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Correlating mathematics and science.

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Summary: The change from students learning all subjects together in a one-room schoolhouse to learning in classes separated by subject and grade resulted in distinct disciplines such as social studies, mathematics, science, and English. What was lost was the unified, holistic curriculum that a one-room setting required. Since students move from pre-kindergarten to twelfth grade, disciplines such as mathematics have become more compartmentalized as learners progress into the areas of algebra, geometry, and precalculus, for example. Outside of a school setting, however, the lines between the disciplines of math and science tend to blur. The purpose of this article is to provide middle school mathematics teachers with a rationale and method for correlating math and science, disciplines that are natural partners, by understanding the components of both that have a reciprocal relationship. (Contains 7 figures.) (ERIC)

Classification: M13 E43

Keywords: integrated curriculum; holistic approach; science instruction; teaching methods; interdisciplinary approach; mathematical concepts; language arts; middle schools; secondary school mathematics; conceptual understanding