

**Public Academy for Performing Arts**  
**8/9 Pre-Alg Room 16**  
**Mrs. Torrez**

**Purpose:**

This class will work on middle school math standards, filling in gaps in skills( some lower grade standards) based on assessment and IEP needs. This class is designed to prepare students for Pre-Algebra Special Ed which they will take in 8<sup>th</sup> and/or 9<sup>th</sup> grade.

**Teaching Style:** I have a very structured classroom with high expectations and routines. However I also believe in bringing fun into the classroom with learning games and activities as well as using rewards to encourage students to achieve at the highest level.

**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 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. At the end of each quarter they will take a test over the skills covered this quarter.

**Attendance:** Students are expected to make up missed work for both excused and unexcused absences. Any missing work when they are absent that is not completed will be given a zero for that day.

**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.

**Quarterly Test:** Students will be taking an exam over all the topics taken for the quarter. They will have a review homework the week the exam is due. Students that show their work and try their best will receive no grade lower than 50%.

**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 need to work on

recommendations to complete the full hour. (If they miss a day they must still complete the hour, however if the whole hour is done in one day, they will lose 10%)

IXL is graded as follows:

The amount of time worked will be divided by 60 to get a percentage. (example if they work 30 minutes they would get 50%)

Students may only make up homework if they are out sick and parents notify me that they are too sick to make it up. (Communication is key if I am allowing kids to make up the homework)

**Review Assignments:** At the end of each quarter and the beginning of each quarter students will have review assignments that must be completed during class and for homework. These assignments review for assessments or review material needed for the upcoming quarter. Students will have notes in their resource notebooks and can use the online resource notebook with attached videos as well.

**Make-up assignments:** Students will have an assignment posted each day to do for make up. They are expected to follow the instructions and make up the work. Follow the handbook policy for making up work.

### **Grading Policy:**

15% Quizzes

40% Class activities

25% IXL Homework

10% review assignments

10% Quarter exam

### **Classroom Materials:**

Students have a in class resource and data notebook that they keep for use in the classroom. There is also an online version with notes and videos for them to access at home.

**Class Code: tewiqst**

### **Classroom Expectations:**

Come in and start the bell ringer. (working on your own or with your group depending on the prompt)

1. During whole group instruction listen with your eyes and ears
2. During Group work, conversations are about 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)
3. During independent work time there is no talking. Write down the math and stay focused. No getting onto other sites on your computer.
4. REMEMBER:
  - We are a class!
  - Everyone is valued!

- Everyone makes mistakes!
- Treat everyone as you want to be treated!

### **Material Management**

- 1) When you come into class put your belongings away (phone off and in backpack).
- 2) Collect your Chromebook, and the binder that is assigned to you and come to your table. Check to make sure you have a sharpened pencil and a marker that works. (If you lost anything make sure you let Mrs. Torrez know)
- 3) Make sure you take care of all the materials that have been provided to you.
- 4) Make sure everything gets put away at the end of the class period.

### **Contact Info:**

Cell #- 505-363-4612

Email [ctorrez@paparts.org](mailto:ctorrez@paparts.org) & [ctorrez@paparts.net](mailto: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.

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

Students will also be doing independently assigned topics throughout the school year to fill gaps and work on individual IEP Goals as needed.

**I will send which topics we will be working on in a monthly newsletter.**

**As teachers we use Webb's depth of knowledge to make sure students are working on all levels to ensure that they are learning the materials at the highest level possible.**

### Webb's Depth of Knowledge

**DOK Level 1**  
(Recall)

**Verbs:** arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

**Focus:** on specific facts, definitions, details, or procedures

**Note:** there's one correct answer, and a combination of Level 1s does not make it a Level 2

**DOK Level 2**  
(Skill / Concept)

**Verbs:** categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

**Focus:** on applying skills and concepts explaining how or why

**Note:** there's one correct answer

**DOK Level 3**  
(Strategic Thinking)

**Verbs:** assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

**Focus:** on reasoning and planning in order to respond complex and abstract thinking required defending reasoning or conclusions

**Note:** multiple answers or approaches

**DOK Level 4**  
(Extended Thinking)

**Verbs:** apply concepts, analyze, connect, create, critique, design, prove, ...

**Focus:** on complex reasoning, planning, and thinking make real-world applications in new situations

**Note:** has multiple answers or approaches often requires extended periods of time with multiple steps

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