

Mrs. Andre mandre@southampton.k12.va.us
Syllabus for 8th Grade Algebra Readiness
Contact Number 757-653-9250
2015-2016

A Brief Introduction from Your Teacher:

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Hello! My name is Melissa Andre' and I am excited to be your teacher this year!! Math has always been a passion of mine. I am married with three children: Trevor (22), Emily (21), and Shane (17). My daughter just graduated from VCU this year and my last son will graduate from Southampton High School in June of this year. I graduated from Western Governor University in 2014 and was a substitute teacher for many years with Southampton County while working on my teaching degree. I also did my student teaching with Southampton County School with Shannon Hacker (Pre-algebra/Algebra teacher). This is my third year teaching here at Southampton County Schools but as you can see, I have been around for some time. I will also be teaching Math 7 this year along with my Algebra Readiness Classes.

This year will be quite different for all of you, your classes will be a bit more challenging and your work load will be a bit heavier. This year there are seven classes & you will be given four to five minutes to get from one class to another before the tardy bell rings. In this class, we will cover several of the SOL's that you will cover in your regular math class but we will stay longer on certain topics. Here are some examples and how long we will spend on those topics: Equations (1 month to month & half), Probability (1 month), and Pythagorean Theorem (1 month). I know some of you are complaining & wondering why two math classes. Well, my class is to help you become stronger on topics that cause students a hard time. We will NOT cover all topics taught in your math class because we will also be working on ARDT assignments. These are computer based topics from 3rd to current grade level on Number & Number Sense, Computation & Estimation, Geometry, and Patterns, Functions, and Algebra.

Course Objectives:

- To actively engaged with student(s) at least 90% of the time through the use of modeling, demonstrating, and explaining, reviewing and assessing student's work.
- To provide differentiated instruction where students are working on different assignments based on their specific needs.
- To provide research-based strategies where the use of manipulatives, teacher modeling, scaffolding, questioning techniques, student reflection, direct instruction on the use of calculators, mathematics taught in content student writing, and other research-based strategies are used to provide a better understanding of SOL standards.

What's Expected of You:

- ❖ You, the student, will conduct yourself in a respectful manner by showing kindness, fairness, and being respectful at all times.
- ❖ Use the restroom in between classes. You are given four minutes between classes. Use your time wisely!!! If you were unable to go between classes, you must wait until there is a break in instruction time. Only one student will be allowed out of the classroom at a time!
- ❖ Do not talk while the teacher is teaching. If you have a question or something important to say, please **raise your hand and wait to be called on**.
- ❖ When I dismiss you, you are allowed to leave your seat to get your belongings from their designated area. If you should happen to need something from your bag, you must ask permission before just getting out of your seat to retrieve that item.
- ❖ Be respectful of everyone in the class AS WELL AS their belongings.
- ❖ No teasing or gossiping
- ❖ Be prepared and ready to learn when you enter the classroom.

- ❖ If confusion sets in, please be sure to ask plenty of questions. Your question must be on the topic we are discussing.
- ❖ Together we can make this a great year that is full of learning.

Parents:

√ If you have any questions, please contact me using this number (757) 653-9250 or using my email address: mandre@southampton.k12.va.us

√ Please make sure your child attends school unless they are sick or death in the family. They need to be at school as much as possible to learn & we can't teach them when they are not present. Please encourage your children not want to miss school for any other reason.

√ Please make sure your child comes to school with supplies for the day especially a few #2 pencils and encourage them to redo assignments that are below 85% for a better grade. Also, drill them nightly on their multiplication tables as they will be tested EVERY Friday.

√ Please keep teacher & school updated with numbers that may change over the year. I like to inform parents of praises and talk with them about issues throughout the year.

√ Please join REMIND to get updates about test, quizzes or things happening at school like Parent/Teacher conference, early dismissals, etc.

Policies and Procedures

- ❖ Upon entering the classroom, you should get your binder from the bookbag along with your calculator if stated on the board and put your bookbag in the correct location. Someone will be assigned to hand out pencil boxes. Begin the warm-up assignment on the board or if no warm-up present, check board for special instructions. NOTE: There will not be any bells, so you need to get to class within the four minutes of leaving the previous class. If you get three tardies, that is considered a day of absence. So use your time wisely in the hallway & get to class promptly.
- ❖ If absent, it is **your** responsibility to collect your missed work and return the completed assignment within five days. Please understand that many of the topics that we cover build upon one another and I can not teach you at home. As a result, it is imperative that if you do miss a day you should try to make up the assignments as quickly as possible so that you do not fall behind. You are also responsible for turning in any assignments that we graded while you were out. Missing 3 or more assignments will result in after-school detention.
- ❖ Pencils should be sharpened before instruction time. If your pencil lead breaks, raise your hand and you will be given directions as to what to do.
- ❖ **NO PERMANENT MARKERS!!!** (See handbook)
- ❖ Students will adhere to all policies and procedures referenced in the student handbook.
- ❖ All assignments are due on time. When turning in assignments, please remember the following:
 1. Do not write outside the margins (the back side of your paper should be utilized just as much as the front – Save a Tree!!!)
 2. You may write in pencil ONLY– anything else will not be graded.
 3. Use the school-wide heading in the upper right hand corner of your paper:
 Name: (first and last)
 Course:
 Date:
 Class Period:
- ❖ Quizzes will be given weekly, tests will be given at the end of each SOL covered (about every two to three weeks), and Cortez math assignments due weekly.
- ❖ Cell phones, chewing gum, combing hair, eating, and drinking in class is not permissible.

How to calculate your “A” average:

Tests/Quizzes	25%
Classwork	30%
ARDT	30%
Cortez notebook	15%

Total 100%

Homework:

Homework will not be assigned in this class, but students will be given time to work on their math homework assignment during this class period. This will allow students to get assistance if needed to complete the assignment.

Textbook:

No textbook is needed for this class.

Consequences:

- ❖ First offense: Verbal warning- meet with teacher outside of room for discussion about behavior issue
- ❖ Second offense: Discipline Paragraph-must be signed and returned the next school day.
- ❖ Third offense: Problem behavior(s)/Teacher intervention form along with call to parent/or Parent-teacher conference
- ❖ Fourth offense: Referral
 - Please keep in mind that I cannot broaden your mind if you are sitting in the office. However, I cannot allow you to disrupt your classmates' opportunities to broaden their minds either. Some offenses are automatic referrals.

The Supply list (AKA – Everything You Need to Be a Successful Student)

- ❖ 2-inch binder
- ❖ Pencil case with the following items: 10 pencils, (extra lead if using mechanical pencils), colored pencils, eraser, glue sticks, and scissors,
- ❖ TI30Xa calculator (it is black and about \$10 at Walmart – **DO NOT** get the blue one)
****This is a **MUST** that is required everyday of this course
- ❖ 1 package of colored copy paper
- ❖ Hand sanitizer/tissue
- ❖ Dry erase markers
- ❖ Ear buds- Cortez Math

Southampton Middle School Detention Notice-SAMPLE

This notice is to inform you that _____ has after-school detention on _____, _____ until 5:00pm because he/she was:

- ☐ Not prepared for class (lack of necessary materials consistently)
- ☐ 3 or more Classwork, Cortez, Homework, or ARDT Assignments
- ☐ Poor behavior in class and/or not doing required work
- ☐ Lack of respect towards others students
- ☐ Lack of respect towards teacher/adults in class
- ☐ Consistently disruptive, talking during class
- ☐ Other:

MUST BE PICKED UP BY A PARENT <u>PROMPTLY</u> at 5:00!!!
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Sincerely,
Ms. Andre'

Grade Eight

The eighth-grade standards are intended to serve two purposes. First, the standards contain content that reviews or extends concepts and skills learned in previous grades. Second, they contain new content that prepares students for more abstract concepts in algebra and geometry. The eighth-grade standards provide students additional instruction and time to acquire the concepts and skills necessary for success in Algebra I. Students will gain proficiency in computation with rational numbers and will use proportions to solve a variety of problems. New concepts include solving multistep equations and inequalities, graphing linear equations, visualizing three-dimensional shapes represented in two-dimensional drawings, and applying transformations to geometric shapes in the coordinate plane. Students will verify and apply the Pythagorean Theorem and represent relations and functions, using tables, graphs, and rules. The eighth-grade standards provide a more solid foundation in Algebra I for those students not ready for Algebra I in grade eight.

While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students will also identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

Number and Number Sense

Focus: Relationships within the Real Number System

- 8.1 The student will
 - a) simplify numerical expressions involving positive exponents, using rational numbers, order of operations, and properties of operations with real numbers; and
 - b) compare and order decimals, fractions, percents, and numbers written in scientific notation.
- 8.2 The student will describe orally and in writing the relationships between the subsets of the real number system.

Computation and Estimation

Focus: Practical Applications of Operations with Real Numbers

- 8.3 The student will
 - a) solve practical problems involving rational numbers, percents, ratios, and proportions; and
 - b) determine the percent increase or decrease for a given situation.
- 8.4 The student will apply the order of operations to evaluate algebraic expressions for given replacement values of the variables.

Measurement

Focus: Problem Solving

- 8.6 The student will
 - a) verify by measuring and describe the relationships among vertical angles, adjacent angles, supplementary angles, and complementary angles; and
 - b) measure angles of less than 360° .

Geometry

Focus: Problem Solving with 2- and 3-Dimensional Figures

- 8.10 The student will
 - a) verify the Pythagorean Theorem; and
 - b) apply the Pythagorean Theorem.

Probability and Statistics

Focus: Statistical Analysis of Graphs and Problem Situations

- 8.12 The student will determine the probability of independent and dependent events with and without replacement.
- 8.13 The student will
- a) make comparisons, predictions, and inferences, using information displayed in graphs; and
 - b) construct and analyze scatterplots.

Patterns, Functions, and Algebra

Focus: Linear Relationships

- 8.14 The student will make connections between any two representations (tables, graphs, words, and rules) of a given relationship.
- 8.15 The student will
- a) solve multistep linear equations in one variable with the variable on one and two sides of the equation;
 - b) solve two-step linear inequalities and graph the results on a number line; and
 - c) identify properties of operations used to solve an equation.
- 8.16 The student will graph a linear equation in two variables.
- 8.17 The student will identify the domain, range, independent variable, or dependent variable in a given situation.

There are many parts in teaching your child. I truly feel that it is a team effort by all parties involved. It takes the students, teachers, and parents to help with the success of a child. **I am here for the success of your child.** If you ever have any question, comments, and concerns, please feel free to contact me. Let us have a very successful school year!!!

I have read this syllabus and know what is expected of me/my child.

Print Student's Name _____ Date _____

Student's Signature _____

Print Parent's Name _____ Date _____

Parent's Signature _____

**Algebra Readiness
Verification Sheet**

By signing below, I am verifying that I have read and reviewed the following materials for the 8th grade math course taken during the 2014-2015 school year:

Course Syllabus
State SOLs
Course Pacing Guide
Supply List

Students should keep these materials in their notebooks for future reference.

Print Student's Name _____ Date _____

Student's Signature _____

Parent or Guardian's Information:

Print Parent's Name _____ Date _____

Parent's Signature _____

If your child does a super job, or could use an extra reminder to complete assignments, how would you like me to contact you? Please fill in any means that you would like me to use and number them in order of which means would reach you the quickest or be the most convenient for you:

_____ I have reliable internet at my house and would not mind if my child was assigned homework on the computer.

_____ I do not live in an area with reliable internet and homework on the computer would be a hardship.

	Means of Communication You would Prefer that I Use:	Please number them in order of which means would reach you the quickest or be the most convenient for you.
Home Phone Number:		
Cell Phone Number:		
If cell, do you prefer a call or a text?		
Work Phone Number:		
E-mail Address:		

I give permission for my child to be photographed. These photographs will only be used for educational records and data. _____

Please return this form to Mrs. Wallace by Monday, September 11, 2015.