Employers are looking for employees with the skills to make good decisions based on reliable information. Often, the employee must read and interpret information from a variety of sources in order to provide the best advice and make the best decisions.

Citizens must make decisions based on information they read and interpret. That means understanding graphs, analyzing data, or comprehending statistical information.

Teachers who can create a learning environment in which students are faced with questions that require thought, research, creativity, and employ mathematics provide their students with tools that enable them to become good citizens and effective employees.

North Carolina’s rich history provides a context for questions teachers can use to do just that – create a productive learning environment. Teacher-teams can weave mathematics naturally into the curriculum. By doing so, students see the importance of the subject, understand that mathematics is not an isolated endeavor, and learn to communicate mathematically.

Rob Kimball retired from the N C Community College system and now is a consultant. He was President of the North Carolina Mathematics Association of Two-Year Colleges, Vice President (SE) of the American Mathematical Association of Two-Year Colleges (AMATYC), and a member of the writing team for both CROSSROADS and BEYOND CROSSROADS (standards for two-year college mathematics) and a consultant for the newly released IMPACT document (AMATYC, 2018).

Topics in this session:
1. A Rock Used as a Doorstop Changed North Carolina
2. Fractions in the Flag
3. NC Entrepreneurs
4. North Carolina and Georgia were once at War!

rob.kimball@yahoo.com
www.facebook.com/exertus.services

North Carolina's rich history provides context for questions teachers can use to create a productive learning environment - engage students in meaningful mathematics. Strengthen problem solving, QL, communication, understanding graphs, and comprehending statistical information. Mathematics is not an isolated endeavor.