



Portland Public Schools
Middle Level Syllabus
2016-2017

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Subject: Math	Course Title: Supported Math	Grade Level(s): 6 th , 7 th , 8 th	
Is high school credit an option for this course? No			
Prerequisites: Students are currently below benchmarks for their grade level in Math and have Math goals on their IEP.			
Course description: This class is intended to teach students math skills to meet common core standards.			
Priority Standards: Common Core Standards			
<u>The Number System</u>			
5.NBT Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths.			
5.NF Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.			
6.NS Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers.			
7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.			
<u>Expressions and Equations</u>			
5.OA Write and interpret numerical expressions. Analyze patterns and relationships.			
6.EE Apply and extend Previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.			
7.EE Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.			
8.EE Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations.			
<u>Measurement and Geometry</u>			
We will work on time, money, and measurement with rulers.			
5.MD Convert like measurement units within a given measurement system. Represent and interpret data. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.			
5.G Graph points on the coordinate plane to solve real-world mathematical problems. Classify two-dimensional figures into categories based on their properties.			
6.G Solve real-world and mathematical problems involving area, surface area, and volume.			
7.G Draw, construct, and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.			
8.G Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			

Ratio and Proportional Relationships And Statistics and Probability

- 6.RP Understand ratio concepts and use ratio reasoning to solve problems.
- 6.SP Develop understanding of statistical variability. Summarize and describe distributions.
- 7.RP Analyze proportional relationships and use them to solve real-world and mathematical problems.
- 7.SP Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.
- 8.SP Investigate patterns of association in bivariate data.

Schedule of topics/units covered: Topics will be covered to coincide with grade level math teacher instruction.

In Support Math, we will use a variety of curriculum to cover the Oregon Common Core Standards:
Connecting Math Concepts
Teacher created or found materials

District adopted materials: Connected Mathematics Program

Supplemental resources: IXL, calculators, and various materials to meet students' individual goals.

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

May include: group work, modified assignments, modified tests, pre-assessments, graphic organizers, templates, use of manipulatives, visual models, checklists, preview of vocabulary, and reading aloud.

Final proficiencies: Each unit will have a pre and post-test to measure student need for instruction of topic and their knowledge growth of units. Students will be given assessments to measure their proficiency on previously listed standards. Students will also be assessed on EasyCBM (grade level benchmark assessments) to record student progress with grade level benchmarks.

Essential skills to be taught or assessed:

- | | | |
|---|--------------------------|-----------------------------------|
| x | x | Read and comprehend |
| x | x | Write clearly and accurately |
| x | x | Listen actively and speak clearly |
| x | x | Apply mathematics |
| x | x | Think critically |
| x | x | Personal management and teamwork |
| x | x | Use technology |
| x | <input type="checkbox"/> | Civic and Community Engagement |
| x | <input type="checkbox"/> | Global Literacy |

Assessment/evaluation/grading policy:

Planner: Students are required to record lesson topics in their planners.

Warm Ups: Students will be given a warm up at the beginning of class in their journals. These will be reviews of skills and used to have students communicate math in the form of written language.

Absences: It is important for students to attend school daily. Should students miss school, it is their job to

collect missing work from teachers.

Late work Policy: All work is accepted within the quarter grading period.

Redoing work: Students are encouraged to redo work for a higher score. It's ok to be wrong, as long as we learn to be right.

Grading Scale: I will be using proficiency grades. Grades will be on the 4 point rubric and based on student assessments.

HP-Highly Proficient PR-Proficient CP-Close to Proficient DP-Developing Proficient

A=1/2 or more HP with 1/2 or less PR, B=1/4 or more HP with 3/4 Proficient, C=HP, Proficient, few CP, D =2/3 HP, PR or CP with 1/3 or less DP, F

Grades are weighted as the following:

100% assessments

Honor Roll: Honor roll is based on student effort and will be reflected in the comments section of the report card.

Behavioral expectations:

Classroom Expectations:

Students should be following and adhering to the following:

Big Three

- Be Respectful/Community: Recognize the worth and importance of self and others. T.H.I.N.K before you speak/act. Use appropriate language with peers and adults. Respect school property.
- Be Responsible/College: Be dependable, trustworthy, and take ownership for your actions. Respond to redirection the first time.
- Be Safe/Courage: Do things that are physically and emotionally safe for self and others. Keep hand, feet and objects to self.

Consequences:

Positives: Students following the classroom expectations and routine will receive positives in the form of praise, howlers, and snacks.

Corrective: Students not following the classroom expectations and routines will be given a warning, time-out reflections, stage one referral, or stage two referrals. Time-outs will be sent home for parents to sign. I will call parents concerning behaviors that received a referral.

Miscellaneous:

Students are encouraged to have a water bottle to stay hydrated and keep their brain awake.

Students are **NOT** allowed to have gum anywhere in school.

Students are not allowed electronics in school.

Extra Help: After school homework club is available too. Generally, I available before school around 8:30 AM or after school at 4:00 PM.

Safety issues and requirements: None.

Signature of instructor completing this form:

Administrator Approval: