

**Middle School Course Syllabus
Accelerated Middle School Mathematics
Course Number 300720**

School:
Teacher's Name:
Room Number:
Best time to contact:
Phone number:
Email address:

Course Description: Accelerated Middle School Mathematics encompasses content included in both Course 2 and Course 3 focuses on four critical areas: (1) developing unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers; (2) using linear equations and systems of linear equations to represent, analyze, and solve a variety of problems; (3) building on previous work with single data distributions to compare two data distributions and address questions about differences between populations; (4) solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems.

Course Standards: This course is aligned with the Common Core State Standards for Mathematics. They are available at this web site: www.corestandards.org

Lifelong Learning Standards: School Board Policy 6418 outlines the following standards for lifelong learning: Knowledgeable Learner, Complex Thinker, Effective Communicator, Self-Directed Learner, Quality Producer, Contributing Citizen.

The Big Ideas and Essential Questions of Accelerated Middle School Mathematics:

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Know that there are numbers that are not rational, and approximate them by rational numbers.
- Work with radicals and integer exponents.
- Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.
- 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.
- 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.
- Understand congruence and similarity using physical models, transparencies, or geometry software. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

KUSD School Board-Approved Instructional Materials:

Larson, Ron, and Laurie Boswell. *Big Ideas Math Red Accelerated* Erie, PA: Big Ideas Learning, 2014.

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Methods of Assessment:

Multiple assessments, both formative and summative, will be used in assisting students to achieve mastery and meet standards.

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.* Formative assessments are seldom used as an evaluative tool.

Summative assessment is designed to provide information regarding the level of the student's mastery at an end point in time.*

Examples of formative assessment used in this course:

Examples of summative assessment used in this course: quizzes, performance tasks, projects

*Excerpts taken from "Distinguishing Formative Assessment From Other Educational Assessment Labels" by the Council of Chief State School Officers (CCSSO). The article can be viewed at: <http://www.ccsso.org/Documents/FASTLabels.pdf>

KUSD School Board-Approved Grading Scale:

A+ = 98 – 100%	B+ = 86 – 89%	C+ = 76 - 79 %	D+ = 66 - 69 %
A = 93 – 97%	B = 83 – 85%	C = 73 - 75 %	D = 63 - 65 %
A- = 90 – 92%	B- = 80 – 82%	C- = 70 - 72 %	D- = 60 - 62 %
F = below 60%			

KUSD School Board Policy on Make-Up Work:

Students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).

Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension or truancy, unless the work is submitted later than agreed upon deadlines.

Student and Parent Resources:

Online resources, including an interactive e-book edition of the textbook used for Accelerated Middle School Mathematics is available on-line at www.bigideasmath.com. A great deal of content on the site is openly accessible. Students will receive unique passwords from their teachers which allow them to access additional content.

Teacher/Parent Communication:

Every effort will be made by the teacher to respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day upon which the inquiry is received. (Developed as a parallel to State Statute 118.40(8)(d)3.)

Posting of Grades:

Every effort will be made by the teacher to post grades on the student information system for review by parents and students within five to seven school days. (Long-range, major projects may require additional time for evaluation.) Missing work should be indicated within two school days of the due date.