

CONTACT INFORMATION:

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MY SCHEDULE:**1ST: ALGEBRA II****2ND: ALGEBRA II****3RD: 8th GRADE MATH****4TH: CALCULUS**

< MIDDLE SCHOOL LUNCH >

5TH: 8th GRADE MATH**6TH: PREP PERIOD****7TH: ALGEBRA II****MY TEACHING PHILOSOPHY & GOALS:**

I will teach my students to appreciate and utilize the analytic side of their brains as well as the artistic and creative side. By the end of the year, I want my students to confidently apply their math skills and knowledge to any problem. Ultimately, my students will always think critically and analytically about any problem presented to them in order to reach logical conclusions, both in a mathematical setting and in life. PAPA is a college preparatory school, and my goal is to prepare my students for the rigor and complexity they will face not only next year in high school but subsequently also in college.

CLASS RULES & EXPECTATIONS:

There's really only one rule in my classroom: **BE RESPECTFUL**. I expect students to follow all school and district rules, but mostly it just comes down to treating each other, ourselves, and our school with respect. This means coming to class prepared, ready to focus and ready to work, out of respect for the teacher, peers, and self. I will allow cell phones/technology in class, so long as they do not become a distraction. As soon as something becomes a hindrance to learning for **any** student, I will issue one warning, then if the disturbance continues, the student will have to put the distraction away. If there is an issue a third time, I will take away the distraction either until the end of class or until the end of the day, depending on the situation. If a pattern arises over the semester, I reserve the right to ban the distraction from the classroom and/or take it away until the parent/guardian comes to get it. Please see the PAPA Student Handbook or visit paparts.org for a full list and description of all school rules and policies. Please take special note of the PAPA Attendance Policy; consistent attendance is not optional.

COURSE GRADES:

Each quarter, students' grades will be calculated using the following scale:

ASSESSMENTS: 50%

PROJECTS: 25%

HOMEWORK: 15%

ATTENDANCE: 10%

Please note that the notebook grade is included in the project category, and all quizzes and tests are included in the assessment category.

SEMESTER GRADES:

Each semester, overall grades will be calculated using the following scale:

1ST QUARTER: 40%

2ND QUARTER: 40%

FINAL EXAM: 20%

All students are required to take a comprehensive final exam at the end of each semester. The fall exam will include material learned over the course of the first semester.

The spring semester final exam is cumulative over the whole year and will also be considered the End of Course Exam.

CLASS STRUCTURE:

Throughout the year, the class will implement a mix of individual, paired, and group work. Students will have daily warmup (Do Now) assignments that connect to the previous topic, introduce the next topic, and give me immediate feedback on their overall understanding. Generally, when introducing a new topic, the Do Now exercise will transition into a more formal note-taking lecture structure, wherein students will be expected to take notes in their composition notebook. These class notes will be graded on completeness and accuracy in periodic notebook checks. Please note that these periodic notebook checks are counted as project scores, so they can count for as much as 25% of students overall semester grades. I endeavor to keep lectures relatively short, no more than 20-30 minutes, so that students have the opportunity to attempt their assigned homework during class immediately after receiving the new information. I always give students time during class to work so they have access to me to ask any questions and get help. If students do not use this time to work, I will revoke it and move on to the next section.

It is my goal in this course to prepare students for high school level content and work. I will transition from shorter to longer lectures as the year goes on, so that my students are better prepared for the type of experience they will have in high school. The pace and level of difficulty of 8th grade math is comparable to a freshman level high school math course, so in line with PAPA's vision and mission, this course will emphasize high school preparedness to support academic excellence.

HOMEWORK:

Homework will be assigned at least 2-3 times per week. Homework is due two (school) days after it is assigned, unless otherwise stated. For example, if I assign homework on a Friday, it is due the following Tuesday. I allot two full days to complete homework so that students, after being introduced to new material, then have the opportunity to try the assignment, ask questions the next day, and then attempt it again. Especially when dealing with higher level mathematics, it's important that the brain be allowed to rest after attempting to learn new material, so I knowingly give students an extra day to "sleep on it" so they are better able to understand these difficult mathematical concepts and internalize them after their initial tries. I **strongly encourage** students to at least start their homework assignments the day they are assigned so that they don't waste the opportunity to ask for help. Homework is meant to help students practice skills, so I will only assign it when it's going to be helpful and meaningful. I believe that homework should help students learn, not just be a chore.

LATE HOMEWORK:

I do accept late homework. All assignments submitted after the due date will automatically lose 20% of the credit, so long as it is in **BEFORE** the test over that material. I will still accept homework after the test has been administered, but it will only receive 50% of the credit. Please note that I cannot accept late work after each quarter ends.

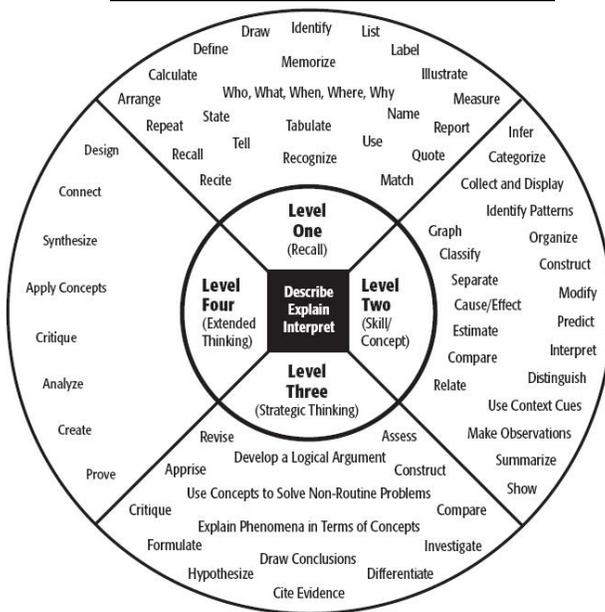
CORRECTIONS:

Students will be given the opportunity to correct their work for credit back on all assessments. Especially in mathematics, it is vital to identify and fix mistakes. On all assessments, students will receive half the credit they missed for submitting accurate corrections. For example, if a student scored a 60% on an assignment, they can submit corrections to get a final score of 80%, which then replaces their initial grade. **Corrections are required on all quizzes and tests** (unless it was 100%, of course). We must all learn from our mistakes! I will only accept corrections on each assignment once, so make sure you get help and get all the credit back you can.

COURSE DESCRIPTION:

The purpose of 8th grade math is primarily to prepare middle school students for the topics and rigor they will face in high school mathematics courses. Therefore, throughout the year we will cover a variety of pre-algebra, pre-geometry, and pre-statistics topics. In all topics, students will be required to remember and understand key concepts and foundational material in order to apply, analyze, and evaluate complex mathematical problems in order to analyze real-world problems and create logical solutions. The ultimate goal is for students to be able to flow seamlessly between all strata of both the Webb's Depth of Knowledge and the Bloom's Taxonomy guidelines (pictured below for your reference) to achieve mastery over introductory high school math topics.

WEBB'S DEPTH OF KNOWLEDGE



BLOOM'S TAXONOMY



COMMON CORE STATE STANDARDS:

For a thorough discussion of the standards covered in 8th grade math, please refer to the Common Core State Standards for Mathematics (pages 52-56), which can be accessed at: http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf. Below is an excerpt from those standards with an overview of each topic we will cover in 8th grade math class this year.

THE NUMBER SYSTEM

- Know that there are numbers that are not rational, and approximate them by rational numbers.

EXPRESSIONS AND EQUATIONS

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

STATISTICS AND PROBABILITY

- Investigate patterns of association in bivariate data.

FUNCTIONS

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

GEOMETRY

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

While this course will not follow the same progression as listed on the website provided above, it is a useful resource for reviewing the required standards. Please also see the attached list of 8th grade math standards.