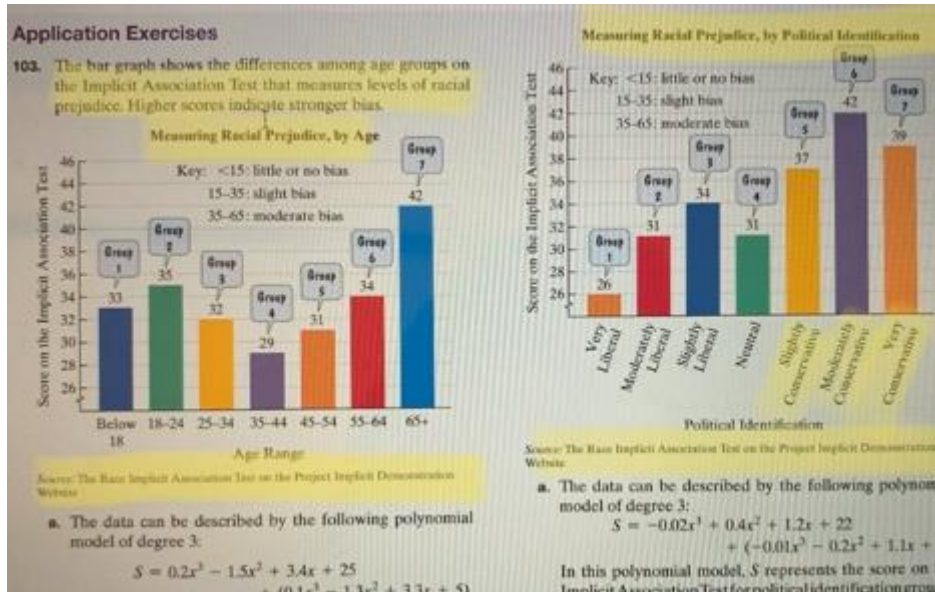


2021-2022 K-12 Mathematics Examples of Problematic Elements

DISCLAIMER: Based on the volume of requests the Department has received for examples of problematic elements of the recently reviewed instructional materials, the following are examples provided to the department by the public and presented no conflict in sharing them. These examples do not represent an exhaustive list of input received by the Department. The Department is continuing to give publishers the opportunity to remediate all deficiencies identified during the review to ensure the broadest selection of high quality instructional materials are available to the school districts and Florida's students.



Lesson Objectives

Content Objective

- Students identify numbers from 1 to 5 in sequence understanding that each successive number name is referring to an amount that is one larger.

Language Objectives

- Students identify the next successive number to five when counting by stating the number.
- To cultivate conversation and optimize output, ELs will participate in MLR8: Discussion Supports.

SEL Objective

- Students build proficiency with social awareness as they practice with empathizing with classmates.

SEL Social and Emotional Learning

Building Student Agency

This unit introduces students to the [redacted] feature of the program. This feature is designed to build student agency by focusing on students' social and emotional learning, specifically the five competencies that make up the framework established by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The five competencies are:

Adding and Subtracting Polynomials



What? Me? Racist? More than 2 million people have tested their racial prejudice using an online version of the Implicit Association Test. Most groups' average scores fall between "slight" and "moderate" bias, but the differences among groups, by age and by political identification, are intriguing.

In this section's Exercise Set (Exercises 103 and 104), you will be working with models that measure bias:

$$S = 0.3x^3 - 2.8x^2 + 6.7x + 30$$

$$S = -0.03x^3 + 0.2x^2 + 2.3x + 24.$$

In each model, S represents the score on the Implicit Association Test. (Higher scores indicate stronger bias.) In the first model (see Exercise 103), x represents age group. In the second model (see Exercise 104), x represents political identification.

The algebraic expressions that appear on the right side of the models are examples of