SANTA ROSA CITY SCHOOLS
Excellence is our Common Ground

Santa Rosa City Schools Course Proposal: Math 1A ADP

SRCS New Course ID	SRCS Course Short Title	SRCS New Long Title	Default Credits
MH 0215	Math 1A ADP	Math 1A Alternative Diploma Pathway	5
Course Length	**State Course Code**	**Standard Grade Range**	**CSU/UC required**
Year	9241 - Integrated Mathematics I	Secondary 9-12	Not CSU Requirement

Proposal Submitted By:

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Alternative Diploma Pathway Math 1A (ADP) is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course reviews the California State Content Standards for Math / Algebra.

Graduation Requirements: Specify which requirement is met.(High School only)

Math Algebra

UC a-g Requirements: Specify which requirement is met. (High School only)

Not CSU Requirement

Explain the rationale for course addition or modification. How does this fit in with district/site goals. Is this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

To meet Education Code 51225.31 and SRCS Board Policy 6146.4, Students with significant cognitive disabilities must have the option to obtain a modified State of California High Diploma. These new courses are options and determined through the IEP. These courses are "modified" and not "accommodated" as are other courses such as Small Group Instruction (SGI) courses. These courses will NOT require additional sections and can be folded into existing periods within a teacher's current schedule.

Explain the measurable learning outcomes

Students will relate systems of equations to each other to find solutions in multiple ways. An understanding of content will be developed through integration with technology and applications with real life examples.

In addition to the California Common Core State Standards for Mathematics, students will experience and gain fluency with the 8 Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Use appropriate tools strategically
4. Attend to precision
5. Look for and make use of structure
6. Look for and express regularity in repeated reasoning

Course Description (To be used in the course catalog)

Math 1A ADP is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

The course will develop an understanding of function, algebra, geometry, statistics and probability, measurement, number, logic and language. The emphasis of this course is to provide the concepts and skills necessary to meet the district's rigorous academic standards in mathematics.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

COURSE CONTENT:

Unit 1: Solving Linear Equations

This unit presents the foundational skills related to solving linear equations, solving absolute value equations, and rewriting equations and formulas. Students will activate prior knowledge and help to connect concepts to each other.

Students will demonstrate their understanding of each lesson's concepts and will complete computational and applied problems.

Sample activities will include calculating time, distance, age, earnings and other computational problems. Students will do this by using verbal models; drawing diagrams; sketching a graph or number line; writing equations; making a table; looking for patterns; making a list and breaking the problem into parts.

Unit 2: Solving Linear Inequalities

Techniques used in solving linear equations are applied to linear inequalities. Students will learn to write and graph linear inequalities, using graphs to both display and check their answers. This may include multi-step, compound and absolute value inequalities. Students will do this by following the steps for solving an equation and reversing the inequality symbol when multiplying or dividing by a negative number for simple inequalities..

Sample activities will include determining inequities in time, money, age, earnings and other real life problems. Students will do this by using verbal models, drawing diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.

Unit 3: Graphing Linear Functions
Students will review what functions are and how each variable impacts results.

Sample activities include through locating various point on a graph, creating graphs with different variables, and solving one variable using a graph when a variable is presented (e.g, on a graph of pizza purchases, trace the graph to a point and tell the number of pizzas purchased and the total cost of the pizzas.) Students will do this by using verbal models, drawing diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.

Unit 4: Writing Linear Functions
This unit covers scatter plots and lines of best fit. Students will learn to use scatter plots and graphs to compare different scenarios. Lastly, students will be able to make predictions based on arithmetic sequences.

Sample activities include comparing the cost/sales of different items or time/productivity, two other variables in a scenario when reviewing graphs, (e.g., more coffees are sold at a less expensive price but the profit margin is lower). Students will do this by using verbal models, drawing diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.

Unit 5: Solving Systems of Linear Functions
This unit covers solving systems of linear equations by graphing, substitution, or elimination. Students will develop attention to detail as they compare equations in a system to each other as they need to develop a plan to determine which method is the best to solve the system. The unit ends with students applying the same skill set for solving systems of inequalities.

Sample activities include finding solutions through a variety of methods including graph, scatter chart or equation (e.g., using a chart to show cost vs. sales price of an item of different sizes or using a bar graph to compare time to use various methods of public transportation methods in relation to an activity.). Students will do this by using verbal models, drawing diagrams, sketching a graph or number line, making a table, looking for patterns, making a list or breaking the problem into parts.

EVALUATION OF STUDENT PROGRESS:

ASSESSMENT METHODS
Formative:

- Mathematical Discourse
- Reflection questions
- Teacher observations/evidence
- Student discussions

- Quiz
- Exit ticket

Summative:

- Performance task
- Unit Assessment

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	Instructional Assistants (existing)	Instructional Assistants
Instructional Material Supplies per student (textbooks, software, etc.)	TBD based on Pilot Approval: Est. $13,000 for software curriculum	$7,549.90
Services (training, equipment maintenance, contracts, etc.)	No additional costs	N/A
Capital Outlay (remodeling, technology, etc.)	N/A	N/A
Total Projected Costs	EST. $ 13,000	$ 7,549

Instructional Materials- must include estimate for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Curriculum	Attainment Company	Core Curriculum Solution: High School, 2nd Edition	Multiple	Multiple	2024	Need: 3
Curriculum	N2y Unique Learning System	Unique Learning System	N/A	Multiple	2018	Need: 3

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	

Department Funds	Special Services will support specific accommodations as required through the IEP
Other (be specific)	General Fund resources supports the universal curriculum for all state content standards

Appendix of Additional Documents

**** Required additional documents include meeting minutes where the course was discussed and approved***
Department Meeting Secondary–High School ESN Meeting Date: December 7th 2024 Location: In-person, SRHS Time: 3:30-4:30 Present: Colin Abbot, EAHS, ESN Teacher Noa Lewin, MHS, ESN Teacher Jasmine Clewis, SRHS ESN Teacher Kurt Chapman, SRHS ESN Teacher Amy Fuller, Special Services, Program Manager Overview: • Discussed the curriculum advantages • Discussed current programs in use • Discussed next steps of reviewing curriculum samples Site Meetings Secondary–High School ESN Date: Monthly Department Meetings Location: In-person, Site Time: Multiple Present: Site ESN teachers (SRHS, MHS, EAHS) Amy Fuller, Special Services, Program Manager Overview: • Looked through curriculum samples

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	SBSV	approved

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Santa Rosa City Schools Course Proposal: Math 1B ADP

SRCS New Course ID	SRCS Course Short Title	SRCS New Long Title	Default Credits
MH 0225	Math 1B ADP	Math 1B Alternative Diploma Pathway	5
Course Length	**State Course Code**	**Standard Grade Range**	**CSU/UC required**
Year	9241 - Integrated Mathematics I	Secondary 9-12	Not CSU Requirement

Proposal Submitted By:

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved at site or district leadership meetings.

Alternative Diploma Pathway Math 1B (ADP) is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course reviews the California State Content Standards for Math / Algebra.

Graduation Requirements: Specify which requirement is met.(High School only)

Math Algebra

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Explain the measurable learning outcomes

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Course Description (To be used in the course catalog)

Math 1B ADP is a survey course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

The course will develop an understanding of function, algebra, geometry, statistics and probability, measurement, number, logic and language. The emphasis of this course is to provide the concepts and skills necessary to meet the district's rigorous academic standards in mathematics.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Unit 1: Exponential Functions and Sequences

This unit encompasses exponents and radicals. Students transition into a new topic of visualizing and understanding exponential relationships and the properties that drive them, including making quantities very large or small quickly. They will solve simple problems with technology, such as simple interest.

Sample activities include demonstrating understanding that exponents are a form of multiplying the number by itself or by calculating interest on a purchase. Students will do this by using verbal models, using a number line, making a table, looking for patterns, or breaking the problem into parts.

Unit 2: Polynomial Equations and Factoring

This unit covers operations with polynomials and solving polynomial equations in factored form. Students will add, subtract, multiply and divide polynomials. Students will also be able to solve for a single variable.

Sample activities include using the four basic mathematical operations to solve for a single variable and will demonstrate understanding of number families when using

basic mathematical operations. Students will do this by using verbal models, using a number line, making a table, looking for patterns, or breaking the problem into parts.

Unit 3: Solving Quadratic Equations
This unit introduces/reviews the properties of radicals. It also teaches students to solve equations using the four basic mathematical operations by using several different methods: graphing, using square roots, and completing the square.

Sample activities include using data to construct sample graphs and tables and interpreting the data. Students will do this by using verbal models, using a number line, making a table, looking for patterns, or breaking the problem into parts.

Unit 4: Radical Functions and Equations
Students will use the basic mathematical operations to calculate squares and cubes of numbers. Students continue to build their skill set by using inductive reasoning. They explore the various graphs of squares and cubed root graphs to demonstrate understanding of the rate of increase. .

Unit 5: Data Analysis and Displays

Students will study the foundation of statistics and measurement. Students will explore different types of data, both given and collected on their own and understand how different types of presentation and statistical calculation affects the data's appearance and conclusions that can be made. Students will also explore ways to ask unbiased questions and create surveys in order to obtain accurate information and results.

Sample activities include creating surveys to obtain accurate information and analyzing the data (e.g. - asking customers how much they would pay for a product in a school business and using that data to guide future product lines).

EVALUATION OF STUDENT PROGRESS:

ASSESSMENT METHODS
Formative:

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Appendix of Additional Documents

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Department Meeting Secondary–High School ESN Meeting Date: December 7th 2024 Location: In-person, SRHS Time: 3:30-4:30

Present:
Colin Abbot, EAHS, ESN Teacher
Noa Lewin, MHS, ESN Teacher
Jasmine Clewis, SRHS ESN Teacher
Kurt Chapman, SRHS ESN Teacher
Amy Fuller, Special Services, Program Manager

Overview:
- Discussed the curriculum advantages
- Discussed current programs in use
- Discussed next steps of reviewing curriculum samples

Site Meetings
Secondary–High School ESN
Date: Monthly Department Meetings
Location: In-person, Site
Time: Multiple

Present:
Site ESN teachers (SRHS, MHS, EAHS)
Amy Fuller, Special Services, Program Manager
Overview:
- Looked through curriculum samples

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved
Glen Nye	SRSV	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	SRSV	Approved