

<b>Course Title: MATHEMATICS IIC</b>	<b>Course Description</b>
<p><b>Course No.</b> 3203                      <b>Grade level:</b> 7-12</p> <p><b>Text and Resource Options:</b>  A. <i>AGS Basic Mathematics</i>, Part I; AGS  B. <i>Mathematics: Applications and Connections I</i>, Part II; McDougal-Littell  C. <i>Saxon Math 65</i>, Part II; Saxon  D. <i>Pacemaker Basic Math</i>, Part I; Globe Fearon</p>	<p><b>Course Value:</b> *One Semester</p> <p><b>Credit Value:</b> 1 – 5 Credits</p>
<p><b>Course Content: Key Content Standards and Course Objectives</b></p>	
<ol style="list-style-type: none"> <li>1. <b>Number Sense:</b> Students compute with very large and very small numbers, positive and negative numbers, decimals, and fractions and understand the relationship between decimals, fractions, and percents (5-1.0), students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals (5-2.0).</li> <li>2. <b>Algebra and Functions:</b> Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences (4-1.0), students use variables in simple expressions, compute the value of the expressions for specific values of the variable, plot and interpret the results (5-1.0).</li> <li>3. <b>Measurement and Geometry:</b> Students understand and compute the volumes and areas of simple objects (5-1.0), students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures (5-2.0).</li> <li>4. <b>Statistics, Data Analysis, and Probability:</b> Students display, analyze, compare, and interpret different data sets including data sets of different sizes (5-1.0).</li> <li>5. <b>Mathematical Reasoning:</b> Students make decisions about how to approach problems (5-1.1, 1.2), students use strategies, skills, and concepts in finding solutions (5-2.0), students move beyond a particular problem by generalizing and applying it to other situations (5-3.0).</li> </ol>	<p>This course enables students to develop conceptual skills needed for successful learning in whole numbers, fractions, decimals and percents. Students recognize and apply the basic symbols and language of mathematics. In addition, students perform basic computational skills in problem-solving activities using real-life situations. This course will provide many of the foundational skills that are required for students to pass the mathematical portion of the California High School Exit Examination.</p> <p>*Open entry/open exit</p>
<p><b>Methods of Study</b></p>	<p><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete all assignments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student's work.</li> <li>3. The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> </ol>

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Course Outline: 3203

**I. Textbook Assignment Options:**

A. *AGS Basic Mathematics, Part I (5.0 credits)*

- Complete: Chapters 1-7; even problems only. For all lessons, **omit** applications unless assigned under Extension Activities.
- Complete: Chapter 6, Lesson 12; Part A.
- Complete: “Chapter Review” problems; even problems only
- Complete one application (Section A) and one technology (Section B) Extension Activity listed below.

B. *Mathematics: Applications and Connections Course 1, Part 2 (5.0 credits)*

- Complete: “Check for Understanding” and “Exercises” (even only) Sections: 7-1 to 8-3. (**Omit:** 7-4 #42, 7-6 #42).
- Complete: Chapters 7 and 8 “Mid Chapter Self-Tests” (even only).
- Complete: Chapter 7 “Standardized Test Practice” (even only).
- Complete: all “Section Quiz” problems.
- Complete: “Check for Understanding” and “Exercises” (even only) Sections: 8-4 to 9-6.
- Complete: Chapter 9 “Mid Chapter Self-Test” (even only).
- Complete: Chapters 8 and 9 “Standardized Test Practice” (even only).
- Complete: all “Section Quiz” problems.
- Complete: “Check for Understanding” and “Exercises” (even only) Sections 10-1 to 11-5 (**Omit:** 10-6 #22, 11-3 #34).
- Complete: Chapters 10 and 11 “Mid Chapter Self-Tests” (even only).
- Complete: Chapter 10, “Standardized Test Practice” (even only).
- Complete: all “Section Quiz” problems.
- Complete: “Check for Understanding” and “Exercises” (even only) Sections: 11-6 to 13-5 (**Omit:** 11-7 #34, and 12-1 #32).
- Complete: “Mid Chapter Self-Tests” (even only).
- Complete: Chapters 11-13 “Standardized Test Practice” (even only).
- Complete: all “Section Quiz” problems.
- Complete: **two** Extension Activities from Section B Below.

C. *Saxon Math 65, Part II (5.0 credits)*

- Read and Complete: Lessons 77-140, even problems only.
- Complete: two Extension Activities from Section B.

D. *Pacemaker Basic Mathematics, Part I (5.0 credits)*

- Read and Complete: Chapters 1-9, all problems.
- Complete one Extension Activity from Section B.

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### II. Extension Activities

- A. Application Activities; *AGS Basic Mathematics*
1. AGS, Chapter 1: “Good Gas Milage=Savings”
  2. AGS, Chapter 4: “Find the Best Buy”
  3. AGS, Chapter 6: “Some Tips on Tipping”
  4. Teacher generated activity, approved by the site administrator.
- B. Technology Activities
1. Record the time you spend watching TV over the next five days. After you have collected your data, you will create 2 different types of graphs using Microsoft Excel. Your teacher can help, but the following instruction can serve as a guide:
    - Open Microsoft Excel
    - In column A, enter into each cell one of the days used in your study
    - In column B, enter the TV viewing hours for each day.
    - Click on the Chart Wizard icon on the top toolbar to begin creating your graphs
    - Create a column and line graph and include a title
  2. Use any search engine from the Internet (Yahoo, Google etc.) to find the following website: [worldalmanacforkids](http://worldalmanacforkids.com). Go to the “explore” icon, then to “population” and then to “population of U.S.” Write a proportion showing the population of California as compared to the population of the U.S. Also, write a proportion comparing the population of the largest state to the smallest state, listing the names of the states.
  3. If using *Mathematics Applications and Connections, Course 1* textbook, refer to Page 362, “Constructing Line Segments and Angles.” You will need a compass and a straightedge to begin this assignment. Complete: “Try This” and “On Your Own” exercises on pages 362-363 (MG 5-2).
  4. If using the *Mathematics Applications and Connections, Course 1* textbook, refer to page 301. Using a spreadsheet complete “On Your Own” exercises at the bottom of the page. Refer to your teacher for assistance. (NS 5-2.0, SDAP 5-1.0, MR 5-2.0, 5-3.0)
  5. Teacher generated activity, approved by the site administrator.

### III. Evaluation

- Unit and/or final test.
- All textbook work must meet the 70% accuracy level for a “C” grade.