

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Algebra Tutor**

Date: April 2004

Subject Area: Electives

Proposed Grade Level(s): 11-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: 2.0 GPA; Successful completion of Algebra 1 with math teacher recommendation; and signed student assistant contract (if required by school)

BRIEF COURSE DESCRIPTION:

Algebra tutors will need the signature/approval of their math teacher to enroll in this course. In addition to having successfully completed Algebra 1 themselves, tutors will need to possess the ability to explain algebraic concepts and techniques to their peers. Selected students will be expected to be dependable, show initiative and demonstrate responsibility. Promptness and regular attendance are expected. Students will demonstrate behavior that models honesty, politeness, and appropriate classroom behavior to fellow students. Algebra tutors will assist Algebra 1 teachers and students. They will provide one-to-one and small group tutoring in the algebra classroom.

GENERAL GOALS/PURPOSES:

Student algebra tutors will assist teachers in any of the following areas: preteaching concepts so students are prepared for their algebra lessons; re-teaching/reviewing/enriching key concepts to improve understanding of algebraic standards; and tutorial support designed to improve student performance in their Algebra 1 course. The primary work of the algebra tutor is to work with students in individual and small group tutorials. Algebra tutors will receive training in the Socratic method of instruction (through the AVID program). They will also be expected to act as role models and help students develop the math, study, and organizational skills needed to succeed in college prep courses.

STUDENT READING COMPONENT:

Not applicable.

STUDENT WRITING/ORAL COMPONENT:

As student tutors, algebra tutors will need to develop their ability to describe mathematical content orally as well as demonstrate an ability to ask the kinds of questions that help lead a fellow student to understand core content.

Final Assessment:

Student grades will be determined by attendance and participation.

DETAILED UNITS OF INSTRUCTION:

Tutors will receive training in the Socratic method and role-play appropriate peer coaching techniques. Students will work directly with the teacher to develop their role in the classroom so both the tutor and the students being tutored experience maximum success and support.

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

None

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED: See Algebra 1 course outline.

DISTRICT ESLRs TO BE ADDRESSED:

By the end of the year, tutors will be expected to have developed their skills in the following manner:

- **Self-directed Learners** who will be able to take appropriate initiative when it comes to helping students struggling with their course work.
- **Efficient Communicators** who can explain and communicate mathematical concepts to others.
- **Quality Producers** who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they've formed to solve a problem and can help their peers develop the same quality of work.
- **Constructive Thinkers** who are able to attack problems with organization, logic, and mathematical skills they've developed in a systematic fashion.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and lead tutorial/study groups.
- **Responsible Citizens** who accept the consequences of their actions and demonstrate understanding of their role in the learning process.

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