

Semiotics Tools and Mathematics Curriculum

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Semiotics tools(CAS) supporting collaborative activities and their introduction into mathematics instruction potentializes didactics situations and curricular achievements. From a situation problem addressed Standard: Identify various methods to solve systems of linear equations, graphing calculator using TI-92 Plus, with children from 14-15 years old, attending ninth grade in the Educational Institution “Manuel Germán Cuello Gutierrez”, Valledupar, Cesar, Colombia.

Qualitative observations are presented in the context of conversion of semiotics registers, communication of meanings, reasoning on the symbolic-analytic, semiotics and its implications on learning.