



# Course Syllabus Report

## MA1010 Math K (MA1010)

**DISTRICT APPROVED CURRICULA:** Ready Math

**STATE COURSE CODE:** MISC0007 (Elementary Curriculum)

**GRADE LEVELS:** Kindergarten

**CREDITS:**

**PREREQUISITES:**

**COURSE GRADING SCALE:**

All summative assessments will be graded according to the corresponding rubric or teacher directions. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to an FWPS Priority Standard (PS).

- EX = 90 – 100%
- ME = 70 – 89%
- AP = 60 – 69%
- BE = 0 – 59%

**INSTRUCTIONAL MATERIALS NEEDED:** Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, webcam, headphones with microphone- if not built into computer, binder, filler paper, tabs, pencil, crayons, scissors, glue, small whiteboard with eraser and markers, camera (cell phone is fine)

**DEFAULT CERTIFICATED TEACHER:** Tiffani Schoeler

**DESCRIPTION** Kindergarten Math

The kindergarten math program is designed with many activities that will help your child learn skills for problem solving and will involve them in exploring numbers, patterns, and shapes in our world.

These activities will help your child see real-life mathematical applications. This math program also combines online technology with a hands-on manipulative experience. These components enable children of different learning styles to master basic facts.

Kindergarten topics for the year included:

Unit 1: Numbers 0-5

Unit 2: Numbers 6-10

Unit 3: Geometry

Unit 4: Numbers Within 10 Addition and Subtraction

Unit 5: Numbers 11-100

Unit 6: Measurement

The lessons consist of grade-appropriate web links, video clips, and audio clips that appeal to the young learner. Students will work through a Math workbook alongside the teacher through video clips. In addition, students are given hands-on activities to do off the computer to support what they are learning and to meet a variety of learning styles. Students feel as though they are playing while in reality, they are learning!

**ESSENTIAL LEARNINGS:** Know number names, how to count to 100 or higher, and the count sequence

Compare and classify objects

Identify and describe 2 dimensional and 3 dimensional shapes

Compare numbers indicating greater than, less than, or equal to

Understand and represent the basics of addition and subtraction

Fluently add and subtract to 5

## **SYLLABUS**

**OBJECTIVES** In this class scholars will be able to:

Know number names, how to count to 100 or higher, and the count sequence

Compare and classify objects

Identify and describe 2 dimensional and 3 dimensional shapes

Compare numbers indicating greater than, less than, or equal to

Understand and represent the basics of addition and subtraction

Fluently add and subtract within 5

## **STANDARDS**

[https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/2021\\_standards/elem\\_el\\_a/elem\\_math/Kinder%20Math%20Reporting%20Standards.pdf](https://www.fwps.org/cms/lib/WA01919399/Centricity/domain/796/2021_standards/elem_el_a/elem_math/Kinder%20Math%20Reporting%20Standards.pdf)

## **LEARNING REQUIREMENTS**

**Weekly Work Completion:** Scholars will submit original work in all classes each week.

**Original Work Submissions:** Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

**Weekly Communication:** Scholars will communicate weekly with their teachers regarding their academic progress.

**Functioning Technology/Required Materials:** Scholars will always have constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

**Academic Integrity:** Academic integrity is essential to learning. scholars are expected to complete their own work. Copying,

plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

**IA Policy 1st Offense:** The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

**2nd Offense:** The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

**3rd Offense:** The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

**WAC (Weekly Academic Contact):** State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

**1st week missed WAC=** Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC.

(Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

## **ACADEMIC GOALS**

### **LEARNING ACTIVITIES**

Activities in these areas include:

- Counting how many objects are in a group and comparing the quantities of two groups of objects
- Comparing two numbers to identify which is greater or less than the other
- Understanding addition as putting together and subtraction as taking away from
- Adding and subtracting very small numbers quickly and accurately
- Breaking up numbers less than or equal to 10 in more than one way (for example,  $9=6+3$ ,  $9=5+4$ )
- For any number from 1 to 9, finding the missing quantity that is needed to reach 10
- Representing addition and subtraction word problems using objects or by drawing pictures
- Solving addition and subtraction word problems involving numbers that add up to 10 or less or by

subtracting from a number 10 or less

using beads to make patterns

using scissors to cut

Sorting objects into categories

Counting songs and poems

Writing numbers

Text Books and/or Work Books., Activities., Hands-on Projects., Discussion.

## **EVALUATIONS**

Monthly Progress Review: State law also requires enrolled scholars to maintain monthly forward progress toward completing classes with success. Scholars are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the scholar will be considered having made Satisfactory Progress. If the assigned work is not submitted and/or is not at standard, the scholar will be considered having made Unsatisfactory Progress.

An overall Monthly Progress Review (MPR) score will be prepared in the ALE App and notification that they are ready to be viewed will be emailed to every family once a month by the Advisory/Homeroom teacher to communicate overall progress towards mastery and passing of the courses.

Scholars are either making Satisfactory Progress or Unsatisfactory Progress. If a scholar is considered having made Satisfactory progress (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered having made Satisfactory progress overall. If a scholar is considered having made Unsatisfactory progress (by the individual teachers in individual courses) in more than 50% of their courses they will be considered having made Unsatisfactory Progress overall. If a scholar is determined to have made Unsatisfactory Progress for consecutive months, the Advisory/Homeroom teacher will include escalating intervention plans each month in the Monthly Progress Review. If a scholar reaches 3 months of Unsatisfactory Progress they may be

withdrawn by the administration.

## **TIMELINES**

**OCTOBER** Complete all lessons and assignments in the October module on your "modules" page in Canvas.

**NOVEMBER** Complete all lessons and assignments in the November module on your "modules" page in Canvas.

**DECEMBER** Complete all lessons and assignments in the December module on your "modules" page in Canvas.

**JANUARY** Complete all lessons and assignments in the January module on your "modules" page in Canvas.

**FEBRUARY** Complete all lessons and assignments in the February module on your "modules" page in Canvas.

**MARCH** Complete all lessons and assignments in the March module on your "modules" page in Canvas.

**APRIL** Complete all lessons and assignments in the April module on your "modules" page in Canvas.

**MAY** Complete all lessons and assignments in the May module on your "modules" page in Canvas.

**JUNE** Complete all lessons and assignments in the June module on your "modules" page in Canvas.