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**Anna E Bargagliotti\*** ([brgglitti@memphis.edu](mailto:brgglitti@memphis.edu)), University of Memphis, Department of Mathematical Sciences, 365 Dunn Hall, Memphis, TN 38152. *Achieving Statistical Literacy in Elementary School Using Current Popular Curricula.*

In order to address the recommendations put forth by the National Council of Teachers of Mathematics (NCTM) in the Curriculum and Evaluation Standards (1989) document, several mathematics curriculum funded by the National Science Foundation (NSF) were developed. These curricula were aligned with the Principles and Standards for School Mathematics (2000). Three full elementary curricula were developed: "Math Trailblazers," "Everyday Mathematics," and "Investigations in Number, Data, and Space." These curricula have many similarities as well as differences. Math Trailblazers curriculum was developed on the idea of integrating science and mathematics. Everyday Mathematics focuses heavily on the use of manipulatives and interactive activities. Investigations develops concepts using data and focuses on understanding change. The purpose of this study was to examine the statistics content presented in each of these three curricula. Following the guidelines put forth in the Assessment and Instruction in Statistics Education (GAISE) Report: A Pre-K-12 Curriculum Framework, each curricula was studied to understand if and how the guidelines in the GAISE report were met. The objective of the study was to determine if these curricula help achieve statistical literacy in the future. (Received August 17, 2008)