Course Syllabus

Name of Course: Math Support		
Name of Teacher: Whitney Damiani		
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Voice Mail # 5220	Room # D-106	Preparation Period: 3rd Collaboration 6th

I

Course Description/Outline (*reflects needed skills*)

Math Support is a class designed to help students be successful in Math 1. Students will work on skills and study habits to help them be successful in there math class.

*The following excerpt was pulled from cpm.com/int1**

Core Connections Integrated I is the first course in a five-year sequence of college preparatory mathematics courses that starts with Integrated I and continues through Calculus. It aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data. *

On a daily basis, students in *Core Connections Integrated I* use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas.

II

Materials Provided (*name of textbook, other resources, videos used, etc.*)

- Textbook: Core Connections Integrated 1 (CPM)
- eBook: Core Connections Integrated 1 (CPM) found at sso.cpm.org

A textbook will be checked out to each student by their math 1 teacher and it is the student's responsibility to take good care of it. Students who lose or damage books will be charged for the replacement cost.

III

Materials Required

1. A section in a math 1 binder or a seperate 3 ring binder
2. Scientific Calculator
3. A Straight Edge
4. 3 Pencils 3 different colors

IV

UNITS OF STUDY (*knowledge to be acquired, technical skills, etc., specific reference to state standards and ESLRs*

The following excerpt was pulled from cpm.com/int1

The course is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application). The lessons in the course meet all of the content standards, of Appendix A of the *Common Core State Standards for Mathematics*. The course embeds the CCSS Standards for Mathematical Practice as an integral part of the lessons in the course.

Key concepts addressed in this course are:

- Representations of linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts.
- Symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc.
- Analysis of the slope of a line multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically.
- Solving equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression).
- Solving systems of two equations and inequalities with two variables using a variety of strategies, both graphically and algebraically.
- Use of rigid transformations (reflection, rotation, translation) and symmetry to demonstrate congruence and develop triangle congruence theorems.
- Using coordinates to prove geometric theorems.
- Geometric constructions (with compass and straightedge).
- Simple geometric proofs (investigate patterns to make conjectures, and formally prove them).
- Representations of arithmetic and geometric sequences, including using tables, graphs, and explicit or recursive formulas.
- Use of exponential models to solve problems, and to compare to linear models.
- Use of function notation.
- Statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots.
- The differences between association and causation, and interpretation of correlation in context.
- Comparison of distributions of one-variable data.

V	METHODS OF ASSESSMENT (*may include tests, portfolios, projects, essays, etc*.) Quizzes 10% Classwork 50% Participation 40%
VI	CLASS PROCEDURES Students are expected to work on math the whole period, to try their best, come prepared with material and come to class on time. When absent, the student has two weeks to make up work for full credit.
VII	BEHAVIORAL EXPECTATIONS (*and consequences*) **Respect yourself, others and the classroom.** **Arrive to Class Ready and On Time.** Students are expected to be in their assigned seat with their notebook and writing utensils out *before* the bell rings. If students are not in their assigned seat with their materials when the bell rings, they will be marked tardy. **Give Undivided Attention to Whoever is Speaking**. Everyone has experienced the anxiety that comes when we raise our hand to respond to a question. It is because of this that everyone will be required to listen quietly and attentively to whoever is speaking, whether it be a student or a teacher. Any student who is not respectful towards a presenter will be scheduled to a parent-teacher conference to address the issue. **Remain Seated.** Students should always ask for permission before getting out of their seat. **Never go Behind the Teacher's Desk**. **Use Technology Appropriately.** Failure to follow the expectations listed above will result in receiving a lower participation grade.
VIII	GRADING POLICY Grades: A = 90 – 100% B = 80 – 89% C = 70 – 79% D = 60– 69% F = less than 60%

I HAVE READ & UNDERSTAND THE "*COURSE SYLLABUS*" FOR MATH SUPPORT 2018-2019 YEAR

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PARENT/GUARDIAN SIGNATURE.....

STUDENT SIGNATURE

DATE:

REVISED

8-4-18 CO/YR BEGIN DOCS

YOU CAN FIND THIS ONLINE IN MS. DAMIANI'S GOOGLE CLASSROOM