Belair Middle School

**8th Grade Mathematics**

Course Syllabus

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**Office Hours: M-F 9:30am – 10:30am**

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**My cell# will be given when I call the parents.**

Welcome to Belair Middle School, the home of the Falcons! You are invited to participate in a collaborative classroom- a classroom where knowledge is SHARED. I will facilitate learning, and to make sure that all Individual Education Plans are followed to address the needs of the learners. Research shows that learning takes place more effectively when students work together, use dialogue, and discuss different strategies or perspectives to become knowledgeable independent learners. Small group instruction will be used and 100% class participation is necessary for learning.

**Course Description**:In Grade 8th grade, instructional time will focus 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.

**Course Description:**

**8th Grade Pull-out Class: Algebra IA is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course combines 8th Grade Mathematics with some components of Algebra I that represents a discrete study of algebra with correlated statistics applications. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student’s work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment. Included in this course is a built in support program (Algebra IA Support) to ensure student learning and to close deficiency gaps between previously taught courses. The first 30 minutes of homeroom is dedicated to silent reading.**

**7th Grade:**

Course Prerequisite(s):Successful completion of 8thGrade Mathematics

Course Outline:The 8th grade curriculum is divided into several different units. They are as follows:

|  |  |
| --- | --- |
| Anticipated Units of Study | Time Length (approximately) |
| Unit 1: Investigating Linear Expressions, Equations, and Inequalities in one Variable | 3 weeks |
| Unit 2: Modeling Linear Relationships & Functions | 4 weeks |
| Unit 3: Investigating Data & Statistical Reasoning | 3 weeks |
| Unit 4: Real-Life Phenomena Explored Through Systems of Linear Equations | 1 week |
| Unit 5: Exploring Irrationals, Integer Exponents and Scientific Notation | 3 weeks |
| Unit 6: Exploring Geometric Relationships | 3 weeks |
| Unit 7: 8th Grade Review | 2 weeks |

**6th and 7th Grade will be required to pass math and language arts classes as well as either science or social studies class. They will also need to pass Georgia Milestones for math and language arts.**

Required Course Material

\* (1) 1 ½” inch 3-ring Binder

\* Pencils (mechanical pencils preferred)

\* Loose Leaf Paper **Donations appreciated for the following**:

\* Highlighters **\***One pack of Copy Paper

\* Package of Dividers (8 Total) \* Hand Sanitizer (For the class)

\* Ruler \*Kleenex

\*Handheld pencil sharpener

\* One Composition Notebook

\* (10) 3 prong, two pocket folders

\* Coloring Utensils (crayons, coloring pencil, or markers)

\* Graphing Paper

**Grading Scale**

**Summative Assessments (Unit and Chapter Tests, Major Projects) – 40%**

**Formative Assessments (Quizzes, Classwork, Group Work, Test, Homework, TOTD) –60 %**

Grading Policy Rubrics

A = 100 - 90

B = 89 – 80

C = 79 – 75

D = 74 – 70

F = 69 – 0

Course Assessment:

Classwork

Classwork grades will include Problem of the Day (POD), Tasks, in-class assignments, Group participation and Ticket-Out-the-Door (TOTD).

Homework

**Homework may be given regularly with the purpose of reinforcing what was covered during class.** It is imperative that you complete **ALL** homework**.** Math requires practice and action! **Students are required to do at least 15 minutes a night on I-Ready.**

Tests and Quizzes

Tests will be announced; however, quizzes and post-test may not be. Therefore, it is important to study notes and other materials covered in class for homework EACH night. There will be several quizzes given for each unit so students can determine whether they’re adequately progressing. Generally, failing grades on quizzes can be an indicator of possible future test grades, unless there is an intervention (i.e. attending tutor sessions).

**Projects**

**One project may be assigned each grading period.** This will be an extension or enrichment of the concepts discussed. Students will have 1 to 3 weeks to complete each project depending on the complexity of the task. Some projects will be completed in class such as performance tasks or formative assessment lessons (FAL).

**Make-up Work**

I strongly advise students not miss class. However, if students are absent, **it is their responsibility to make-up missed work**. Assignments are usually posted on the **CLASS PAGE of Canvas**. Students should begin any assignments that can be completed outside of the classroom immediately. Students must provide an excuse for their absence(s) when they return to school in order to make-up and submit missed assignments. All work must be made up within the ***specific*** given time frame (e.g. **3 days after receiving make-up work**).

Expectations:

The overarching expectation in this class is RESPECT: respect for yourself, respect for other students, respect for the teacher/or any individual in authority, and respect for any guests that may enter our class. Although this encompasses all other expectations, I will outline several others for the sake of clarity.

1. High Expectations – **ALL DAY, EVERY DAY!!!**
2. Have the “I will not hinder others from learning” attitude! Remain SEATED and PREPARED at all times.
3. Bring ALL materials to class DAILY.
4. ALL work must be done in pencil.
5. Adhere to all policies, rules, and regulations outlined in the RCBOE student handbook.

Parent Checklist:

Learning is a team effort. Mr. Crew would appreciate your attention to the following checklist:

1. Regularly check your child's notebook and teacher Canvas page for assignments and communication from the school.
2. Encourage development of good study skills, especially organization of time and materials.
3. Review your child's schedule to be sure they are getting adequate sleep. Even good students fail to understand the long-term benefit of such when faced with short-term deadlines.
4. Ask your child if he/she needs extra help.
5. Attend, whenever possible, math functions and conferences.
6. **Remember:** Math activities need extra practice time just like sports, dance, and music.

**Let’s work together so that we can have a successful year while increasing our math power!**

Mr. Crew’s definitive goal is to create and foster a collaborative classroom in which students take a proactive role in their learning and meet the high expectations that have been set. Please feel free to contact me via email or phone if you have any questions or concerns. I will communicate via email, telephone, and notes that will be sent home by the student. At this time, I extend an opportunity for students and parents to voice their opinions, concerns, and expectations of this course and of the teacher.

I have read this course syllabus and will support the teacher in educating my child. **Sign and** r**eturn bottom portion to Mr. Crew!**

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**Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The above signatures acknowledge that we (student, parent, and teacher) are in agreement with the information covered in this syllabus. If there is a problem, please contact Mr. Crew at [crewke@boe.richmond.k12.ga.us](mailto:crewke@boe.richmond.k12.ga.us)