**Intermediate II—Daily Disclosure Document**

Timberline Middle School – Mrs. Robertson and Ms. Svensson

**Course Description:** In Intermediate II-Daily we focus on three main areas: (1) formulating and reasoning about expressions and equations, including showing relationships between 2 variables, solving and modeling linear equations, and solving systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. This class is designed to give the student the foundation in preparation for Secondary I. The daily class will cover the same material as the Intermediate II class only they will have more time to do so.

**Textbook and Materials:**

* Students are required to take care of their **books**. (While they are perforated, we only have the budget to allow for one book per student. We are not able to make any substitutions.)
* Students need to have a **3-ring binder exclusively for math** with **loose-leaf paper** for notes, assignments, and activities. In the binder, the students will keep information, notes, and all assignments. I will collect the binder at the end of each term for credit.
* In math, there can be many mistakes so **pencils** with an eraser are vital.
* **Calculators** are very helpful for this class. Any four-function calculator will do. I have a few to use in class, but it is preferable that students use their own so they are used to it for home practice.

**Student and Teacher Responsibilities:**

At Timberline Middle School students are taught school-wide behavioral expectations, called the Grizzly Guide. The Grizzly Guide states that students are respectful, responsible, resourceful and brave.

Teachers at Timberline specifically teach the Grizzly Guide and reinforce it by distributing Pawsitive Tickets, which students can exchange for prizes.

When a student’s behavior is contrary to the Grizzly Guide, he or she is re-taught the behavioral expectations with quick feedback from an adult. If the student repeats the inappropriate behavior after being re-taught, teachers may provide an opportunity to re-direct the student’s behavior through a Think Time, where the student completes a reflective worksheet, and apology. Major behavioral infractions, such as physical violence or vandalism, result in an office referral.

See the online Student Handbook for more information about the Grizzly Guide and Timberline’s school-wide positive behavior plan.

Cheating and truancy will be dealt with on a case by case basis.

**TMS Math Department Grading Policy:**

The purpose of grades is to clearly communicate to students, parents, and teachers what the student has learned and mastered. The scores you see in skyward will communicate the specific standards your student has learned in class. These standards are graded on a four-point scale, as explained below. This four-point scale is crucial in identifying to students, parents, and teachers specifically what the student has mastered and what areas need to be retaught.

0 -Student has not demonstrated any mastery.

1- Student has tried, but lacks essential skills.

2- Student can demonstrate some mastery.

3 -Student show mastery of essential elements.

4 -Student shows mastery on essentials elements with extended application.

Students will be given a **homework assignment** each class period that will help solidify concepts and activities learned in class. This will be graded using 5 points. Two points based on correct completion of practice, two points for participating in classroom activities and note taking, and 1 point for coming to class prepared.

**Mastery checks** (quizzes) will be given frequently in order to determine student’s mastery level (the four scale grading system)

**Mid-chapter formative assessments** (tests) will be given at the end of each unit to determine retention of mastery level. This will update and replace the scores from the mastery check scores.

**A term final** will be given at the end of each term to solidify concepts learned during that term. This will also be graded on the four scale grading system and will not replace previous standard rating scale on mastery checks and formative assessments.

Homework assignmentswill be worth 30% of your student’s grade. Mastery checks and unit assessments will be worth 55% of your student’s grade. The term final will be worth 10% of your student’s grade. 5% of your student’s grade will be based on daily warm-ups and participation. In order to retake a mastery check, the individual practice must be completed with a 2 on the “H” part of the assignment.

In a perfect world, at the end of every term, we would send home a list of what your student knows and may need to continue to review and learn. But this list has to be translated into a letter grade. In order to average the 4 scale grading system, the following percentage will be used to determine your student’s overall letter grade:

|  |  |  |  |
| --- | --- | --- | --- |
| A: 93.8-100 | B:75.0-81.29 | C: 50.0-62.49 | D: 31.3-37.49 |
| A-:87.5-93.79 | B-:68.8-74.99 | C-: 43.8-49.99 | D-: 25.0-31.29 |
| B+:81.3-87.49 | C+:62.5-68.79 | D+: 37.5-43.79 | F: Below 24.99% |

**Attendance and Tardies:** Learning is a constant assimilation of new knowledge and experiences into each student’s unique way of viewing the world.  If students are absent, they miss out on important concepts they will not achieve as well as if they were present.  Similarly, we will begin math learning as soon as the bell rings, it is imperative that students be on time and well prepared.  The tardy policy is outlined in the Timberline Middle School student handbook and will be followed.

**Nuisance Items:** Students should not use items in class at inappropriate times (i.e. ipods, cell phones, ipads, etc.) If these items are taken away, they must be picked up at the front office. Mrs. Robertson will not be held responsible for these items. For more information on the TMS nuisance item policy, please refer to the student handbook.

**In compliance with the Americans with Disabilities Act, students needing special accommodations may contact me for alternative arrangements.**

If for any reason you need to contact either of us, please feel free to **e-mail us: nrobertson@alpinedistrict.org** or **ssvensson@alpinedistrict.org** We return e-mails very quickly so that is the best/preferred way of getting a hold of us. We are so excited for the year and are here to help our students succeed and with your help and their hard work, they will be able to. We are here every morning at 7:30 to help.

Sincerely,

Nicole M. Robertson and Sheree Svensson

Please sign and return this portion of the disclosure document. Please fill in all blanks. The student must keep the first page of this document in their binders for reference.

I have read this disclosure document and understand its contents.

|  |  |
| --- | --- |
| Student’s Name (please print) | Student’s Signature |
| Guardian’s name (please print) | Guardian’s Signature |
| Class Period | Preferred method of contact and/or contact information (i.e. phone number or e-mail address) |