

Traditional Curriculum

Suburban High School offered students in the Traditional cohort three “levels” of courses: Honors, College Preparatory (CP), and Academic Assisted (AA). For students taking Honors or College Preparatory courses, the core mathematics sequence was Algebra 1, Geometry, and Algebra 2. For Algebra I, they used *Algebra 1* (Larson, Kanold, & Stiff, 1995), published by D.C. Heath. For Geometry, they used *Geometry for Enjoyment and Challenge* (Rhoad, Malauskas, & Whipple, 1991), published by McDougal/Littel. For Algebra II, they used *Algebra 2* (Larson, Kanold, & Stiff, 1993), published by D.C. Heath. After completing the three core courses, students could enroll in Contemporary Mathematics, Algebra 3/Trigonometry, Functional Analysis, Discrete Analysis, Statistics, Calculus A/B and Calculus B/C. There were two distinctions between Honors and College Preparatory courses: 1) Honors students generally were given more challenging problem sets within any given unit; 2) Honors courses tended to be faster paced, covering a few extra concepts. For example, the Honors Algebra 2 class covered basic trigonometric functions, as well as arithmetic and geometric sequences, whereas the College Preparatory version of the same course did not.

For students in Academic Assisted courses, the first two core mathematics courses used texts entitled *Math Matters: An Integrated Approach* (Lynch & Olmstead, 1993a, 1993b) published by Southwestern. For the third course in the core sequence, students could either enroll in a course using the third book of *Math Matters: An Integrated Approach* (Ebos & Zolis, 1987) or else enroll in a low level Algebra 2 course called “Algebra 2 Career/College Prep”, using the texts *Algebra* (McConnell, 1993) and *Geometry* (Coxford, 1991), published by Scott Foresman. Academic Assisted students who continued their math studies in twelfth grade could enroll in Contemporary Mathematics or Algebra 3/Trigonometry.