Crook County High School: Math Workshop

Course Length: Semester Long

Instructor's Name for 2017-2018: Kristen Grace

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Course Description:
This course is designed to help students meet graduation requirements by teaching test taking, problem solving and math computation skills. Students will have the opportunity to complete and / or revise up to six work samples that are aligned to the Common Core State Standards and / or take the SMcIAP test to meet Essential Skills for math.

Goals (SMART-specific, measurable, achievable, relevant, timeline-a reflection of specific critical content mastery): By the end of each semester 100% of students will meet or exceed two work samples in two different strands or pass the SMcIAP test as required for graduation in lieu of passing a score on the SBAC.

Expectations:
- Please be to class on time.
- Once you enter the room, please sit down, stop talking, and complete the daily opener.
- No cell phone use with some teacher directed exceptions.
- Be Respectful, Reasonable, Responsible, and Safe at all times.
- Keep an organized notebook.
- Persevere

Supplies:
- Pencils (PLENTY)
- Notebook for notes
- Colored Pencils
- Scientific Calculator

Grading Policy:
Your grade for the class will be calculated from the following categories:
  90% Work Sample Scores / SMcIAP score
  10% Formative Assessments

Corresponding Letter Grade	Proficiency Scale	Percentage Scale
A	Exceptional Mastery	90 - 100
B	Mastery	80 - 89
C	Proficient	70 - 79
D	Minimal Proficiency	60 - 69
F	Does Not Meet	Below 60

Notification of the Right to Object to the Use of Materials:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material. The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Standards

Units	Includes Standard Clusters*	Mathematical Practice Standards
Unit 1 Relationships Between Quantities and Reasoning with Equations	• Reason quantitatively and use units to solve problems. • Interpret the structure of expressions. • Create equations that describe numbers or relationships. • Understand solving equations as a process of reasoning and explain the reasoning. • Solve equations and inequalities in one variable.	
Unit 2 Linear and Exponential Relationships	• Extend the properties of exponents to rational exponents. • Solve systems of equations. • Represent and solve equations and inequalities graphically. • Understand the concept of a function and use function notation. • Interpret functions that arise in applications in terms of a context. • Analyze functions using different representations. • Build a function that models a relationship between two quantities. • Build new functions from existing functions. • Construct and compare linear, quadratic, and exponential models and solve problems. • Interpret expressions for functions in terms of the situation they model.	Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics.
Unit 3 Descriptive Statistics	• Summarize, represent, and interpret data on a single count or measurement variable. • Summarize, represent, and interpret data on two categorical and quantitative variables. • Interpret linear models.	Use appropriate tools strategically. Attend to precision.
Unit 4 Expressions and Equations	• Interpret the structure of expressions. • Write expressions in equivalent forms to solve problems. • Perform arithmetic operations on polynomials. • Create equations that describe numbers or relationships. • Solve equations and inequalities in one variable. • Solve systems of equations.	Look for and make use of structure. Look for and express regularity in repeated reasoning.
Unit 5 Quadratic Functions and Modeling	• Use properties of rational and irrational numbers. • Interpret functions that arise in applications in terms of a context. • Analyze functions using different representations. • Build a function that models a relationship between two quantities. • Build new functions from existing functions. • Construct and compare linear, quadratic, and exponential models and solve problems.	

*In some cases clusters appear in more than one unit within a course or in more than one course. Instructional notes will indicate how these standards grow over time. In some cases only certain standards within a cluster are included in a unit.