

Public Academy for Performing Arts
Middle School Grade Math
Mrs. Torrez

Purpose:

This class will work toward middle school math standards, filling in gaps in skills based on assessment and IEP needs. This class is designed to pre-prepare students for Pre-Algebra Special Ed.

Homework : Homework is extra practice to master skills that have been taught but are weak. Students will need on-line access for this. If they do not have access other arrangements will be made. This will not be part of their grade, however they will be graded on progress in these skills. There will be weekly quizzes to measure progress.

Daily Work: Classwork Monday –Thursday will consist of a bell ringer for review of skills, whole group instruction and small group practice of skills and an exit slip for independent practice.

Students will be assessed at the end of each unit for mastery of skills. (On these assessments any grade lower than a 60% will be recorded in the grade book as a 60%-students will see their actual scores)

Fridays will be independent skill practice and quizzes to work on skills based on their individual needs.

Projects: Students will be given a real work math activity/project each quarter. Once the project is assigned students will have 2-3 weeks to complete. The information will go home via e-mail and also a rubric sheet that they will need to return signed for a portion of their grade. Any student that does not turn it in on time will come in at lunch daily to work on the assignment until it is completed.

Grades:

10% attendance

50% Classroom Participation

20% Quizzes/Unit assessments

20% Project

20% of the semester grade will be the final which may be a test, project or both.

Classroom Rules and Discipline Policy:

1. Be respectful to adults and peers
2. Be respectful of each other's space
3. Be respectful of each other's right to learn
4. Be on time and prepared for class.

Students are expected to have their interactive notebook (kept in the class), a pencil and their agenda & homework folder out and starting on the bell ringer within one minute of the bell.

Cell Phone Policy:

Students are to put their cell phone into the cell phone pocket by the door upon entering the class. It needs to be off or on silent. Any cell phones that are not in the pocket will be taken away and returned at end of class. If this happens more than once the phone will be taken to the office to be picked up at the end of the school day.

Powerschool:

Parents and students may log in to check their grades on Powerschool at any time'

Please keep this syllabus for future reference

Carol Torrez

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Remind: I will also be using the Remind app to help contact you about info for the class. If you join remind your child will get 25 extra credit points for their project grade.

<https://www.remind.com/join/dfd7hf>

This syllabus will also be on the google classroom site all year. You can have your child show you this as well.

At PAPA we all have high expectations for the students we use the following to help us plan out instruction.

Bloom's Taxonomy

create Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

Critical Thinking Skills

Webb's Depth of Knowledge (DOK)

4. Extended Thinking: Students take information from multiple sources and are asked to apply this information to a new task that requires complex thinking, usually over time. (Ex: A project-based-learning activity or a research paper.)

3. Strategic Thinking: Can the student think beyond the text to his world or another text for an answer, or adapt the text to create something new? Can he explain, generalize, or connect ideas from one text to another? Can he evaluate text, formulate opinions, and then explain them?

2. Skills & Concepts: Can the student think beyond recalling a fact? Students may be asked to interpret, infer, classify and categorize, organize, compare & contrast, and determine whether fact or opinion predict, determine cause & effect, apply, reconstruct or sequence events.

1. Recall & Reproduction

Math Standards Middle School

Special Ed Math6-8

Standards will be adjusted as needed based on IEP Needs.

Units In Order of Instruction	CC Standards	Skills
Number Systems	3.NBT.A.1,2 & 3 4.NBT.A 1,2,& 3 5.NBT.A1,2,3,4,5,6 & 7	Place value to 1000 th Expanded form 100+10+1 and 10 ⁶ , etc. Word form, standard form <, >, = Rounding Add and Subtract multi-digits and

		decimals
Order of operations, simple equations	<p>3.OA.AOA.C.7</p> <p>3.OA.D.8</p> <p>4.OA.A.2</p> <p>5.OA.A.1</p>	<p>Multiply Numbers to 100</p> <p>Word Problems with all operations, 2 step and letter as unknown</p> <p>Factors and Multiples</p> <p>Evaluate math using symbols such as (), [], etc.</p> <p>Order of Operation</p>
Fractions	<p>4.NF.A.1</p> <p>4.NF.B.3</p> <p>4.NF.B.4.A</p> <p>4.NF.C.C 5,6,7</p> <p>5.NF.A.1 & 2</p> <p>5.NF.B.4</p>	<p>Equivalent Fractions</p> <p>Adding and Subtracting Fractions</p> <p>multiplying & Dividing fractions</p>

	6.NS.A1	
Geometry	3.MD.C.5,6,7 & 8 4.MDA.3 6.GA.1	Area and Perimeter- quadrilaterals, and triangles
Ratio and Proportional Relationships	6.RPA.1 6.RPA.2	Basic Ratio

All students will independently work on mastery for the following:

Adding, Subtracting, Multiplying and dividing whole numbers, decimals and fractions.	3.OA.AOA.C.7 3.OA.D.8 4.OA.A.2 5.OA.A.1 6.NS.A.1 6.NS.B.2,3,& 4	Dividing Fractions Dividing Multi-digit numbers Add, Subtract, Multiply and Divide Decimals
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