

Welcome to 8th grade Algebra!

Mrs. Maronde

2022-2023

Instructor

Mrs. Kirsten Maronde

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Google Classroom

Class Code:

Delta Math

Class Code:

Course Overview:

Unit 1: Equations

Unit 2: Transformations

Unit 3: Angles/Triangles

Unit 4: Graphing/Writing Linear Equations

Unit 5: Systems of Linear Equations

Unit 6: Data Analysis and Displays

Unit 7: Functions

Unit 8: Exponents and Scientific Notation

Unit 9: Real Numbers/Pythagorean Theorem

Unit 10: Surface Area and Volume

Unit 11: Factoring/FOIL/Quadratics

Becoming Mathematicians

As your child becomes a mathematician here is a list of skills we will encourage in them...

* Notice Details

* Collaborate with others

* Take Risks

* Draw Representations

* Explain their thinking

* Think creatively

* Communicate

* Look for patterns

* Persevere

* Ask questions

* Take their time

* Are curious

Course Description

Algebra I is a study of the abstract way numbers behave and interrelate. This course is designed to develop the ability to think both abstractly and logically. Emphasis will be placed on positive and negative numbers, algebraic expressions, linear and quadratic equations, exponentials, and order of operations. This course also introduces and gives practice with area, volume, and surface area in preparation for Geometry.

Instructional Strategies/Learning Activities:

Lectures and guided practice: Lectures will be a part of everyday class. Lectures will cover the new material along with example problems done as a class.

Cooperative Learning: Other activities will be implanted in class as part of supplemental work for the new material and for MAP preparation and critical thinking problems. These will be done in individual, group, and as whole class settings.

Other notes:

Math is linked together like a puzzle and if a part of the puzzle is skipped, further progress is delayed. I will be available most mornings before school for any tutoring needed.

Class Specifics

Focus of Class: To learn! For this reason, I will not be grading each and every daily work/practice. This is the time for the student to try things, make mistakes, take risks, and learn the material.

Check Your Understanding: After learning each skill/standard, check your understanding will be assigned. This will show if students can do each skill/standard on their own.

Assessments: Throughout each unit, there will be exit tickets, quizzes, and a test. There may also be observations of student work during class and projects. Units will "spiral" meaning there will always be information from previous units on current units. This gives the student additional opportunities to show what they have learned and mastered previously skills.

Grades: Students grade will be based on the following percentages.
50% quizzes/tests, 35% participation/notes, 15% homework/CYU

Re-do: Students will have the opportunity to redo any homework (that was not turned in late) if they will to receive a better score. There will also be opportunities for students to retake quizzes/tests if they show they have come in and worked with the teacher on improvement in mastering the concept before the end of the semester.

Make-up/Late Work: Each student is responsible for his/her own work. Missed work must be completed within 2 days of the day missed. Late work will be accepted. 50% will be taken off any homework turned in late after class.

Frequently Asked Questions

1. My child says they don't understand what is going on. What can I do?
 - a. Expect your student to take responsibility for their own learning. Encourage them to use their notes or come in to their teacher outside of class time.
2. My child is not a math person. How can you expect them to learn on their own?
 - a. Nobody is born a "math person" or "not a math person." Everyone is capable of doing math at a high level. Talk to your child about math as a way of training their brain. Anyone can learn math if they train their brain—this is supported by brain science. Encourage and praise --effort, struggling with a problem, and recognizing mistakes. Remind them they are not learning on their own.
3. My child says that they don't have homework. How can you expect them to learn if they don't practice?
 - a. There is a huge disconnect between what teachers and students see as the objective of homework. Teachers see it as a way for students to check their understanding, learn from their mistakes, and find out what they don't know. Students see it as a grade and that they are doing it because the teacher said so. Research shows when students have ownership of their learning, they learn more. It will take time for students to see the connection between mastery and practice.

