

# Consumer Math

Room Number 8  
5<sup>th</sup> Period



**Ms. Rios.**

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**Ms. Williams**

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**Remind Code- hdck8f9**

**Google Classroom- 2izmhv2**

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## Grading policy

**Participation 10%**

**In class work -20%**

**Homework 15%**

**Test/Quizzes- 25%**

**Projects. 30%**

## Welcome back! Supplies

**Bring everyday!**

- ♦ Agenda
- ♦ Pencils
- ♦ Graph Notebook
- ♦ Completed Assignments
- ♦ Ruler
- ♦ A positive attitude and a willingness to work hard!

## Course Description

- the purpose of this course is for students to study and review arithmetic skills they can apply in their personal lives and in their future careers.

**be nice • be prepared • be willing to try • be successful**

# topics covered

♦ **Unit 1: Personal Finances**

♦ **Unit 2: Probability**

♦ **Unit 3: Wages**

♦ **Unit 4: Vacation Planning**

♦ **Unit 5: Credit**

♦ **Unit 6: Housing**

♦ **Unit 7: Business Finance**

♦ **Unit 8: Home improvement**

## Classroom Rules and Expectations

- 1. Be Respectful to All, and to others property!!**
- 2. Be Prepared for Class: this means to be on time and ready to work.**
- 3. Be honest**
- 4. Be engaged**
- 5. Leave your area how you found it.**

**be nice • be prepared • be willing to try • be successful**

**Contact your teacher if more help is needed**

### Late work

♦ **Assignments are expected on the due date. Points may be reduced if not completed on time.**

### absent work

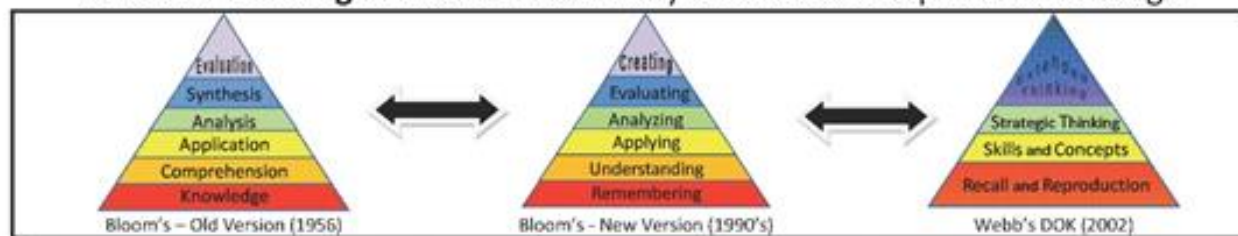
♦ **Students are responsible for making up missed work.**

♦ **Students will be given the number of days absent plus one day to completed missed work.**

♦ **If absent on test day, it is expected the test is made up on the day of return.**

**Remind 101:  
Students and parents can sign up for Remind 101 to receive texts regarding assignment reminders or any information pertaining to class.**

## Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge



Bloom's six major categories were changed from noun to verb forms in the new version which was developed in the 1990's and released in 2001. The knowledge level was renamed as remembering. Comprehension was retitled understanding, and synthesis was renamed as creating. In addition, the top two levels of Bloom's changed position in the revised version.

Norman L. Webb of Wisconsin Center for Educational Research generated DOK levels to aid in alignment analysis of curriculum, objectives, standards, and assessments.

### Webb's Depth of Knowledge & Corresponding Verbs

*\*Some verbs could be classified at different levels depending on application.*

#### Recall and Reproduction *Correlates to Bloom's 2 Lowest Levels*

*Recall a fact, information, or procedure.*

arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell who-what-when-where-why

#### Skill/Concept

*Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.*

apply, categorize, determine cause and effect, classify, collect and display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues

#### Strategic Thinking

*Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.*

apprise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems

#### Extended Thinking *Correlates to Bloom's 2 Highest Levels*

*Requires investigation, complex reasoning, planning, developing, and thinking-probably over an extended period of time. \*Longer time period is not an applicable factor if work is simply repetitive and/or does not require higher-order thinking.*

analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Bloom's Taxonomy	Revised Bloom's Taxonomy
<b>Knowledge</b> <i>Recall appropriate information.</i>	<b>Remembering</b>
<b>Comprehension</b> <i>Grasp the meaning of material.</i>	<b>Understanding</b>
<b>Application</b> <i>Use learned material in new and concrete situations.</i>	<b>Applying</b>
<b>Analysis</b> <i>Break down material into component parts so that its organizational structure may be understood.</i>	<b>Analyzing</b>
<b>Synthesis</b> <i>Put parts together to form a new whole.</i>	<b>Evaluating</b>
<b>Evaluation</b> <i>Judge value of material for a given purpose.</i>	<b>Creating (Previously Synthesis)</b> <i>Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</i>

**Mrs. Williams and Ms. Rios's Syllabus Agreement and Contact Sheet**

**Students and Parents, by signing below you are stating that you have read and understood the information provided. Please fill out and sign the information page and return Friday, Aug. 20<sup>th</sup>. If there are any questions, please contact me!**

**Student's Name:** \_\_\_\_\_

**Parents/Guardian's Name:** \_\_\_\_\_

**Home address:** \_\_\_\_\_

**Home #:** \_\_\_\_\_ **Cell #** \_\_\_\_\_

**Work #:** \_\_\_\_\_ **email:** \_\_\_\_\_

**Do you have any medical condition I should be aware of?**

\_\_\_\_\_

**Do you have access to the internet?**

\_\_\_\_\_

**How does your child learn best?** \_\_\_\_\_ **Hearing** \_\_\_\_\_ **Visual** \_\_\_\_\_ **Doing (Hands on)**

**What are your child's strengths?**

\_\_\_\_\_

\_\_\_\_\_

**What are your child's weaknesses?**

\_\_\_\_\_

\_\_\_\_\_

**Any additional information about your child that could help me better understand challenges he/she may be currently facing? (For example: recent serious illness or a death of a loved one)**

\_\_\_\_\_

\_\_\_\_\_

**Signatures from the students and parents/guardians are requested to ensure that everyone has read and understands the classroom guidelines and course syllabus.**

\_\_\_\_\_  
**Student's signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent's signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Parent's signature**

\_\_\_\_\_  
**Date**