Course Title: HIGH SCHOOL MATH C	**Course Description**
Course No. 5203 **Grade level**: 9-12 **Basic Text and Resource Options:** A. *Pre-Algebra*; AGS B. *Algebra ½*; Saxon Publishers C. *Saxon Math 87*, Part I; Saxon Publishers D. *Pacemaker Pre-algebra*; Globe Fearon E. *Algebra*, Part I; AGS Publishing F. *Pacemaker Algebra 1*; Globe Fearon G. *Algebra*; Prentice Hall H. *Algebra I: Concepts and Skills*, Part I; McDougal-Littell **Supplementary Text Options:** A. *Saxon Math 54*; Saxon Publishers B. *Saxon Math 65*; Saxon Publishers C. *Saxon Math 76*, Part I; Saxon Publishers D. *Mathematics Applications and Connections II; Glencoe McGraw-Hill* E. *Mathematics: Applications and Connections* I; McDougal-Littell F. *AGS Basic Mathematics*; AGS	**Course Value**: *One Semester **Credit Value**: 1 – 5 Credits
Course Content: Key Content Standards and Course Objectives **Grades 8-12 standards unless noted otherwise:** **1. Number Sense** Scientific notation (7-1.1), compute with rational numbers (7-1.2), convert fractions to decimals and percents (7-1.3), percent of increase and decrease (7-1.6), discounts and mark-ups (7-1.7), Negative exponents (7-2.1), fractions: add/subtract/ factor trees (7-2.2), exponent rules (7-2.5), express/support solutions (7-2.3), perfect/imperfect squares (7-2.4). **2. Statistics and Probability** Central tendency: mean, median, mode, range (6-1.1), identify and evaluate statistical data (6-2.5), forms of display for data (various graphs) (7-1.1), represent all possible outcomes and express probability (6-3.1), represent probabilities as ratios, proportions, decimals & percentages (6-3.3), numerical variables on scatterplot (7-1.2), computation of minimum, lower, median, upper quartiles and maximum of data set (7-1.3). **3. Mathematical Reasoning** Use of charts, graphs, tables, diagrams, models to explain math reasoning, Problem solving strategies (Heuristics)(7-1.1, 1.2, 2.4), estimation (7-2.1, 2.3).	This course is based upon the math standards included in the California High School Exit Exam, as outlined in the *Sequenced Pattern of Instruction.* Students will acquire the skills necessary to manipulate numbers, solve equations and understand the general principles at work. Students will also learn to apply the Grade 9-12 Mathematical Reasoning Standards to daily life activities. Teachers will use layered curriculum, based on the CAHSEE and student skill levels to meet individual student needs. The technique of "backwards mapping" will be incorporated to provide standards-based scaffolding for those students whose mathematics skill levels are below grade level. Thus, the textbook options range from basic mathematics to algebraic concepts. *Open entry/open exit
Methods of Study	**Evaluation of Performance Standards**
1. Students will complete all activities assigned. 2. Students will participate in discussion with other class members and/or teacher.	1. Students will complete all assignments with a minimum of 70% accuracy. 2. The supervising teacher will be satisfied with the quality of the student's work. 3. The student must receive a minimum score of 70% on a teacher assigned final evaluation.