

# Rice University School Mathematics Project

## Urban Program

### Curriculum–Bethune–Summer ’98

“The curriculum is conceptually based. . .” *NCTM*

Number & Number Operations	Measurement	Geometry	Functions
<ul style="list-style-type: none"> <li>◆ Fractions</li> <li>◆ Ratios</li> <li>◆ Percents</li> <li>◆ Decimals</li> <li>◆ Number Sequence</li> <li>◆ Estimation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Scale Drawings</li> <li>◆ Capacity</li> <li>◆ Distance</li> </ul>	<ul style="list-style-type: none"> <li>◆ Area</li> <li>◆ Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>◆ Variables</li> </ul>

*An in-depth study of the above mathematical concepts includes reasoning, problem-solving, organizing and analyzing data, communicating solutions mathematically, and using manipulatives, calculators and computers.*

*In addition, students will take an “in-depth” look at a very familiar substance – water. After an exploration of earth as the water planet, students investigate different properties of water through experiments that they design, find out about water use and where the tap water originates, collect and analyze data on water consumption, and determine ways to conserve this resource.*

*The students’ research leads to the creation of a Water Museum which includes student exhibits, art and writings designed to teach visitors about the properties and uses of water.*