



6TH GRADE MATH INTERVENTION

2026-2027 Course Syllabus

TEACHER	ROOM	EMAIL	PHONE
Mr. Coorough	B-2	dcoorough@chicousd.net	530-895-4110 ext. 42152

WELCOME TO MATH INTERVENTION

Math Intervention is a place to strengthen unfinished math skills, build confidence, and receive the support needed to be more successful in current and future math classes.

Students are not expected to enter this class already knowing everything. They are expected to participate, make an honest effort, ask questions, and continue working when something is difficult.

COURSE PURPOSE

This class is designed to help students:

- Strengthen important foundational math skills
- Fill gaps in previous learning
- Develop number sense and mathematical fluency
- Preview or review concepts from their current math class
- Receive support with current math assignments
- Improve organization and learning habits
- Build confidence and independence as mathematicians

Some students may have Mr. Coorough for both Math A and Math Intervention. Other students may have a different teacher for their regular math class. Math Intervention is an active learning class; assignment-help time is important, but it is not the only purpose of the course.

TYPICAL CLASS STRUCTURE

1. Number sense or fluency practice
 2. Targeted skill-building, preteaching, or reteaching
 3. Supported work on current math-class assignments
 4. A brief progress check, reflection, or goal-setting activity
- Targeted intervention work will generally be completed before students begin general assignment-support time.**

GRADING

Students receive a regular A-F grade.

- 50% - Targeted Skill-Building and Progress Checks
- 30% - Productive Participation and Use of Class Time
- 20% - Organization, Reflection, and Current Math-Class Support

A	86-100%
B	75-85%
C	61-74%
D	50-60%
F	49% or below

Students will not be graded simply on how many problems they answer correctly on the first attempt. Practice and progress checks emphasize completion, reasonable effort, participation, growth over time, and willingness to revise and learn from mistakes. Blank, random, copied, or incomplete work will not receive full credit.

HOMEWORK AND PLACEMENT

Math Intervention will not normally have separate homework. Students may still need to complete unfinished assignments from their current math class outside of school, especially when class time was not used productively.

Placement in Math Intervention may be reviewed during the school year based on student needs, progress, and school scheduling.

MATERIALS

Students should bring the following every day:

- Pencil and highlighter
- Charged Chromebook
- Current math-class workbook, notebook, and assignments
- Dedicated Math Intervention notebook

A clearly labeled intervention section in a regular math notebook may be used when appropriate.

TECHNOLOGY AND ACADEMIC INTEGRITY

Chromebooks and calculators may be used only when directed. Phones and earbuds must remain off and away during class. Food, gum, candy, and drinks other than water are not allowed. Students may bring water in a closed water bottle.

Students may discuss strategies and help one another understand mathematical ideas. Each student must still complete and submit their own work. Copying answers, providing answers to be copied, or using unauthorized AI tools or answer-generating websites is not acceptable.

CLASSROOM EXPECTATIONS

Be Ready: Arrive on time with required materials and begin the opening activity.

Be Respectful: Listen to others and respect that students learn at different speeds and in different ways.

Participate: Ask questions, complete the targeted activity, contribute to discussions, and use support time productively.

Keep Trying: Revise your thinking, accept help, and continue working when a skill is challenging.

When expectations are not met, responses may include redirection, a change of seat or setting, a private conference, family communication, detention, or an office referral, depending on the situation.

RESTROOM PASSES AND ABSENCES

Students receive four non-emergency restroom passes per semester. Students should use passing periods whenever possible and avoid leaving during directions, small-group instruction, or important class discussions. Medical needs, approved accommodations, visits to the nurse, and genuine emergencies will be handled separately.

Students should check Google Classroom after an absence and speak with Mr. Coorough when they return. Because intervention lessons are based on individual and small-group needs, some missed instruction may need to be completed or reviewed after the student returns.

GRADES AND COMMUNICATION

Aeries will generally be updated at least once each week. Email is the best way to contact Mr. Coorough. Please include the student's full name and class period. Messages will generally receive a response within two school days.

SYLLABUS ACKNOWLEDGMENT

Course procedures may be adjusted during the year when necessary. Significant changes will be communicated to students and families. By signing below, we confirm that we have reviewed and understand this syllabus.

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Preferred family contact information: _____
Information that would help Mr. Coorough support this student: _____