

# Glacier High School Math Department Placement for Grade 9



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## Math Courses Grade 9

- **Algebra 1A**
  - Teacher-directed course,
  - Slower pace, extra support.
  - This course is connected to Algebra 1B which is continued as a sophomore.
  - Students will achieve all of the standards and learning goals of Algebra 1 over the course of two years.
- **Algebra 1**
  - Standard Level Grade 9
  - Traditional Teacher directed
- **Algebra 1 (ILP)**
  - Standard Level Grade 9
  - Individual self-paced course
- **Other**
  - If a student is on an exceedingly accelerated pathway such as completing Algebra 1 and Geometry prior to high school we will place them in the next sequentially appropriate course.
  - Please contact Glacier with the particular student's information
- **Geometry**
  - Traditional Teacher directed instruction and pace
  - Standard Level for Grade 10
  - Prerequisite: Algebra, with strong skills.
- **Geometry (ILP)**
  - Individual self-paced course
  - Standard Level Geometry
  - Prerequisite: Algebra 1 with strong skills.
- **Strat Math**
  - Special Education Course Only. Students with IEPs and learning that would not be appropriately placed in an Algebra 1 course.

## Placement Philosophy for Freshman Year

- Algebra 1 is the standard freshman math class after completing 8th-grade math.
- Geometry is the standard placement for a student that has completed Algebra 1.
- The 8th-grade teacher's recommendation is key.
  - They should know if the student is ready for a traditional course or if they need a little support, more time, or both.
- **We want students to be challenged, not bored.**
  - It is easier to move a freshman from Algebra 1 back to Algebra 1A if they need more support or time than it is to move a student from Algebra 1A into Algebra 1 because the class was not moving fast enough.
  - It is easy to move a freshman from Geometry back to Algebra 1 if their algebra skills need further development. It is very difficult to move a student in Algebra 1 into Geometry after the beginning of the school year.

## Placement Philosophy continued

- If an 8th-grade student is in Algebra 1 but is not ready for Geometry, consider the ILP offering for Algebra 1 instead of retaking a traditional Algebra 1.
  - This student may be bored in a regular Algebra 1 class initially because they are already proficient in the first quarter or semester's objectives, but really need improvement in second-semester topics.
  - The ILP format would allow the student to move quickly through topics they have already mastered and spend more time on objectives that challenge them.
  - The ILP format will allow a student to start Geometry immediately after completing the Algebra 1 ILP course. They do not need to wait for the year to end before starting a new course.
- Geometry ILP as a freshman is an option for students who complete Algebra 1 with "strong" algebra skills and want the benefits of the ILP format as outlined below.
  - The ILP format will allow a student to start Algebra 2 immediately after the completion of the Geometry ILP course. They do not need to wait for the year to end before starting Algebra 2.

## Individualized Learning Pathway (ILP) Explanation

- ILP is a standard leveled course format:
  - Algebra 1, Geometry, Algebra 2
- ILP is an asynchronous learning model.
- Learning goals, tasks, assessments, and competency requirements are laid out allowing students to work through the content at their own pace.
- Suggested pacing guides are provided for reference allowing a student to know if they are "on pace" to complete the course.
- The mode of instruction is student-centered: reading, note-taking, worked examples, videos, and interactive modules.
  - **Not a daily direct instruction model**
- Individual Learning Pathway is a course format, not a different course.

### Benefits / Drawbacks

- Gives students that are slightly faster/slower an option that is not an advanced course nor is it a remediated course
- Flexible: work ahead of traditional pace, can slow down when necessary
- If absent, you never miss a lesson
- You set the pace
- It may take more or less than 90 days to earn a semester credit.
- No F's, you don't receive credit without proficiency/competency.
- You do not "move on" without demonstrating proficiency/competency.
- No Missing Assignments

### Students that are good candidates for this format include:

- Students that are interested in a self-paced course.
- Students that may want or need a little more time.
- Students that are able to move faster (possibly a little impatient with the pace).

### Good candidate continued..

- Students that can read a textbook, follow worked examples, watch instructional videos, and then apply the content to new learning.
- Students that demonstrate understanding and competency, not just completion.
- Students that are independent learners.
- Students that may miss school but consistently make up their work or understand the content even with missed lessons.

### Students that are not good candidates for this format are:

- Students that want direct instruction for most lessons
- Students who are receiving a high level of support services
- Students that do not self-regulate or self-pace
- Students that do not make up work when missing class because they missed a lesson.

### What happens when a student finishes a course before the end of a term?

- Once a student completes the course, they receive credit regardless of the date earned.
- They may start another course immediately.
- They may have an opening in their schedule.

### What happens if a student does not finish a course before the end of a term?

- If a student has not completed the course objectives at the end of the term, credit is not awarded and no grade is recorded for the term.
- The student will continue working on content in the subsequent term. When they finish, they have a grade recorded, during the term they finished.