

Consumer/Practical (STEP) Math Courses Syllabi Roosevelt High School 2023-2024

Instructor	Email	Room
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Course Information

The STEP Mathematics course sequence focuses on the specific needs of students based on their Individualized Education Plan. In this course students will apply the Standards for Mathematical Practice (below) to various real-world problems at their skill level. Specific units of study will be individualized within the classroom. This course is a combined course including the following:

Consumer: This junior course presents consumer mathematics skills which are needed for successful daily living. Students will review basic computational skills and apply these to wise consumer decisions. Skill development in the areas of **budgeting, banking, purchasing and paying taxes should enable students to function successfully in the community, at home, and on the job.**

Practical: This senior course presents an in-depth approach to mathematics' concepts, focusing on **money management, expenditures, keeping financial records, calculating and paying taxes, and using credit and banking services.** The purpose of the course is to provide diagnosis and remediation on the students' remaining deficiencies of mathematics concepts and skills introduced in previous years of mathematics.

Priority Standards:

Standards for Mathematical Practice:

MP1: Make sense of problems and persevere in solving them.

MP2: Reason abstractly and quantitatively.

MP3: Construct viable arguments and critique the reasoning of others.

MP4: Model with mathematics.

MP5: Use appropriate tools strategically.

MP6: Attend to precision.

MP7: Look for and make use of structure.

MP8: Look for and express regularity in repeated reasoning.

Social-Emotional: Positive Self Concept

SE.1.A.11: Practice and modify the skills necessary to exhibit and maintain a positive self-concept.

SE.1.A.12: Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.

Social-Emotional: Roles and Responsibilities

SE.1.B.11: Identify and utilize resources to help balance family, school, work, and local community roles.

SE.1.B.12: Exhibit the ability to balance personal, family, school, community, and work roles.

Social-Emotional: Contributing to the Community

SE.1.C.11: Build upon activities and experiences that help the individual student become a contributing member of a global community.

SE.1.C.12: Exhibit the personal characteristics of a contributing member of a diverse community.

Units:

Unit 0: Positive, Collaborative Classroom Community (recurring unit)

Unit 1: Wants vs. Needs

Unit 2: Checks and Registers

Unit 3: Wages and Salary

Unit 4: Accounts

Unit 5: Budgets

Unit 6: Electronic Banking

Unit 7: Credit Score

Unit 8: Discounts and Coupons

Unit 9: Sales Tax and Tip

Unit 10: Percent Change

Unit 11: Unit Price

Unit 12: Income Taxes

Unit 13: Car Loans

Unit 14: Mortgages

Unit 15: Student Loans

Unit 16: Investing

Class Structure/Grading: Daily class lessons are organized using the 5E structure. Each day, students will have up to five possible areas in which to earn points.

Engage: Do Now- bell ringer activity (1 point)

Explore: Participation in group activity (5 points)

Explain: Notes/Vocabulary (5 points)

Elaborate: Small group practice/assignment (10 points) + Extended/Individual Practice (1 point)

Evaluate: Exit Ticket, Quick Check, Quiz, Assessment, etc. (5 points)

Class Expectations:

Attendance- Be here on time. Class starts when the bell rings. The door will be locked 5 minutes after the bell rings, and students will need a pass to enter after that time. Students will also not earn full daily participation points if late.

Language/Behaviors- We want everyone to be successful. To do that, we need to create a positive, collaborative classroom community. This means to be respectful, responsible, and safe in the classroom. *See class PCC posters.

Food/Drinks - Food/drinks are welcome in the room if they are not a distraction. Please clean up any messes made.

Computers- District laptops are the only device allowed in the classroom. Other devices should have been turned in during check-in at the beginning of the day. If I see a non-district electronic device in the classroom, I WILL call security and the grade-level dean to collect it. District devices are for schoolwork only. Unless we are using it for classwork, it should be put away. During independent work, students may listen to music with headphones if it is not a distraction. There will be a limited number of loaner laptops. They may not leave the classroom and can only be used for schoolwork.

Passes- Students may use a pass to the restroom, water fountain, or clinic when needed. However, if a student abuses the pass, they will get privileges revoked. (I will track this.)

Cleaning/Trash- Please keep the classroom clean. Return any borrowed materials, put trash in the trashcan, and clean up any spills/stains in the area.

***This list is not exhaustive. If I need to clarify more expectations in the classroom, I will!*

Let us have a wonderful year as a positive, collaborative classroom!