2026-2027 Course Syllabus: MC Math

Contact Information:
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Extra Help Availability: I am available for extra help Tuesday and Thursday mornings from 7:30-8:00 am.

Textbook:

IXL online and various worksheets

Supplemental Materials & Resources

Various math manipulatives, calendars, picture books, yardsticks, rulers, money manipulatives, colored pencils, markers, google slides, fraction bars, and computers.

Students will also utilize chromebooks for completion of individualized lessons in IXL in order to increase skills for individual needs.

Course Description:
This class aims to show increases in basic math skills based upon incoming students Individualized Education Plan, Present Levels of Performance, and goals. This will depend upon the varying levels of each student.

Learning Objectives for the Course:
The aims of the teaching and study of operations and algebraic thinking are to encourage and enable the student to:

- Understand and use +, -, x, ÷, and = symbols in problems as well as solve addition, subtraction, multiplication, and division problems using models.
- Solve multi-step word problems that include a sequence of operations to reach a solution.

The aims of the teaching and study of the number system are to encourage and enable the student to:

- Recognize and compare numbers showing the symbols <, >, or =.
- Add, subtract, multiply, and divide multi-digit numbers with fluency.
- Solve real world problems involving positive and negative numbers.
- Add and subtract fractions with like denominators
- Use all operations to solve real-world problems with whole numbers to 100.
- Match symbolic representatives to fractional parts.
- Using a model, divide a whole number into fractional units and count the fractional parts of a whole.

The aims of the teaching and study of life skills for measurement and data are to encourage and enable the student to:

- Select units and accurately use measurement tools in the context of a daily living activity.
- Solve problems using measurement.
- Apply knowledge of time skills and money skills to real-world problem-solving situations and scenarios.

The aims of the teaching and study of geometry are to encourage and enable the student to:

- Sort and label shapes by multiple defining attributes.
- Identify and plot points on a coordinate plane
- Solving real-world and mathematical problems involving, area, surface, area and volume; solve real-world and mathematical problems involving angle measure, area, surface area and volume; solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

The aims of the teaching and study of ratios and proportional relationships are to encourage and enable students to:

- Understand ratio concepts and use ratio reasoning to solve problems
- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The aims of the teaching and study of statistics and probability are to encourage and enable students to:

- Compare data and explain meaning.
- Read, construct, and interpret tables, and graphs.
- Design questions and conduct a survey to gather data.
- Display, analyze, and report data on a graph.
- Use random sampling to draw inferences about a population.

Units for Learning:

Quarter 1: Mathematical Process, Place Value, Addition/Subtraction, Word Problems

Quarter 2: Multiplication/Division, Using Patterns for Multiplication and Division, Connecting Area and Multiplication

Quarter 3: Fractions, Fraction Equivalence and Comparisons, Properties and Strategies to Multiply and Divide

Quarter 4: Perimeter/Measurement/Data, Shapes/Geometry

Integration of Approaches to Learning:

Students will develop skills that have relevance across the curriculum that help them "learn how to learn." These skills will be taught incrementally, providing solid foundations for learning independently and with others. Students will be given opportunities to increase communication, social, self-management, research, and thinking skills. Students are given opportunities to set goals and explore careers for the future. Through the use of creating a mission statement for our classroom, students are given the opportunity to share the responsibility for creating a productive, cooperative, and safe learning environment.

Materials Needed For Class:

3 prong folder with pockets, paper, and pencils

Grading Policy:

Major Grades- 50%

- 50% Unit Tests, Projects, Research-Based Products, Culminating Projects

Minor Grades- 50%

- Will include: Quizzes (vocabulary, reading and skill-based), Small Writing Assignments, Informal Presentations, Classwork, Homework, Notebook Checks

Make-Up Work Policy

Missing Work and/or Make-up Work due to absence Policy:	NHI (Not Handed In) is marked in PowerSchool (this weighs at a 0). This code indicates the student is missing the work: ● For not turning it in OR from an absence. ● Either way, the student has 5 school days to turn in the missing assignment from the date the work was put in the gradebook or from the student's return date from the absence. ● Upon completion of the NHI, students must immediately send the teacher an email to notify them of the completed work. ● If work is not completed within the 5 days, teachers may convert the NHI to a zero ● If work is completed within the 5 days, teachers may convert NHI to reflect the earned grade. **NHI = missing = 0** **Exception: Teacher discretion upon admin approval for extenuating circumstances**

Re-do Work Policy

MAJOR Assessment Take Two Policy:	Students may retake MAJOR assessments regardless of the score. Test retakes are allowed for ANY MAJOR assessments, and the highest grade will be recorded for both middle and high school credit courses. Student retakes are NOT required; however, if the student wishes to retake the MAJOR assessment, they must to follow these steps: ● Students and/or parents must initiate the request within five (5) school days of the grade being posted by completing the teacher's Google Form. NWMS Teacher Google Form is located in the teacher's google classroom. ● All minor assignments for the instructional unit must have been turned in ● Students must complete teacher-directed remediation or relearning activities before reassessment. ● The teacher and student will coordinate the reassessment during an agreed-upon intervention time (e.g., before school, advisory, lunch, or after school). ● An alternate assessment or revised learning task may be used to demonstrate mastery as determined by the teacher.

	● The highest score earned will be recorded in the gradebook. ● Only 1 retake for any Major Assessment ***NO retakes on MINOR assessments for both middle and high school credit classes.

Late Work Policy

Schools will accept late work with no penalty to the student up to 5 days after the original due date or the end of the grading period, whichever comes first. A teacher may extend the late work acceptance deadline upon administration approval of extenuating circumstances but may not reduce the time. The work, although submitted late, will not receive a point reduction. Assessments must be about mastery of content and if graded, the goal is to assess mastery, not behaviors. Work can be accepted late across grading periods by special exception and approval of administration.

Cheating Policy

- Consequences are the same whether its a major or minor assignment
- First Offense- Teacher will write the referral and the admin will give a WARNING and the student will receive a 50 on the assignment, the student cannot use the student re-do policy to retake the assessment. Parents will be contacted.
- Second Offense- Teacher will write the referral. Admin will use the matrix to assign a consequence and the student will receive a 50 on the assignment, the student cannot use the re-do policy to make up the assessment. Parents will be contacted.
- Third Offense and each Offense thereafter- Will be handled by the admin. Any students caught cheating will not be able to use the student re-do policy to retake the assessment.

Grading-

10 point grading scale

- 100-90 A
- 89-80 B
- 79-70 C
- 69-60 D
- 59-50 F

Each quarter students receive 10 minor grades and 3 major grades no more no less in each class. Some courses receive a grade of P-progressing or NP- not progressing. Teachers will enter grades weekly as assignments are turned in and are graded. Nothing below a 50 for any reason in the gradebook.

Classroom Expectations:

Students will follow all policies in the student handbook. Our classroom rules consist of following the 3 R's: Respect for yourself, Respect for others, Responsibility for your actions. Students are rewarded with a coin/money system each day for participating in class, classwork/homework completion, having their agenda/handbook, homework folder, ID, and chromebook charged. At the end of the week students deposit money into their accounts and are able to purchase free time or snacks. Students also have Panther Pride awards in their agenda.

Statement:

The teacher will monitor and adjust classroom procedures and schedules as needed. For specific course objectives and standards, please visit the South Carolina Department of Education at www.ed.sc.gov.