

MHS MATHEMATICS DEPARTMENT STANDARDS

The purpose of the standards is to enable students to know what to expect when they take a mathematics course at MHS. These standards are designed to promote responsibility and encourage the students to seek the appropriate help when they encounter difficulty.

- Participation:** In order to learn the course material, students must be actively involved in class. We encourage them to participate by being attentive, asking and answering questions and solving problems.
- Homework:** Homework must be done regularly and on time to be of value in preparing for new lessons and assessments. Homework will count towards the marking period grade.
- Notebook:** Students will be expected to maintain a mathematics notebook. The format of the notebook will vary from course to course.
- Written Communication:** Students will be expected to show all work when solving problems on homework, tests, quizzes and other assignments. This enables the teacher to know that the students fully understand the concepts being studied.
- Calculators:** Calculators may be used at the teacher's discretion as a tool for learning to do higher-level problems. Many high stakes assessments restrict CAS calculating devices. In purchasing a calculator, ask the teacher what device is best for the course. The PARCC assessment will be using the TI 84 graphing calculator. (The TI 83 series is equivalent).
- Partial Credit:** Partial credit may be given for solutions when essential steps are shown.
- Retests:** It is important for students to master math concepts to proceed forward; therefore, there is no retesting. If students perform poorly on a test they may seek extra help from the teacher. Math builds. It is important that students correct errors and rework problems to solidify their foundation.
- Extra Credit:** There are no individual extra credit assignments. At the teacher's discretion, extra credit assignments may be given to all students within a course.
- SEL Learning Target Areas** All Math courses incorporate Social and Emotional Learning through problem based discovery, reflection on practice and collaboration on content. Using skills like goal setting, critical thinking, resilience, honesty, and time management by both the teacher and student, result in positive growth.