

Public Academy for Performing Arts
7/8 Grade Math Room 25
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 prepare students for Pre-Algebra Special Ed which they will take in 8th and/or 9th grade.

Student Activities for Learning: Students will be taught a new concept each week (or sometimes for multiple weeks) and then based on their mastery will continue practicing concepts independently until they are mastered based on their IEP goals and skill deficits.

Assessments: Students will be assessed using a IXL diagnostic and quarterly exams at the beginning of the year and each quarter. This will assess overall growth and mastery of concepts. They will also be assessed by a Quiz each week to see if they need to practice the skill more during independent practice time on Fridays following the quiz.

Attendance: Student's will lose their attendance points for unexcused absences and ½ the points for unexcused tardiness. Students are expected to make up missed work for both excused and unexcused absences.

Quizzes: Students will take a quiz at the end of each topic taught. They will be given a grade based on their proficiency. Scores below 60% will be given a 60% (passing grade) Students may not retake the assessment but will be given the skill as part of their independent IXL practice, to work towards mastery.

Class Activities: Students will do whole group, small group and independent work. They will be graded on participation. As long as students are working and doing their best they will get all their points.

Homework: Each student will be given their IXL log in. They are required to do at least 15 minutes a day of IXL on the current topic Mon, Tues, Wed and Thurs for a total of 1 hour a week. If they reach the 80 Smart score before the hour is up they do not have to complete the hour. (if a student gets the hour in by doing 20 minutes for 3 days or ½ hour for 2 that will also count, but it is better to do the 15 minutes a day)

IXL is graded as follows:

90-100 Smart Score = 100%

80 smart score = 90%

70 smart score= 80%

60 smart score = 70%

1 hour of IXL with less than 80% smart score will equal a 70% (unless a student is obviously just guessing answers)

Students may make up missing IXL by no later than the following Sunday by 8:00 pm.
(Exceptions only made for absences or other emergencies)

Make-up assignments: Students will have weekly make-up assignments posted on the Google Classroom in case they are absent. Follow the handbook policy for making up work.

Grading Policy:

- 10% attendance
- 10% Quizzes
- 60% Class activities
- 20% IXL Homework

Classroom Materials:

- Whiteboard Markers and eraser
- Whiteboard (optional)

Classroom Expectations:

- Be respectful of all others.
- Be on time, in your seat and working when the Bell Rings.
- Work quietly (minimal conversation) the whole class period.
- Phones are not to be used in class.

Contact Info:

- Cell #- 505-363-4612
- Email ctorrez@paparts.org & ctorrez@paparts.net

If you text or email I will respond quickly during school hours. Phone calls will be returned no later that 24 hours (during school days).

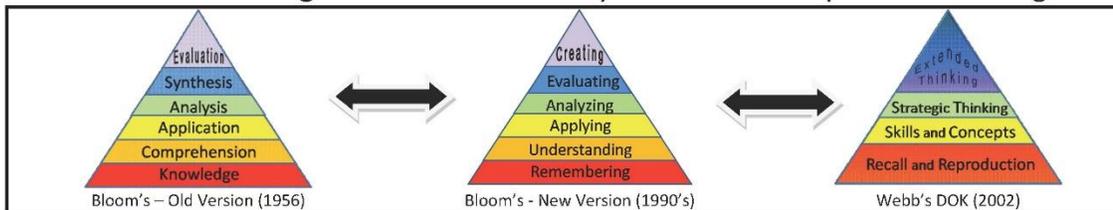
Curriculum Map:

Units In Order of Instruction	CC Standards	Skills
Numbers	5.NBT.A, 5.NBT.A.4 7.NS.1,2 & 3 8.NS.1	Place Value and Rounding Types of numbers including integers
Statistics	6.SP.A	Basic Ratio and Proportions

Equations	5.OA.A 6.NS.C 6.EE.A.2, 6.EE.B	PEMDAS Integer Operations Solving 1 & 2 step equations
Fractions	6.NS.B 4.NF.A, 4.NF.A.2 5.NF.B, 5.NF.A, 5.NF.A.2 5.NF.B.7	LCM & GCF Equivalent Fractions Multiplying Fractions & Dividing Fractions Adding and Subtracting Fractions Operations with Mixed numbers
Geometry	3.MD.D.8 7.G.B.4	Area and Perimeter Rectangles and triangles Circumference and Area of Circles

Students will work on these skills to level possible based on their own abilities and IEP needs. Students will be expected to reach highest level on both Blooms Taxonomy and Webb's Depth of Knowledge based on their abilities and previous knowledge on each skill/standard.

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.

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

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
Recall and Reproduction <i>Correlates to Bloom's 2 Lowest Levels</i> <i>Recall a fact, information, or procedure.</i> 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 <i>Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps.</i> 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 <i>Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer, higher level of thinking than previous 2 levels.</i> 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 <i>Correlates to Bloom's 2 Highest Levels</i> <i>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.</i> analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Debbie Perkins, 2008