

1145-VH-2857      **Brendan Kelly\*** ([kelly@math.harvard.edu](mailto:kelly@math.harvard.edu)), 1 Oxford Street, SC 422, Cambridge, MA 02138,  
and **Emina Alibegovic, Rebecca Noonan-Heale, Anna Schoening** and **Amanda Cangelosi**. *Intermediate Algebra: A Retelling of an Old Story*. Preliminary report.

Across the country, Intermediate Algebra acts as a gatekeeper to college mathematics courses. The traditional curriculum is an inch deep and a mile wide, reinforcing student attitudes that mathematics is a long list of rules to memorize. How can we change this paradigm and build an entry-level course that promotes productive mathematical practices, encourages ambitious interactive instruction, highlights mathematics as a sense-making tool that explains the world in which we live, and better serves students? This complex question was our starting point five years ago. Today we are excited to share an open source curriculum that makes progress on this difficult question. This session will focus on the ways in which the new curriculum builds a mathematical story, satisfies students' intellectual needs, and supports ambitious instruction. (Received September 25, 2018)