Tucson Unified School District COURSE PROPOSAL FORM

C	ourse Title: IB Mathemati	cs: An	alvsis	and Approaches S	SL 5.6			**********					
	itiator: Kathryn Jensen		- 7		chool/D	epar	tment	: Cho	lla/lB				
				NATURE	OF RE	QUE	ST						
New Course Type - Select one:		Standard credit Advanced Placement or IB CTE				ELD Exceptional Ed GATE				Honor Interve Magne	ention		
Change in Course -			Change in course description Change in prerequisites Change in course length Replacing prior course(s)				Change in title (will require a new code) Change in credit distribution (will require a new code Change in grade level					code)	
COURSE DESCRIPTION													
Distribution Category - select on			Math (Algebra II)				Social Studies (American Gov				overnm	ent)	
Career and Technical Education			Math (Geometry)										
English/Language Arts			Math (4th Credit or higher)						Social Studies				
☐ Electives			Physical Education						(World History/Geography) World Languages				
☐ Health			Science										
	Language Arts - middle school			Science (Lab Science)					Other - Please explain:				
Math - middle school			Social Studies - middle school										
Malh (Algebra I)			Social Studies (American & AZ History/Constitution)										
Inte	nded grade levels:] 6		7	8	Г	7 9		□ 10 □	V	11		12
Cre	dlts: 1.0 Co	ourse l	ength	: Semester		Ī	Year						
1. COURSE DESCRIPTION New/updated course description to be included in the school catalog and/or handbook. This course is year one of the two-year Mathematics Analysis course. This course is designed for students who already possess three years of math background at the high school level (Algebra I, Geometry, Algebra II). Students will study number and algebra; functions; geometry and trigonometry; statistics and probability and calculus. Students must complete an IB internal assessment which involves a mathematical investigation, modeling task and written report. Students must also prepare for and take the IB May exams: Paper One and Paper Two. *The difference between Analysis and Application courses are the level of depth covered within each unit. 2. COURSE SYLLABUS —essential questions, objectives, desired outcomes, assessments, limeline - lime spent on each section. http://tusdi.org/tusdiorms/documents/CUR1001CourseSyllabus.pdf 3. JUSTISTIFICATION FOR NEW COURSE: provide standards alignment information. B conducts a review of all curriculum every 7 years. The new proposed math continuum is based upon a comprehensive eview of current standards along with the needs of a college bound student. Attached is the curriculum review provided.													
by IB. It articulates the extensive process and review conducted in order to provide a rigorous and relevant math course.													
	à.												

Course Proposal Form - Course Approvals

Curriculum Development

Revised: 03/30/15

TUSD

Tucson Unified School District COURSE PROPOSAL FORM

4. DISTRICT ADOPTIONS	identify district approved textbo	ooks, software adoptions.						
Not applicable.								
			 	······································				
6. SAMPLE UNIT		 						
see attached.								
SIGNATURES:								
Teacher:	Coneil	Ac	Date:	9/11/18	,			
Principal:			Date:	0				
rimoipaii	The and		Date.	√ 1 ~ 10	-			
Sr. Director Curriculum Dev:	XXXXII I W BY		Date;	-11-1	4			
Asst. Superintendent Curriculum & Instruction:	Morlocet		Date	\$36	18)		
Governing Board Approved	☐ YES /	⁄ □ NO	Date o	of GBA val:				
	•							
**** Office Use O	nly ****							
Old Course #(s) if applicable	New Gourse #(s)	Course Title:	t			STATE Course Subject Area		
				AZ				
Sell Markett - Markett - Communication - Commu				Initial		Date		
		Course Information						
		Course Catalog Manager (1, 2)					