

## **Integrated versus Single-subject Paths in High School: What and How Students Learn**

Dawn Teuscher  
University of Missouri

Two types of mathematics curricula (integrated and single-subject) are currently used in high school classrooms. The difference in organizational structure and expectations of integrated and single-subject mathematics curricula raises the question: What are the similarities and differences in student understanding of mathematics after completing either an integrated or single-subject curriculum path? The key question is what mathematical knowledge will students develop from these two different curriculum paths? Specifically, is there a difference in what and how students learn in each curriculum?

This presentation will focus on results from a research study conducted with 505 high school students who studied from either the integrated or the single-subject mathematics curricula. Results will be presented on how well students performed on calculus readiness concepts. Findings will be focused on errors and misconceptions that students have after completing four years of college preparatory mathematics (integrated or single-subject).

**Wednesday, March 5th, 2008**

**1:40PM**

**MG 113**

Refreshments: 1:15 pm in MG226