

1056-H7-1518

Julius Davis* (jdavis24@umd.edu), 2226 Benjamin Building, College Park, MD 21207. *From research to mathematics curriculum development: Social Justice for African Americans in Chester Heights.*

A small number of scholars in mathematics education focus on teaching and learning mathematics for social justice. They have identified challenges to teaching mathematics for social justice that raise concerns about what mathematics students learn and the need for a social justice curriculum framework in mathematics. Using contextual data and experiences of African American middle school students from my dissertation, I use Gustin's community, critical and classical knowledge social justice framework to present some initial thoughts about developing a mathematics curriculum around a specific community context called Chester Heights. Developing this curriculum around Chester Heights seeks to provide a mathematical context for teachers and students to think about injustices around the drug epidemic, sports and entertainment industry, poor housing and schooling conditions, the large number of liquor stores, car dealerships, fast food restaurants, high rates of un-and-underemployment and debilitating businesses. I focus this work on state and school district policies that require students to take a data analysis course connected to a high stakes standardized algebra exam. This course could have students analyze data related to injustices in their specific community context. (Received September 22, 2009)