

JAGUARS PRE – AP MATH COURSE SYLLABUS SY 2020-2021

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School Website: www.ums.gdoe.net

Team Website: www.preapjaguarsums.weebly.com

Course Description

Pre Advanced Placement classes are grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments. Although the curricula for both the Pre-AP and General Ed courses are built on the core academic curriculum, Pre-AP students should expect a faster class pace, more depth in classroom discussions, and overall greater academic expectations on assignments and time management.

Pre AP middle school courses are designed to prepare students for high school AP/Honors courses. Students taking a Pre-AP course should expect additional demands on time, personal organization, and commitment.

This year we will focus on several domains of the District Core Standards such as the number system; expressions and equations; ratios and proportional relationships; statistics and probability; geometry and functions. We will also develop the ability to explore and solve mathematical problems, think critically, work cooperatively with others, clearly communicate mathematical ideas and use the eight standards for mathematical practices. Effective use of technology will be applied where appropriate.

Modes of Learning

Due to the COVID-19 pandemic, we know that there is no substitution for the physical interaction between students and teachers. Therefore, there are three modes of learning created: 100% online, Grab and Go and Face-to-Face. The guidelines for each of these modes of learning and the LPUMS Pandemic Student Handbook can be found on our school website: www.ums.gdoe.net.

STUDENT EXPECTATIONS AND PROTOCOLS

FACE TO FACE CLASS PROTOCOLS

- Wear a face mask at all times in the classroom; mask breaks may be granted by teacher (student may step outside).
- Maintain social distancing of 6 feet at all times in the classroom, hallways, restrooms, and offices.
- All documents for signature – *excuse notes, field trip forms, hall passes, athletic contracts, monitoring forms, etc.*, are to be placed on teacher's desk prior to the start of instruction. There should be no interruptions for a signature during lessons.
- Use time wisely to complete and submit assignments on time.

ENTERING AND EXITING CLASSROOM

- Enter classroom as directed, quietly and quickly, while maintaining social distancing protocols.
- Enter the classroom, sanitize hands, equipment, and work area
- Be in your seat to be dismissed when the bell rings
- You need a hallway pass whenever you leave the room.
- Log out before leaving the class and log in when you return
- No eating, drinking, or chewing gum in class
- Use appropriate language and speech. No name calling or teasing in class. No vulgar language.
- Electronics **may** be approved by teacher for particular activities; phones, ear buds/Air Pods should otherwise not be used.
- **No** leaving class once the tardy bell rings to get materials or supplies you may have forgotten in another class.

Hard Copy or Grab and Learn Protocols

- Students in this model of learning receive lessons through hard copy packets.
- Students have access to online materials as well as hard copies of the lessons.
- Hard copies must be picked up on designated days and time based on grade level.
- Assignments are due on the due date (even if the materials are picked up late).
Follow ONLINE protocols (see below).

Online Protocols

- Do not use vulgar or obscene language in any speech or writing; no bullying.
- Observe all etiquette and rules for using the internet and internet resources.
- Students are highly encouraged to be present visibly and audibly at all assigned sessions; teacher will note attendance during sessions.
- Check your assignment sources on a regular basis.
- Submit all work electronically where assigned.
- If attending a class/lesson during a scheduled time, work in an appropriate, distraction-free space/area.
- Students will be held to the highest standards of academic honesty.
- Students and parents must read, sign, and submit the Online Contract and Technology User Acceptability Agreement.

School bell schedule

LPUMS SY 2020-2021				LPUMS SY 2020-2021				LPUMS SY 2020-2021						
ALL PERIODS BELL SCHEDULE - 6TH GRADE				ALL PERIODS BELL SCHEDULE - 7TH GRADE				ALL PERIODS BELL SCHEDULE - 8TH GRADE						
PERIOD	START	END	MIN	PERIOD	START	END	MIN	PERIOD	START	END	MIN			
Warning Bell	8:25	8:30	5	Warning Bell	8:25	8:30	5	Warning Bell	8:25	8:30	5			
1st (Announcements)	8:30	8:35	5	1st (Announcements)	8:30	8:35	5	1st (Announcements)	8:30	8:35	5			
1st Period	8:35	9:20	45	1st Period	8:35	9:20	45	1st Period	8:35	9:20	45			
2nd Period	9:25	10:10	45	2nd Period	9:25	10:10	45	2nd Period	9:25	10:10	45			
3rd Period	6th Grade Lunch	10:15	11:00	45	3rd Period	6th Grade Lunch	10:15	11:00	45	3rd Period	6th Grade Lunch	10:15	11:00	45
4th Period	7th Grade Lunch	11:05	11:50	45	4th Period	7th Grade Lunch	11:05	11:50	45	4th Period	7th Grade Lunch	11:05	11:50	45
5th Period	8th Grade Lunch	11:55	12:40	45	5th Period	8th Grade Lunch	11:55	12:40	45	5th Period	8th Grade Lunch	11:55	12:40	45
6th Grade Break	12:40	12:55	15	6th Period	12:45	1:30	45	6th Period	12:45	1:30	45			
6th Period	12:55	1:40	45	7th Grade Break	1:30	1:45	15	7th Period	1:35	2:20	45			
7th Period	1:45	2:30	45	7th Period	1:45	2:30	45	8th Grade Break	2:20	2:35	15			
8th Period	2:35	3:20	45	8th Period	2:35	3:20	45	8th Period	2:35	3:20	45			
Staggered Dismissal	3:20	3:30	10	Staggered Dismissal	3:20	3:30	10	Staggered Dismissal	3:20	3:30	10			

8th Grade Course Objectives

1. Students will solve characteristic problems involving the analytic geometry of lines, including, writing the equation of a line given a point and a slope.
2. Students will add, subtract, multiply and divide polynomials.
3. Students will Transform expressions and chunk(seeing the parts of an expression as a single object) as used in factoring, completing the square, and other algebraic calculations.
4. Calculating length and angle measures.

1st Semester Standards

- **Basic ops of Functions and Equations**
- **Systems of Equations**
- **Basic ops of radical expressions**

7th Grade Course Objectives

1. Students will formulate and reason about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations.
2. Students will grasp the concept of a function and use functions to describe quantitative relationships
3. Students will analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understand and apply the Pythagorean Theorem.

1st Semester Standards

- **Standard 1: Basic Ops of Integers**
- **Standard 2: Solving Equations**
- **Standard 3: Basic Ops of Functions**

6th Grade Course Objectives

1. Students will solve, formulate, and reason operations of integers and rational numbers and evaluate expressions and equations, including modeling data.
2. Students will grasp the concept of proportional relationships and create and understand tables and graphs.
3. Students will analyze two- and three-dimensional space and figures using distance, angle, and formulas and understand and apply geometric thinking.
4. Students will make inferences about populations based on samples.

1st Semester Standards

- **Standard 1: Basic Ops of Fractions**
- **Standard 2: Basic Ops of Integers**
- **Standard 3: Evaluating Expressions**

All semester skills will utilize the CCSS Standards for Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning

Supplies: Here are some supplies needed for each mode of learning.

- **Online:**
 - laptop, desktop, smart pad or smart phone with data
 - reliable and stable internet connectivity
 - scanner or printer (would be useful but not required)

Please adhere to online etiquette and safety

- **Grab and Go:**
 - Pen, pencil and eraser
 - Simple calculator
 - Ruler
 - Paper
 - Folder
- **Face to Face:**
 - Pen, pencil and eraser
 - Simple calculator
 - Ruler
 - Paper
 - Folder

GRADING:

Student achievement will be assessed and reported using a four-point proficiency scale instead of the current percentage grade on specific standard, skills or topics. The simplified scale gives students, teachers, and parents a quicker and clearer reference to easily determine which standards have been mastered and which need further study. These levels of proficiency will then be translated or converted to an easily recognizable letter grade.

How will Standards-Based Grading improve student learning?

The foundation of Standards-Based Grading is in the practice of Formative Assessment, namely the process of regularly assessing and monitoring student achievement and modifying instructional strategies and approaches to support student learning. SBG encourages a

shift in focus away from the accumulation of points needed to earn a certain grade to instead an awareness of what students know and are able to do in reference to each specific **Standard, Skill or Topic**. Course expectations are more specific and clear, assessed and monitored closely, and will now be directly reflected in the grades students earn.

Proficiency Level	Average Scale Score	Letter Grade/Percentage	Description
4	4.00	A+(100)	Advanced understanding and application of the standard(s). Exceed standard(s) expectations.
3	3.00-3.99	A(90-99)	Proficient understanding of the standard(s) and progressing toward level 4.
2	2.50-2.99	B (80-89)	Meets partial understanding of the standard(s) and is progressing to level 3.
1	2.00-2.49	C(79-70)	Meets less than partial understanding of the standard(s). Continued supports are in place.
0	0-1.99	D/F(69-0)	Shows no foundational knowledge, skill or prerequisite of the standard(s). Student is in need of continued support and monitoring.

Citizenship

Excellent 95-100%	Satisfactory 70-94%	Needs Improvement 60-69%	Unsatisfactory <60%
Note-Taking/Assignments			30%
Participation			30%
Behavior			40%
TOTAL			100%

Textbook & Resources

Teaching resources include but are not limited to:

- Dimensions Math 6th – 8th
- Khan Academy website, www.khanacademy.com
- Math Antics: mathantics.com
- IXL website: ixl.com

Classroom Rules

<ol style="list-style-type: none"> 1. Unauthorized electronics, will be confiscated. 2. Respect one another and be kind. No bullying, name calling, or vulgar language in class. 3. Be on-time, on-task, and prepared to learn every day. 4. Come to class in proper uniform attire. 	<p>Violations of classroom rules will result in the following disciplinary actions:</p> <p>1st offense – Verbal Warning 2nd offense – Call/Note to parents 3rd offense – Referral to counselor 4th offense – Referral to Office 5th offense – Parent/Teacher Conference</p>
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Jaguar Teacher Expectations: **ROAR**

RESPECT

Students are expected to show themselves and others respect.

OWNERSHIP

Students are expected to complete course assignments on time.

ACADEMICS

Students are expected to try their best to succeed in all classes.

RESPONSIBILITY

Students are expected to model the school's SLOs and behavior expectations, CATS. Students are to take responsibility for their behavior in and out of the classroom.

INSTRUCTIONAL STRATEGIES for all grade levels:

- Google Classroom
- Google Meets
- Zoom
- Interactive videos
- INQUIRY BASED LEARNING
- HANDS – ON, ACTIVE PARTICIPATION
- MODELING
- COOPERATIVE LEARNING
- GRAPHIC ORGANIZERS

Issuing of Passes

Students needing to leave the classroom for any reason will be issued a signed pass from the teacher. The teacher will address requests to the nurse's office and restroom. However, excessive requests may be denied. Please notify the School health counselor if your child has any health issues to avoid being denied a pass when needed.

Assignments

Assignments are given for practice and to support classroom instruction. Assignments will be posted on our Pre-AP website and on the Math Department website. These websites will be given to your child at the beginning of the school year. Adequate time will be given in class for students to work on and complete assignments. Work not completed in class should be completed as homework and submitted the following class. Assignments submitted late will have points deducted. Please remind your child to submit all assignments on time. Your child will be instructed to call you if an assignment is late.


Due to the rigor of coursework and high expectations for students, students will be held responsible for completing and submitting assignments, inclusive of absences for any reason. Students will NOT be reminded to submit work.

Communication

Communication is key to a successful school year. There are three people involved in this year's communication, they are: parents, student and teacher. If there is information needed or issues which need to be addressed, please do not hesitate to call or email at the aforementioned numbers and email address.

Attendance

UMS will follow the district policy for attendance. Please refer to the complete policy for details, which can be found in the Board of Education Policies (BOE Policy 411) and the Student Handbook. Parents are encouraged to use the Parent Portal to monitor their child's attendance.


Bernadeth D. Gumataotao
Instructor


Approved By: Agnes A. Guerrero
School Principal

8/24/2020
Date

Syllabus subject to change without notification

Jaguars Pre AP Math Syllabus

Parents and students: Please read the syllabus thoroughly to familiarize yourself with the expectations for this course. The completion of this form and your signature indicates you have read the syllabus and understand the contents. Please keep this syllabus in your class folder after you have completed and return or send via email the bottom portion to Mrs. Gumataotao.

I have read the JAGUARS Pre-A.P. math syllabus and understand what is expected to achieve success in Pre-A.P. math and in school.

STUDENT: _____ Student: _____ Date: _____

PRINT Parent _____ Parent _____ Date: _____

Parent Contact
Mom _____ Work: _____ Cell: _____
Dad: _____ Work: _____ Cell: _____

Email address: _____
