

**Middle School Course Syllabus
Middle School Mathematics – Course 2
Course Number 300710**

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

Course Description: Middle School Mathematics Course 2 focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

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 Essential Questions of Course 2:

- How are rational numbers used and applied in real-life and mathematical situations?
- In what ways can rational numbers be useful?
- How can algebraic expressions and equations be used to model, analyze, and solve mathematical situations?
- How can ratios and proportional relationships be used to determine unknown quantities?
- How does our understanding of geometry help us to describe real-world objects?
- How is probability used to make informed decisions about uncertain events?

KUSD School Board-Approved Instructional Materials:

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

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:

*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>

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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 Middle School Mathematics Course 2 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.