

Spaulding High School
2016-2017 Course Syllabus

Course Title: Math 180

Department: Mathematics/Special Education

Teacher Contact:

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Department Chair Contact Information:

Math - Erin Carter 802-476-4811 *2100/1192 ECartshs@u61.net

Special Education - Carrie Caouette-DeLalo 802-476-4811 *1145 cdelashs@u61.net

Course Description:

This course is a math intervention program that aligns with the Common Core. Students will build confidence as well as competency in mathematics. The curriculum consists of three parts: Do Now! (Warm-up), whole-class instruction, and personalized software program (support/practice). This course fosters students' growth mindset, and helps them to realize that learning math actually comes from making mistakes. Throughout the course, students will be introduced to various strategies to reinforce skills on the basic operations (addition, subtraction, multiplication and division) with multidigit numbers, fractions and decimals. After this course, all students are expected to proceed to the next course, Connections in the following year; any exception such as repeating this course should be approved by the Math Department and the administration.

Topics/Areas of Study/Units of Study:

A list of the units of study or the topics that are covered in the course. The lists do not have to be in the order the topics/units are covered. If it makes more sense to combine this with course standards, teachers should feel free to do so.

Block 1 - Multiplicative Thinking

Block 2 - The Distributive Property

Block 3 - Division

Block 4 - Fraction Concepts

Block 5 - Fraction Relationships

Block 6 - Fraction Multiplication and Division

Block 7 - Decimals and Place Value

Block 8 - Decimal Operations

Block 9 - Both Sides of Zero

Materials/Text(s):

- Math 180/mSpace vol. 1 & 2.
- Pencils and erasers.
- Basic calculator - students will be asked to set aside their phones, so they will need calculators.

Practice:

Instead of homework, students will be asked to do additional math practice once their challenged areas are identified. This additional practice will help to boost students' mathematical understandings, and to move towards their proficiency levels. This practice will not be graded.

Transferable Skills:

Students are assessed, and self-assess their skill levels in respect, perseverance, accountability/Responsibility, being present and active, and effort. These will not be graded, but

students are asked to self-assess on a weekly-basis. Teacher will assess these skills separately from students, and the information is used for the occasions such as parent-teacher conference, conference with students, etc.

Assessment/Reassessment:

Students' proficiencies will be assessed with:

- **Scholastic Math Inventory** (at the beginning of school year, mid-year and towards the end of school year). This is to track students' overall math progress.
- **Exit Ticket** (Math 180 books) - daily check for students' math understanding.
- **CheckPoint** - to assess students' math understanding. Three assessments per block.
- **Performance Task** (Math 180 books) - to assess students' abilities for applying math into real life settings.
- **mSkills** - to assess students' math progress at the end of each block.

Reassessment Policy - Reassessment will not be possible for the ones on the Math 180 software; however, if there is a good reason to do so (medical, family emergency, etc), alternative assessments for the particular standards will be provided, per math department chair's permission.

Classroom Expectations:

- **Cell phone/Other Digital Device** will be put away during the class. If family members need to contact their children, please contact the main office (802) 476-4811. The call will be directed to the classroom (104).
- In case of **absence/tardy**, students will need to check in with an instructor for the missed lessons.
- **Behavioral expectations** - Respect to each other, and respect to ourselves.
- **Supports** - Teamwork block (if applicable).
Advisory blocks.
Math Tutorial (before and after school - schedule TBD.)

List of Assessed Course Standards:

See attached.

I have read and understand the attached syllabus. I know how to contact the teacher and/or access the syllabus in the future should questions arise.

Student's Name: (please print) _____

Student's Signature: _____ Date: _____

Parent's/Guardian's Signature: _____ Date: _____