigonometric identities to solve problems <p>4.6 Identification, classification into categories, visualization, and representation of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, prisms, pyramids, cones, cylinders, and spheres)</p> <p>4.7 Formula rationale and derivation (perimeter, area, surface area, and volume) of two- and three-dimensional objects (triangles, quadrilaterals, regular polygons, rectangular prisms, pyramids, cones, cylinders, and spheres), with attention to units, unit comparison, and the iteration, additivity, and invariance related to measurements</p> <p>4.8 Geometric constructions, axiomatic reasoning, and proof</p> <p>4.9 Analytic and coordinate geometry including algebraic proofs (e.g., the Pythagorean Theorem and its converse) and equations of lines and planes, and expressing geometric properties of conic sections with equations</p> <p>4.10 Using definitions to identify properties and prove theorems about geometric figures, including circles, triangles, quadrilaterals, etc.</p> <p>4.11 Historical development and perspectives of geometry and trigonometry including contributions of significant figures and diverse cultures</p>
<p>5. Statistics and Probability</p> <p>NCTM/CAEP: A.4.1 - A.4.6 HSAMS: S&P</p>	<p>Standard 5: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to statistics and probability with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <p>5.1 Statistical variability and its sources and the role of randomness in statistical inference</p> <p>5.2 Creating and implementing of surveys and investigations using sampling methods and statistical designs, statistical inference (estimation of population parameters and hypotheses testing, using both theoretical and simulation models), justification of conclusions, and generalization of results</p> <p>5.3 Univariate and bivariate data distributions for categorical data and for discrete and continuous random variables, including representations, construction and interpretation of graphical displays (e.g., dot plots, box plots, histograms, cumulative frequency plots, scatter plots), summary measures, and</p>

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	<p>comparisons of distributions</p> <p>5.4 Empirical and theoretical probability (discrete, continuous, and conditional) for both simple and compound events</p> <p>5.5 Random (chance) phenomena, simulations, regression and probability distributions and their application as models of real phenomena and to decision making</p> <p>5.6 Historical development and perspectives of statistics and probability including contributions of significant figures and diverse cultures</p>
<p>6. Calculus</p> <p>NCTM/CAEP: A5.1-5.6</p>	<p>Standard 6: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to calculus with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <p>6.1 Limits, continuity, rates of change, the Fundamental Theorem of Calculus, and the meanings and techniques of differentiation and integration</p> <p>6.2 Parametric, polar, and vector functions</p> <p>6.3 Sequences and series</p> <p>6.4 Multivariate functions</p> <p>6.5 Applications of function, geometry, and trigonometry concepts to solve problems involving calculus</p> <p>6.6 Historical development and perspectives of calculus including contributions of significant figures and diverse cultures</p>
<p>7. Discrete Mathematics</p> <p>NCTM/CAEP: A.6.1 - A.6.5</p>	<p>Standard 7: To be prepared to develop student mathematical proficiency, all secondary mathematics teachers should know the following topics related to discrete mathematics with their content understanding and mathematical practices supported by appropriate technology and varied representational tools, including concrete models:</p> <p>7.1 Discrete structures including sets, relations, functions, graphs, trees, and networks</p> <p>7.2 Enumeration including permutations, combinations, iteration, recursion, and finite differences</p> <p>7.3 Propositional and predicate logic</p> <p>7.4 Applications of discrete structures such as modeling and solving linear programming problems and designing data structures</p> <p>7.5 Historical development and perspectives of discrete mathematics including contributions of significant figures and diverse cultures</p>

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