# GLASSBORO SCHOOL DISTRICT

## Monthly Board Items

**Date Submitted:** September 17, 2021          Proposed Effective Date:    10/01/21

**Short description (title):** Request for Vanessa Poggioli to Serve as an Accelerated Math Instructor

| **Submitted by:** Craig Stephenson | | | **Building: Bowe** | |
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| **Proposed cost/amount:** 3,315 | **Funded through:** | Operating Budget | **Grade(s) impacted if any:** | 6 |

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**Board Action Requested:**

Approval of Vanessa Poggioli as an Accelerated Math Instructor at Bowe for the 2021-2022 school year, effective October 1, 2021 through June 3, 2022 for an hourly rate not to exceed $3,315 (2.5 hours per week @ $39/hr.)

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**Details and ramifications:**

Mrs. Poggioli will provide after school support/instruction to students who exhibit a propensity for and/or a desire to participate in an accelerated math program. Accelerated math will be open to any 6th grade student who is interested in challenging themselves with skills and topics that go beyond the traditional 6th grade curriculum and shows readiness to do so. Work done in these modules will not be a part of the student's math grade but feedback will be given by Ms. Poggioli. At the end of the year, any 6th grade student who demonstrates a mastery of higher-level skills will have their assessment scores reviewed for placement in accelerated courses at Glassboro Intermediate School. Accelerated math will meet after school twice a week. Students may be picked up or transported on a late bus.

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**Positives:**

Any student may participate. This approach to accelerated math makes a program of advanced study accessible to more students. It ensures we provide an opportunity for students to extend their learning and develop skills with advanced math concepts.

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**Concerns:**

Until the busing issue is resolved, this program may have to be virtual to start.

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**Other Comments:**

See attached syllabus for more information on our accelerated math program

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# Supplemental Accelerated Math       2021-2022

### Introduction

Accelerated Math is designed for 6th grade students who exhibit a propensity for and/or a desire to participate in an accelerated math program. Accelerated math will be open to any 6th grade student who is interested in challenging themselves with skills and topics that go beyond the traditional 6th grade curriculum and show readiness to do so. Work done in these modules will not be a part of the student's math grade but regular feedback will be given by Ms. Poggioli so that students and parents know how they are progressing and what skills they have mastered. At the end of the year, any 6th grade student who demonstrates a mastery of higher-level skills will have their assessment scores reviewed for placement in accelerated courses at Glassboro Intermediate School.

### Schedule

Accelerated math will meet twice per week after school, beginning in October. Students may be picked up or transported on a late bus.

### Guiding Principles

1) Learn by Doing:

   Students are expected to try every problem and persevere when they are stuck by looking at previous examples and asking questions. There's a reason driver's education courses have you driving a real car-simply watching others do it is not enough to master a skill.

2) Use Your Resources

   You will have access to IXL, Khan Academy, and reference materials shared in Schoology. It is your responsibility to use those resources in your learning. If you find other helpful resources, it is wonderful to share them with the group.

3) Teamwork Makes the Dream Work:

   Students are expected to engage in respectful dialogue with each other about math. We clarify our understanding by discussing things we understand and by asking about things we do not. Whether your conversations are written or aloud, it is important to talk about what we are learning.

4) We All Learn Differently:

   Students who are working through accelerated math have likely had a lot of success in math classes before. The pace at which we are learning can sometimes make those high-performing students feel unsuccessful because they are used to "getting it" right away. Understanding that there are topics that will be easy for one student and hard for another is key to being a part of our learning community. The goal here is to be prepared to work hard, even through those topics that don't come naturally to you. At the same time, when you do find something easy, use your skills to assist your peers.

**7th Grade Focus Skills**

# Supplemental Accelerated Math                2021-2022

## Number Systems (7)
- I can identify zero pairs
- I can add and subtract integers.
- I can multiply and divide integers
- I can use the order of operations to simplify numerical expressions
- I can add, subtract, multiply, and divide decimals (Review)
- I can add, subtract, multiply, and divide mixed numbers (Review)
- I can use the distributive property to create and recognize equivalent expressions

## Ratios and Proportions (5)
- I can use a scale on a drawing to find real-life distance
- I can find the scale factor in a given situation
- I can estimate with percents
- I can calculate the sales tax, tip, and discount in percent and dollars
- I can find the percent of change
- I can calculate simple interest

## Expressions and Equations (15)
- I can evaluate an expression
- I can combine like terms to simplify an expression
- I can determine if a given value is a solution to an equation using substitution
- I can solve a 1-step equation
- I can solve a 1-step inequality
- I can solve a 2-step equation
- I can solve a 2-step inequality
- I can determine if an equation is a linear equation
- I can use a graph to check a solution to a linear equation
- I can determine the y and x intercepts of a linear equation algebraically
- I can determine the y and x intercepts of a linear equation using a graph
- I can use a graph to determine the rate of change and whether it is increasing, decreasing, or remaining constant at a given location
- I can graph a proportional relationship using an equation, two points, or a point and slope
- I can determine whether a relationship is proportional based on its graph
- I can determine the rate of change using a graph or an equation

## Geometry (14)
- I know that $\pi$ has a value of approximately 3.14
- I can find the diameter and radius of a circle
- I can use the formula $c = \pi d$ or $c = 2\pi r$ to find the circumference of a circle
- I can use the formula $a = \pi r^2$ to find the area of a circle
- I can find the area of composite shapes with circles.
- I can find the volume of cylinders.
- I can find the surface area of cylinders.
- I can identify points, rays, lines, line segments, and planes.
- I can explain the difference between acute, obtuse, right, and straight angles
- I can explain the difference between complementary and supplementary angles and use their definition to find missing values
- I can explain the difference between vertical and adjacent angles and use their definition to find missing values
- I can find missing sides or angles of similar figures
- I can find the missing angle in a polygon
- I can identify congruent figures or congruent parts of figures

Statistics and Probability (10)
- I can use a random sample to make inferences about a population
- I can express the likelihood of an event using percentages and decimals
- I can explain the difference between theoretical and experimental probability
- I can calculate the probability of simple events
- I can use lists, diagrams, and the fundamental counting principle to find the sample space for a given event
- I can calculate the probability of independent and dependent events
- I can determine the number of combinations using a list and table
- I can determine the number of permutations using the fundamental counting principle and factorials
- I can calculate the probability of compound events
- I can use probability to make predictions about future events