

1056-H7-1908

David W. Henderson* (dwh2@cornell.edu), Department of Mathematics, Malott Hall, Cornell University, Ithaca, NY 14853-4201, and **Kelly Gaddis**. *Algebra Project Curricula – Mathematics meaning through experience and dialogue*. Preliminary report.

The Algebra Project is a national organization is devising ways to "raise the floor" of mathematics achievement. The target population is those students performing in the bottom quartile on state and national tests. The Algebra Project seeks to stimulate a demand for math literacy in the young people themselves. The Algebra Project has developed a cohort model that we predict will stimulate and enable students to pass the mandated tests in mathematics, and to score well enough on the SAT or ACT to enter college, and place into non-remedial mathematics courses. A key component of the emerging model is the development and testing of new high school curricular materials based on common experiences, activities, and dialogues. We will describe the development of the geometry curricular materials, their base in experiential activities, and the dialogues that replace the paragraph-based text of most textbooks. We observe as an immediate effect of these materials: 1. Students are discussing their mathematical ideas with each other. 2. Students want to and enjoy reading the curricular materials and responding to the mathematical problems posed. 3. Students interact in writing with the text, actively commenting on, questioning and reacting to the mathematical meanings in their own words. (Received September 22, 2009)