

1116-P5-1150 **Kira Hylton Hamman*** (kira@psu.edu). *From the Algebra Project to the Common Core: Quantitative Literacy and Social Justice.*

Quantitative literacy and social justice are inextricably linked. Bob Moses recognized this in 1982, when he used the MacArthur fellowship he had just won to launch the Algebra Project. Two decades later, he explained the success of the project in his book *Radical Equations*, the first chapter of which is tellingly titled “Algebra and Civil Rights?” In the same two decades, a parallel movement emerged in higher education linking quantitative (il)literacy to the (ill) health of our democracy and was brilliantly summarized in Lynn Steen’s 2001 book *Mathematics and Democracy*. In this talk we discuss the relationship between these two movements and their relevance to the current state of K-16 quantitative literacy, as embodied in the Common Core State Standards for Mathematics. (Received September 17, 2015)