

Taking Ownership of Your Curriculum

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Outline

- Why we started
- What it looked like
- Why we kept doing it
- How we keep doing it
- Book Giveaway
- Feedback

Why we started: Julie

Why we
started

What it
looked like

Why we
kept doing
it

How we
keep doing
it

Book
Giveaway

Feedback

- Needed a better organization system
- Wanted to save time with planning
- Students didn't know where to look
- Not enough materials from district

Why we started: David

Why we
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What it
looked like

Why we
kept doing
it

How we
keep doing
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Book
Giveaway

Feedback

- New standards (CCGPS)
- Very limited/inapt state frameworks
- No available EOCT resources
- Wanted to dive into material
- Quickly got hooked

Why we started: Chuck

Why we
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keep doing
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Book
Giveaway

Feedback

- Publishers' ancillary materials were not suitable
- No state frameworks
- Calculus textbooks not written for AP
- Others' stuff was not attractive

What it looked like: Julie

Why we
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What it
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Why we
kept doing
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How we
keep doing
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Book
Giveaway

Feedback

- A compilation of tasks/worksheets
- Eventually included "notes" or examples for students
- Writing time in May/summer or by unit/chapter
- Utilized new GA K-12 standards for Algebra

What it looked like: David

Why we
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Book
Giveaway

Feedback

- Guided notes each day; all in Word
- Written 2-3 days in advance, sometimes the night before; lots of evening and weekend morning writing
- Assessments from scratch
- ~3 hours per lesson
- Poor file naming conventions & organization

What it looked like: Chuck

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Book
Giveaway

Feedback

- Classroom tests & worksheets
- Math Team problems
- *The AP Calculus Problem Book*
- *Calculus: Dynamic Mathematics*

Why we kept doing it: Julie

Why we
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How we
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Book
Giveaway

Feedback

- Front loading work saved TIME in the new year
- Students feel like there is more purpose and take the course more seriously
- Freedom to change or supplement as needed
- Able to really analyze the standards and choose what the students interacted with

Why we kept doing it: David

Why we
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Book
Giveaway

Feedback

- Gave me ownership over material and a sense of pride/purpose
- The fun and creativity of it
- Fast way to get mastery over content
- Students appreciated it (and respected it!)

Why we kept doing it: Chuck

Why we
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What it
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How we
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Book
Giveaway

Feedback

- Able to respond to student needs
- Thinking creatively about math and teaching it
- Make it look the way I want
- I enjoy the challenge

How we keep doing it: Julie

Why we
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What it
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Why we
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How we
keep doing
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Book
Giveaway

Feedback

- Start with what you have!
- Build upon it each year instead of re-creating
- Use weird time (exam weeks, odd schedule changes)
- Don't be afraid to ask for input from colleagues

How we keep doing it: David

Why we started

What it looked like

Why we kept doing it

How we keep doing it

Book Giveaway

Feedback

- Transitioned to L^AT_EX
- Started writing farther in advance (typically $\sim$ 2-3 weeks early)
- Less time writing per lesson (probably closer to 2 hours)
- Found resources for problem inspiration
- Much better file organization
- Much better life organization (finding good pockets to write)

How we keep doing it: Chuck

Why we
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What it
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Why we
kept doing
it

How we
keep doing
it

Book
Giveaway

Feedback

- Summer!
- Breaks!
- Weekends!
- It pays off!

Book Giveaway

Why we
started

What it
looked like

Why we
kept doing
it

How we
keep doing
it

Book
Giveaway

Feedback

Book Giveaway!

Thank you!

Why we
started

What it
looked like

Why we
kept doing
it

How we
keep doing
it

Book
Giveaway

Feedback

Please fill out the feedback form at

<https://forms.gle/i8CQYqdBBiJM8zFs8>

or scan the QR code below.



Feel free to e-mail any of us at

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