

<p>Supplies expected daily in class</p> <p>Grid book Composition book Math book Binder Planner Pencil with eraser</p> <p><u>Other helpful items include</u> Ruler, calculator, colored pencils, pen and highlighters</p>	<p>Common Core Math 8 Hosford Middle School 2016-2017</p>	<p>Ms. Ruffner ROOM: 202 PHONE: 503-916-5640 x70372 EMAIL: lruffner@pps.net</p> <p>WEBSITE: https://sites.google.com/a/apps4pps.net/math_8/</p> <p>REMIND: Text @f3hb6 to 81010 (or send a blank email to f3hb6@mail.remind.com) (or tell me and I can sign you up)--Texting feature for two-way communication that does not show any actual phone numbers. https://www.remind.com/join/f3hb6</p>
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Math 8 is focused on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Standards

- 8.NS.1 - I can identify and convert rational and irrational numbers.
- 8.NS.2 - I can compare rational and irrational numbers using approximation.
- 8.EE.1 - I can apply the properties of integer exponents to simplify expressions.
- 8.EE.2 - I can solve an equation with square and cube roots.
- 8.EE.3 - I can compare and perform operations with scientific notation.
- 8.EE.4 - I can compare proportional relationships by graphing, finding slope, and writing an equation.
- **8.EE.5 - I can solve linear equations.** (taught throughout the year)
- 8.EE.6 - I can solve a system graphically and algebraically.
- 8.F.1 - I can identify, model, and compare functions.
- 8.G.1 - I can rotate, reflect, translate, and dilate figures.
- 8.G.2 - I can describe how two figures are similar or congruent using transformations.
- 8.G.3 - I can solve problems involving angles.
- 8.G.4 - I can apply the Pythagorean Theorem.
- 8.G.5 - I know and can use the formulas for the volumes of cones, cylinders, and spheres.
- 8.SP.1 - I can construct a scatter plot and use it to interpret patterns in data.
- 8.SP.2 - I can construct a two-way table to interpret its relative frequencies.

8 Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Differentiation/Accessibility Strategies and Support (TAG, ELL, SpEd, Other)

Supports may include group work, altered assignments, shortened tests, pre-assessments, graphic organizers, templates, use of manipulatives, visual models, checklists, preview of vocabulary, and reading aloud. All work will be placed in a journal, and we will learn skills of organization and study using the journal to support them as well.

Proficiency Grading Practices

Proficiency grading is based in a philosophy that a student's grade shows their level of mastery of a subject only, and therefore does not incorporate effort, behavior, etc into their score. Therefore, while I will still record and monitor homework completion, effort and participation, the scores that make up their grade will be solely based on tests that cover the 8th grade standards.

A proficiency is a test of mastery over the particular content/standard. Students will have multiple chances to prove mastery over each standard, and to show growth over time. After the standard has been assessed fully, I will provide class time each grading period for students to sign up for a learning target (standard) to re-test. To be allowed to do so, students must have turned in at least 80% of the homework associated with that learning target. If the student has not done so, they must complete the homework and turn it in before re-testing.

*If a student does not have at least one score for each learning target assessed, they will be given an "Incomplete" (IN) at grading time-until they make it up.

Re-test process:

- Maintain 80% of the homework for that unit
- Sign up a week in advance and tell me which learning target they want to retest (I will notify them to sign up)
- Complete test corrections sheet (provided by me at that time) for the associated learning target

School-wide grade conversion matrix:

FINAL MARK	SCORE PATTERNS	NOTES/RATIONALE
A	At least 2/3 HP (4). No CP (2) or DP (1)	
B	At least ½ HP (4). No CP (2) or DP (1)	
C	All HP (4) or PR (3). No CP (2) or DP (1)	Students should meet minimum proficiency in all determined standards in order to earn a C in the course, which would indicate their readiness to move to the next level.
D	At least 2/3 HP (4), PR (3), or CP (2) No more than 1/3 DP (1)	
F	More than 1/3 DP (1)	

HP = Highly Proficient
PR = Proficient
CP = Close to Proficient
DP = Developing Proficiency

Homework-Expectations

- Homework will be given generally 3-4 times per week, as an academic practice.
- Although homework does not affect the grade a student receives (only tests count as their academic grade), the practice must be done in order to be eligible for re-testing for a higher grade.
- Homework will be assigned either daily or for the week at a time, but will not be due/turned in until Friday.

Classroom Expectations/Rules

- Students and teacher will come to class on time and be prepared.
- Students and teacher will respect school property, themselves, and others.
- Students and teacher will follow directions the first time they are given.
- Students and teacher will do their best work.
- Students and teacher will support others to also do their best work.

Consequences for not following expectations

- 1st Offense -- Verbal check-in/ problem solving
- 2nd Offense-- Student Think Sheet
- 3rd Offense -- Contact family (Stage 1 referral)
- 4th Offense -- Contact family again (Stage 1 referral)
- 5th Offense – Stage 2 referral; contact with administrators, contact home; possible behavior contract to remain in AVID class

My beliefs

- We are all able to achieve math at high levels.
- We do best when we all teach and learn from each other.
- Our differences are what make us special and allow us to see things from a different perspective.
- Mistakes happen and are what allows learning. We must work to not avoid things for fear of making mistakes.
- We all have different strengths and needs; therefore the supports and structures provided will vary according to needs of the individual and class.

Helpful Resources

When using the **CPM (Algebra Connections-hardback textbook)**, the company has a **website** with many resources, including: homework hints for problems assigned, a parent guide (like a cheat sheet to help you understand the content!), extra practice problems by section, and a resources page with many of the class handouts. To access these resources:

- go to cpm.org
 - Choose "textbook resources" (top of page)
 - Click on our textbook (purple "Algebra Connections")
 - All of the above-mentioned resources are on the left side of the screen

Khan Academy-I will set up an account for each student as a part of our "class". They will access the account using their apps4pps account. You can join onto their account as a parent and see their work, as can I. Khan Academy provides tutorial videos and practice, and tracks student progress throughout the 8th grade standards.

Math 8 Syllabus Signature Sheet

I have read about and understand the following:

- Grading/Testing/Homework Procedures
- Supplies for class
- Class Expectations/Consequences

STUDENT

Signature _____ Printed Name _____ Date _____

PARENT/GUARDIAN

Signature _____ Printed Name _____ Date _____

TEACHER: I will be fair and consistent in administering the expectations for this class.

Signature _____ Printed Name _____ Date _____

IMPORTANT: Return this page to teacher, and keep the first page as a reference.

Is there anything you would like me to know? Please tell me here or contact me using the above contact information. Thanks!