

CENTRAL BUCKS SCHOOL DISTRICT

Course of Study

Recommendation for Adoption

Course: Academic Math 6

Date: August 6, 2026

Student Level: Middle School

Grade Level: 6

Characterization of Course of Study:

This course is designed for students who are progressing through grade-level mathematics content. Academic Math 6 addresses all sixth-grade mathematics standards and prepares students for Academic Math 7 in seventh grade. Major areas of study include number systems and operations, ratios and rates, expressions, equations, inequalities, geometry, and data analysis.

The course structure also allows students who require Tier 2 or Tier 3 support to receive targeted intervention within the 94-minute instructional block. The sixth-grade mathematics teacher will provide differentiated levels of support through the daily instructional model.

Reasons for Proposed Adoption:

During the 2023-24 curriculum review cycle, Pre-Algebra 6, Math 7, Pre-Algebra 7, and Pre-Algebra 8 were reviewed. The previously used Glencoe program for sixth-grade Pre-Algebra and middle school mathematics had been discontinued, creating the need to identify a new instructional resource aligned to the district's curriculum and instructional goals. In anticipation of district realignment, a committee was formed that included mathematics teachers from all five middle schools, two special education teachers, three elementary teachers, one high school teacher, mathematics coaches, and the district mathematics supervisor. The committee reviewed available programs, identified six finalists for further consideration, and, following a thorough evaluation process, recommended *Into Math* as the strongest instructional resource for students.

The selection process was guided by a four-phase timeline: **research, recommendation, feedback, and implementation.**

- **Research Phase:** Teacher input was collected, instructional resources were reviewed, and practices in high-performing districts across the state were examined.
- **Recommendation Phase:** Updated course pathways were developed, a core instructional resource was selected, and the proposed course of study was drafted.
- **Feedback Phase:** Feedback was gathered from mathematics coordinators, department teachers, and special education teachers to refine the course recommendation.
- **Implementation Phase:** A transition plan was developed, supporting resources were created, and professional development planning was initiated.

Into Math was piloted at Tamanend Middle School, where ongoing teacher feedback was collected to assess implementation, identify strengths, and determine areas for continued support. In response to this feedback, professional development opportunities were introduced to help teachers implement the program with fidelity. These efforts are intended to support consistent instructional practices, strengthen alignment with the program's framework, and promote successful implementation across the middle school mathematics program.

Principal Approval Date: _____

Curriculum Committee Approval Date: _____

School Board Approval Date: _____