

## High School Course Description for: **CAHSEE Math Support**

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**Course Title:** CAHSEE Math Support**Curricular Area:** Math**Course Number:** MTH001**Length:** one semester**Grade Level:** 10-12**Prerequisites:** None**Course Description**

This course is designed to provide remediation for students who have not passed the Math portion of the California High School Exit Exam (CAHSEE). Through whole and small group instruction, students will focus on the most frequently tested Math standards on the CAHSEE, along with the test-taking strategies needed for success on standardized tests.

While the Course of Study includes a list of instructional materials, it is understood that the curriculum needs to be differentiated in order to meet varying student needs. Thus, what is appropriate for an *at risk* sophomore who is placed in a support class to prepare for his/her first experience with the CAHSEE will be different than the needs of a senior who knows exactly what standards he/she needs help with.

**Alignment**

This course is aligned to CAHSEE Math Blueprint approved by the State Board of Education on July 9, 2003.

**Core Instructional Materials**

- 1) CAHSEE Prep Modules I-IV  
Published by San Diego County of Education
- 2) EEMAP: Exit Exam Mathematics Assessment Preparation
  - o Teacher's Edition
  - o Classroom Set
 Published by San Diego County of Education
- 3) Exercising the CAHSEE Mathematics Standards (Grades 6-12) Daily Warm Ups  
Published by San Diego County of Education

**Exit Criteria**

<u>Activities</u>	<u>Percentage</u>
Class Assignments & Homework .....	30%
Class participation.....	15%
Assessments .....	35%
Final (practice CAHSEE test).....	20%
Total:	100%

**Development Team**

This Course of Study was updated and revised spring 2009 by Chad Bishop (CHS) and Michael Gill (BHS)

Colton Joint Unified School District Course of Study  
**Pacing Guide: CAHSEE Math Support**

## PACING GUIDE—SEMESTER ONE

Although the Math Prep class is a single semester class, the first semester pacing guide is modified to include a 28-day review of all CAHSEE math power standards in order to prepare students for the October administration of the CAHSEE. The second semester has no review lesson. Rather, it follows the Module I-IV lessons day-by-day.

First Quarter		
Week	Content	Math Standards
1-6	<ul style="list-style-type: none"> <li>• Introduction to CAHSEE Prep</li> <li>• EEMAP Pre-assessment</li> <li>• 29-Day Review</li> </ul>	CAHSEE Overview 7 <sup>th</sup> Grade NS 1.1 1.2, 1.3, 1.6, 2.1, 2.3, 2.4 7 <sup>th</sup> Grade SP 1.1, 1.2 2.5, 3.1, 3.3, 3.5
7	<ul style="list-style-type: none"> <li>• Module 1: Number Sense</li> </ul>	7 <sup>th</sup> Grade NS 1.1 1.2, 1.3, 1.6, 2.1, 2.3, 2.4
8-10	<ul style="list-style-type: none"> <li>• Module 2: Algebra &amp; Functions</li> </ul>	7 <sup>th</sup> Grade A&F 1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 3.3, 3.4, 4.1, 4.2

Second Quarter		
Week	Content	Math Standards
11-14	<ul style="list-style-type: none"> <li>• Module 3: Measurement &amp; Geometry</li> </ul>	7 <sup>th</sup> Grade M&G 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4,
15-17	<ul style="list-style-type: none"> <li>• Module 5: Algebra 1</li> </ul>	Algebra 1 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 15.0
18	<ul style="list-style-type: none"> <li>• Review</li> <li>• EEMAP Post Assessment</li> </ul>	Power Standards Review

Colton Joint Unified School District Course of Study  
**Pacing Guide: CAHSEE Math Support**

## PACING GUIDE—SEMESTER TWO

First Quarter		
Week	Content	Math Standards
1	<ul style="list-style-type: none"> <li>Introduction to CAHSEE Prep</li> <li>EEMAP Pre-assessment</li> </ul>	CAHSEE Overview
1-4	<ul style="list-style-type: none"> <li>Module 1: Number Sense</li> </ul>	7 <sup>th</sup> Grade NS 1.1 1.2, 1.3, 1.6, 2.1, 2.3, 2.4
5-8	<ul style="list-style-type: none"> <li>Module 2: Algebra &amp; Functions</li> </ul>	7 <sup>th</sup> Grade A&F 1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 3.3, 3.4, 4.1, 4.2
9	<ul style="list-style-type: none"> <li>Module 3: Measurement &amp; Geometry</li> </ul>	7 <sup>th</sup> Grade M&G 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4,

Second Quarter		
Week	Content	Math Standards
10-13	<ul style="list-style-type: none"> <li>Module 3: Measurement &amp; Geometry (continued)</li> </ul>	7 <sup>th</sup> Grade M&G 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4,
14-15	<ul style="list-style-type: none"> <li>Module 4: Probability, Statistics, &amp; Data Analysis</li> </ul>	6 <sup>th</sup> Grade PS&DA 1.1, 2.5, 3.1, 3.3, 3.5 7 <sup>th</sup> Grade PS&DA 1.1, 1.2
16-18	<ul style="list-style-type: none"> <li>Module 5: Algebra 1</li> </ul>	Algebra 1 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0, 15.0
19	<ul style="list-style-type: none"> <li>Review</li> <li>EEMAP Post Assessment</li> </ul>	Power Standards Review

## Instructional Planning Guide for **CAHSEE Math Support**

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### **Support for English Learners**

- SDAIE Strategies will be used including:
  - Flexible groupings
  - Peer Pairings
  - Use of Realia and manipulatives
  - Connections to daily life
  - Texts/Materials in first language (per IEP)
  - Instructional Aide assistance
  - Vocabulary development

### **Support for Special Education**

This course provides instructions in skills found in grades four through nine of state standards that are tested on the California High School Exit Exam. The following are commonly noted strategies and modifications in student IEP's and will be applied along with any other as specified in each student's Individualized Educational Plan.

- Instructional Aide Assistance
- Audio & Visual Aides
- Flexible Grouping
- Testing Accommodations
- Tutoring (Peer & Teacher)
- Computer-Guided Instruction
- Individualized academic instruction
- Modified assignments

### **Differentiating the Lessons for GATE Students**

Occasionally, a student may require intervention in one area but be recognized as gifted overall or in another specified subject area. In order to accommodate this, students will be placed according to subject specific CAHSEE examination results in grades 10, 11, or 12. Instruction modifications will be coordinated with the site GATE coordinator as needed in order to meet specific student needs.

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