**Statement of Purpose**

The application of mathematical skills is inarguably one of the most critical skill sets that students must attain in order to be successful in life as is proven through the national push to increase achievement in science and math to close the achievement gap between the United States and other countries that are leading the world in education. According to the OECD Programme for International Student Assessment (PISA) report, the United States is 25th and rated as “below average” in comparison to 34 other industrialized countries in the area of math education. Nearly every occupation or career path a student may choose will inevitably cross paths with math skills a student acquires throughout the early grades in education. Because of the real-life applications that math provides it is critical that we as educators provided students with the ability to learn mathematical skills through real-life context.

When looking at our current curriculum that is being used to teach 6th grade math in Findlay City Schools I could see that the order in which some if the content is taught does not seem to lend itself to optimum student success. This was especially true when looking into topics pertaining to teaching fractions and decimals. Jerome Bruner (1966) states that a theory of instruction should address the most effective sequences in which to present material. Bruner’s statement is critical when considering these are two topics that appear very frequently in the Ohio State Standards for 6th grade students and have been on the OAA tests on a regular basis in some form from year to year. These topics, fractions and decimals, also provide a great opportunity to present information to students using real-life situations. But, in order to best utilize teaching in real-life situations our curriculum needs to be reorganized to keep the focus on decimals and fractions together, rather than spreading them throughout several units, as it is done in our current curriculum. Decimals and fractions are present in our everyday lives and need to be taught to students in a way that allows students to prepare for their roles in society and life. The educational goal of this redesign is to organize and formulate a curriculum that provides students to learn and work with fractions and decimals in a manner that is logical, rather than sporadically placed throughout an entire math book. Wenyuan Gu state that students become academic “Swiss Cheese” because U.S. middle school students are still studying what they were supposed to have mastered lessons, chapters, or units before. To prevent creating students with holes, I propose a more logical ordering of the curriculum.

**References**

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