

Crook County School District

where students dream, learn, & succeed



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<u>Course</u> : Math 180		<u>Email</u> : Jake.Gonzales@crookcountyschools.org
☒	Trimester #1	<u>Phone</u> : 541-416-6900 ext 3159 <u>Methods for Communicating with Families</u> : Email and phone
☒	Trimester #2	
☒	Trimester #3	

Course Description:

- Math 180 is a structured class designed to build skills and gain confidence in math.

Learning Standards/Targets:

- **Multiplication and division**
 - Understanding the meaning of multiplication.
 - Understand the relationship between factors and products.
 - Recognize and use patterns of multiplication by 10.
 - Understand place value when multiplying 1-digit by 2-digit.
 - Use place-value understanding to multiply 1-digit by 3-digit factors.
 - Use place-value understanding to multiply any factors.
 - Understand the meaning of division.
 - Recognize and use place value and repeated subtraction to divide
 - Develop a meaning multi-digit division
- **Fractions**
 - Understand fractions as parts and whole.
 - Develop an understanding of fraction equivalence.
 - Interpret fractions as division.
 - Use reasoning strategies to compare fractions.
 - Recognize and compare equivalent fractions on a number line.
 - Apply understanding of addition and subtraction to fractions.
 - Apply understanding of multiplication to fractions.
 - Develop strategies to multiply fractions.
 - Develop strategies to divide fractions.
- **Decimals and integers**
 - Understand the relationship of fractions and decimals.
 - Extend whole-number understanding of place value to decimals.
 - Extend understanding of the number system to decimals.
 - Apply meaning of place value and addition and subtraction to decimals.

- Understand the relative magnitude of decimal products.
- Apply understanding of place value and division to decimals.
- Extend understanding of the number system to positive and negative numbers.
- Extend understanding of addition to positive and negative numbers.
- Extend understanding of subtraction to positive and negative numbers.
- **Rates and ratios**
 - Develop strategies to represent the motion of an object in different ways.
 - Represent the relationship between distance and time using a table.
 - Use understanding of graphs to make comparisons.
 - Understanding the meaning of constant rate in terms of constant, correlated change in two quantities.
 - Understand ratio as a multiplicative relationship between two quantities.
 - Understand equivalent ratios.
 - Understand different representations of equivalent ratios.
 - Use ratio understanding to solve problems and make comparisons.
 - Understand percent as a number.
- **Proportional and linear relationships**
 - Relate parts and wholes through percent.
 - Develop understanding of comparison with percents.
 - Understand the multiplicative nature of proportional relationships.
 - Connect and understand ratio, unit rate, and constant of proportionality.
 - Understand solutions sets for linear equations.
 - Understand percent as rate of change.
 - Generate proportional linear relationships.
 - Understand and use slope.
 - Model with and solve linear equations for X and Y.
- **Linear and nonlinear functions**
 - Understand operations with negative numbers.
 - Understand the meaning of negative slope.
 - Use linear relationships to explore operations on signed numbers.
 - Understand multiple representations of a function.
 - Understand representations of linear and nonlinear functions.
 - Connect squares, square roots, and square functions.
 - Understand functions through multiple representations.
 - Develop understanding of systems of linear equations.
 - Interpret intersections of graphs as solutions to a system of equations.

Instructional Materials:

- Software: Math 180 software and Workbook, Scholastic

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher 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.

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

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 to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher 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. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contract shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- See [CCSD Board Policy JFC](#) for more details.

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*

- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Assessment, Projects, Quizzes, Assessments of Learning Standards: 80%
- Daily Homework & Practice Assignments: 20%

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.*

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.
- 2) **Homework/Daily Work:** Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.). Teachers may set guidelines around submission timelines, as this category is tied to learning progress, please refer to policy IK-AR.

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*

Please sign and return your Syllabus. Parents/Guardians if you have any questions or concerns please contact your student's teacher.

Student Name: _____ Date: _____

Parent Name: _____ Date: _____

Parent Signature: _____