

Public Academy for Performing Arts
Pre-Algebra room 25
Mrs. Torrez

Purpose:

This class will work toward pre-algebra math standards, filling in gaps in skills based on assessment and IEP needs. This class is designed to prepare students for 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. They use the IXL program which can be accessed via computer or an app

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. Fridays will be independent skill practice using IXL to master areas that are weak.

Projects: Students will be given a take 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. Each semester there will also be one in class project that may be finished at home if needed.

Grades:

10% attendance
60% Classroom Participation
15% Homework
15% Projects

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 need 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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Google Classroom

Information and activities for this class are available on their Google Classroom for this class.

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

The image contains two educational diagrams. On the left is Bloom's Taxonomy, a pyramid with six levels from top to bottom: create, evaluate, analyze, apply, understand, and remember. Each level is associated with a set of verbs and a brief description of the cognitive process. On the right is Webb's Depth of Knowledge (DOK), also a pyramid with four levels from top to bottom: Extended Thinking, Strategic Thinking, Skills & Concepts, and Recall & Reproduction. To the right of the DOK pyramid is a list of four levels of knowledge with detailed descriptions of what students are expected to do at each level.

Bloom's Taxonomy

- create**: Produce new or original work. (Design, assemble, construct, conjecture, derive, formulate, write, investigate)
- evaluate**: Justify a stand or decision. (Appraise, argue, defend, judge, select, support, value, criticize, 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, substitute, use)
- understand**: Explain ideas or concepts. (Classify, describe, discuss, explain, identify, relate, integrate, report, defend, translate)
- remember**: Recall facts and basic concepts. (Define, duplicate, list, reproduce, repeat, state)

Critical Thinking Skills

Webb's Depth of Knowledge (DOK)

- 1- Extended Thinking**: Students take information from multiple sources and are asked to apply the information to a new task that requires complex thinking over time. (Ex: A project-based learning activity or a research paper.)
- 2- Strategic Thinking**: Can the student think beyond the text to the world or another text? (Ex: present or adapt the text to solve something new? Can he explain, generalize, or connect ideas from one text to another? Can he evaluate, test, formulate questions and then explain them?)
- 3- Skills & Concepts**: Can the student think beyond recalling a fact? (Students may be asked to interpret, infer, classify and categorize, compare, compare & contrast, and determine whether fact or opinion, predict, determine cause & effect, recall, reconstruct or summarize.)
- 4- Recall & Reproduction**: (Not explicitly described in the image, but implied as the lowest level.)

See the attached standards for this class.