

ZMATH 2012e.00365

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The modern mathematics movement and distinct curricular proposals for teaching geometry in Brazil and in Portugal. (O movimento da matemática moderna e diferentes propostas curriculares para o ensino de geometria no Brasil e em Portugal.)

Bolema 24, No. 38, 171-196 (2011).

Summary: This article reflects about how changes in school mathematics during the modern mathematics movement influence and modify curricular proposals for teaching geometry in Brazil and Portugal. Geometry curriculum is identified as a problem [*M. Detienne*, *Comparer l'incomparable*. Paris: Editions du Seuil (2000)] traversing the two countries, and consequently a privileged source for comparative studies. Four textbooks for the lower levels of secondary school were analysed. Two authors keep their proposals for geometry teaching, and two other textbooks integrate the new ideas deeply changing the geometry course. We conclude that curriculum development through textbooks does not linearly follow international recommendations, even when these are not uniform, as is the case of geometry during the modern mathematics movement. Productions of this new curricular moment hybridize external influences producing new cultural entities that are not mere copies of the international curricular suggestions. Instead, they diversify with variable degrees of success, adapting to the contingencies of each educational system.

Classification: D34 A34 G74 G44 K24 D64

Keywords: modern mathematics movement; teaching geometry; Brazil; Portugal