

<b>Beliefs about the mathematics curriculum</b>	
<b>Unproductive beliefs</b>	<b>Productive beliefs</b>
The content and sequence of topics in a textbook always define the curriculum. Everything included in the textbook is important and should always be addressed, and what is not in the book is not important.	Standards should drive decisions about which topics to address and which to omit in the curriculum. How a textbook is used depends on its quality—i.e., the degree to which it provides coherent, balanced instruction in content aligned with standards and provides lessons that consistently support implementation of the Mathematics Teaching Practices.
Knowing the mathematics curriculum for a particular grade level or course is sufficient to effectively teach the content to students.	Mathematics teachers need to have a clear understanding of the curriculum within and across grade levels—in other words, student learning progressions—to effectively teach a particular grade level or course in the sequence.
Implementation of a pacing guide ensures that teachers address all the required topics and guarantees continuity so that all students are studying the same topics on the same days.	Curriculum maps and pacing guides attempt to ensure coverage of content but do not guarantee that students learn the mathematics. Adequate time to provide for meaningful learning, differentiation, and interventions must be provided for students to develop deep understanding of the content.
Mathematics is a static, unchanging field.	Mathematics is a dynamic field that is ever changing. Emphases in the curriculum are evolving, and it is important to embrace and adapt to appropriate changes.
The availability of open-source mathematics curricula means that every teacher should design his or her own curriculum and textbook.	Open-source curricula are resources to be examined collaboratively and used to support the established learning progressions of a coherent and effective mathematics program.