Public Academy for Performing Arts
8/9 Pre-AlgebraGrade Math Room 16
Mrs. Torrez

Purpose:
This class will work on Pre-Algebra/8th grade standards , filling in gaps in skills(some lower grade standards) based on assessment and IEP needs. This class is designed to prepare students for Algebra Special Ed which they will take in 10th 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 50% will be given a 50%. Students may retake the assessment after practicing independently on IXL and showing mastery of 80 Smart score on that skill if they request it.

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:
80+ smart score or the full hour a week= 100%
Students working less than one hour will be graded based on the percentage of the hour they worked. (30 minutes would equal 50%)

If students do not complete their IXL by Friday classtime they must notify the teacher by email if they make it up.

Make-up assignments: Students will have weekly make-up assignments posted on the Google Classroom in case they are absent. These are posted on Monday at the classtime. They are expected to follow the instructions and make up the work. Follow the handbook policy for making up work.

Grading Policy:
10% attendance
10% Quizzes
60% Class activities
20% IXL Homework

Classroom Materials:
Students will not need any materials for this class. However if you want to donate Whiteboard markers they will be using these daily.

Classroom Expectations:

1. Come in and start the bell ringer. (working on your own or with your group depending on the prompt)
2. During whole group instruction listen with your eyes and ears
3. During Group work, conversations are about the math, and you are writing down your math and comparing answers so each member of the group is learning. (Don't just sit and make your group/partner wait on you)
4. During independent work time there is no talking. Write down the math and stay focused. No getting onto other sites on your computer.
5. REMEMBER:

- We are a class!
- Everyone is valued!
- Everyone makes mistakes!
- Treat everyone as you want to be treated!

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).

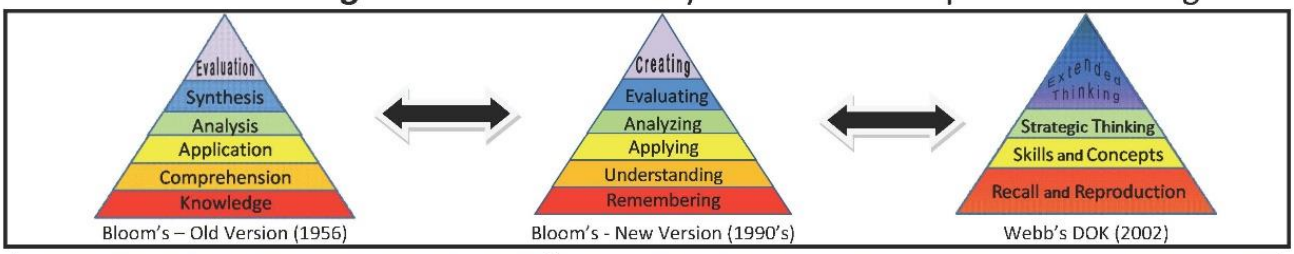
Math Standards Pre-Algebra Special Ed Math

Standards may be adjusted based on IEP needs.

In Order of Units	CC Standards	Skills
Numbers	8.NS.A.1 6.EE.A.1	Types of numbers Exponents and Square Roots
Expressions and Equations	6.NS.C 7.NS.A 7.EE.A	Order of Operation Integer Operations 2-Step and Multi-step Equations and inequalities
Functions and Linear Equations	8.F. A & B	Identify a Function Independent and Dependent Variable Evaluate Functions Graph a Function Write a Function from a table and graph Find the slope/rate of change Write linear equations from graphs, and tables Slope Intercept form Standard form to Slope intercept Graph Linear Equations
Geometry	8.G.A.4	Similar and Congruent

	8.G.A.5 8.G.A.5 8.G.B 7.G.B.6 8.G.C.9	Angles- Supplementary and Complementary Types of Triangles Pythagorean Theorem Surface Area of Shapes Volume of shapes

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



Bloom's – Old Version (1956) | Bloom's - New Version (1990's) | Webb's DOK (2002)

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	**Remembering**
Recall appropriate information.	
Comprehension	**Understanding**
Grasp the meaning of material.	
Application	**Applying**
Use learned material in new and concrete situations.	
Analysis	**Analyzing**
Break down material into component parts so that its organizational structure may be understood.	
Synthesis	**Evaluating**
Put parts together to form a new whole.	*Make judgments based on criteria and standards.*
Evaluation	**Creating** *(Previously Synthesis)*
Judge value of material for a given purpose.	*Put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.*

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

Debbie Perkins, 2008