Math 8/Algebra 1 Course

Syllabus & Grading Policy

MRS. D’AMBROSO
Math Teacher

Student’s Name: ________________________________

Math 8 - 1

Eugenio Maria De Hostos Micro Society School
75 Morris Street
Yonkers, NY 10705
Dear Parent(s)/Guardian(s),

I am very excited to begin the 2017-2018 school year and to seeing some familiar faces and meeting new ones. I am looking forward to a productive partnership with you to ensure our children can achieve their highest potential. I recognize that in order to be successful in school, our children need support from both the home and school. A strong partnership with you will make a great difference in your child’s education. As partners, we share the responsibility for your child’s success and I want you to know that I will do my very best to help your child reach their full potential. The Math Common Core Standards are very rigorous and by working as a team it will motivate you to persevere and see how striving for success is a rewarding experience.

I believe that parent/guardian-teacher relationships are necessary for ensuring student’s success. I encourage you to read the grading policy and syllabus together with your child. Discuss with your child the importance of doing well in school. Then please sign that you have reviewed the grading policy and syllabus together and understand what is necessary for success.

I encourage you to contact me if you have any questions or concerns at anytime. If you wish to schedule an appointment, you can call me at the school’s number (914)-376-8430, or you can send me a written note with your child, or you can e-mail me at mavila2@yonkerspublicschools.org. I check my e-mail Monday-Friday, between the hours of 8:35AM and 3:15PM. You can expect a response within 72 hours of your e-mail during school days.

Thank you for taking the time to read through this letter. I look forward to working with you and your child this year.

Sincerely,

Mrs. D’Ambroso
7th & 8th Math Teacher
Teacher: Mrs. Mayra D’Ambroso

Contact Information:
Phone: 914-376-8430

E-mail: mavila2@yonkerspublicschools.org
School e-mail is checked Monday-Friday between the hours of 8:35 – 3:15. Responses can be expected within a 72-hour window.

Appointments:
Appointments can be scheduled by phone, e-mail or written letter. Please confirm your appointment date and time one day in advance.

Course Description:
The Math 8/Algebra course is a blend of both the 8th grade Math Curriculum and Algebra 1 Curriculum. It contains part of the CC Math 8 standards and all of the CC Algebra 1 standards. This is an accelerated course and the instruction of this course will be rigorous. It will focus on more advanced topics from the New York State Algebra 1 domains. However, it will also concentrate on developing various 8th grade math skills and conceptual understanding. Students will be required to demonstrate a depth of conceptual understanding, knowledge of procedural skills, fluency, and ability to apply mathematics throughout the school year in order to be successfully prepared to take TWO state exams.

The first exam is the 8th Grade NYS Math Exam in May 1st to May 3rd, 2018. The second is the Algebra 1 Common Core Regents Exam in June 12, 2018.

After the completion of the course and obtaining a passing regents grade, students will receive two semester of High School Credit on their transcript. The two credits earned will allow each student to embark on their path for a Regents High School Diploma and higher. The final course grade will be averaged into their High School grade point average (G.P.A) and will accelerate to High School Geometry.

Math 8/Algebra 1 Units of Study

Algebra Unit 1 – Expressions, Equations & Single Variable Inequalities
Algebra Unit 2 – Graphs & Functions
Algebra Unit 3 – Linear Relationships
Algebra Unit 4 – System of Equations & Linear Inequalities
Algebra Unit 5 – Statistics
Algebra Unit 6 – Exponents & Exponentials
Algebra Unit 7 – Polynomials & Factoring
Algebra Unit 8 – Algebraic Fractions
Algebra Unit 9 – Polynomial & Quadratic Functions
Algebra Unit 10 – Algebra Regents Review

(*)Note: The order of the units may not be taught in the sequence presented above.*)
Course Policies:

Uniform: Hostos is a uniform school. We adhere to the District’s Policy and Guidelines for uniform. Uniform is expected daily. For questions about uniform please consult the Yonkers Public School’s Code of Conduct.

Materials: For this class, you will need a scientific calculator, a binder, notebook, loose-leaf paper and a homework folder. All your notes will be kept in your binders. They will be checked periodically for organization and neatness. Any work you want to work on for homework should be kept in your homework folder, which you will take with you.

You are responsible for bringing all your materials, such as pencils, pens, highlighters, erasers, calculators, etc., to class each day.

Student Work: Students will be expected to complete assignments inside of class time on a regular basis. All students are expected to solve math problems without giving up by thinking critically and solving effectively. I am striving to help them independently compute accurately, explain and elaborate their math ideas using multiple representations and precise math language. Students are expected to use complete sentences, use proper grammar and correct spelling in every written math task. No late homework assignments will be accepted with the exception of absences. See grading policy for further details.

Homework Folder: All students are required to have a folder designated specifically for homework. This folder is to go between home and school each day.

Portfolio: A portfolio will be kept in class as a record of your child’s progress. This portfolio will contain assignments, projects, tests and quizzes.

Group Activities: You will be working in groups on a regular basis. Your group will be given cooperative learning activities to complete. You will be expected to be an active member of your group and participation points will be assessed accordingly. You will always be graded as an individual; however your group may also earn points together.

Test Corrections:
You have ONE WEEK to complete test corrections. The week begins on the day that your graded test is handed back to you. You may get help from your classmates, parents, or from Mrs. D’Ambroso (please make recess appointment). However, make sure you understand your errors enough to explain them clearly. Completing test corrections you can receive back ½ the points lost on the test for each problem you got wrong.

You can upload the “Test Corrections and Reflection” Form on my school’s page or pick up a copy in class. You must turn in your original test with your Test Corrections. Staple your original test behind your Test Corrections.

Extra Credit: Opportunities for extra credit will be offered from time to time. Extra credit is extra work above and beyond the usual homework, not work used to cover up missing work.
***Absences:*** If a student is absent, it is HIS/HER responsibility to get all work from a peer and return it in a timely manner. If your child has questions they should consult with the teacher. If a child is absent the day of a test or when a project is due a doctor’s note must be submitted the following day or that child will not able to hand-in, or make-up the missing assignment. Please note that are exceptions and they can be made at the teacher and team’s discretion.

**Study Island:** Study Island is a very important to help students strengthen their understanding of the math concepts and skills they learn in class. Students will be assigned Math assignments periodically throughout the year. Students are expected to complete a minimum of 10 questions using their "Study Island Tracker" form. Students can upload the form on my school’s page or pick up a copy in class. I highly recommend parents to encourage Study Island at home.

These assignments will be included in students homework grade. At the end of every marking period I will round up their scores to reward their efforts. However, if a student chooses not to complete the required 10 questions or the assignment at all, their grade will be reflected accordingly as 0%.

**The scale I will use is as follows:**

- 100% 105%
- 99-90% 100%
- 89-80% 90%
- 79-70% 80%
- 69-below 70%

*I will be providing classroom time periodically for students who do not have access to a computer to work on Study Island.*

**Blue Ribbon Study Island Policy:** If students earn 70% or higher they will receive a blue ribbon from study island. For every 5 blue ribbons earned students will be rewarded with a homework pass.

**Middle School Heading Policy:** All homework, class work or loose-leaf assignments must include the following heading:

<table>
<thead>
<tr>
<th>First Name and Last Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Subject – Class #</th>
<th>Homework or Class work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Title of Assignment</th>
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</table>
Statement for Academic Dishonesty:
Academic honesty is expected in this class. Cheating will not be tolerated. Consequences may include: reduction in grade on assignment, repeat assignment, no grade on assignment or others as deemed appropriate. Please note, policies regarding academic dishonesty can also be found in the Yonkers Public Schools Code of Conduct.

Classroom Culture:
8th grade mathematics provides a foundation of knowledge that you will need to be successful in high school mathematics. Some concepts will be challenging and it is understandable to be unable to solve a new problem at first or having difficulty understanding a new concept. However, it is never acceptable to give up!

This course will offer you multiple experiences to help you reach your math goals and maximize your learning in mathematics. In order to achieve your math goals, students are expected to respect themselves, their peers and their teachers, always follow directions, be positive in their behavior and attitude, be prepared with supplies, homework and readiness to learn, and have smooth, silent, and seamless transitions. Behavior problems will not be tolerated and will be dealt with immediately. Let’s work together to create a great environment for learning math.

<table>
<thead>
<tr>
<th>Class Rules</th>
<th>Rewards</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have all your materials ready to use when class begins.</td>
<td>1. Praise</td>
<td>1. Reminder</td>
</tr>
<tr>
<td>2. Follow instructions when they are given.</td>
<td>2. Positive note/call home</td>
<td>2. Warning</td>
</tr>
<tr>
<td>3. Change activities quickly and quietly.</td>
<td>3. Student of the Month</td>
<td>3. Phone call to parent or guardian</td>
</tr>
<tr>
<td>4. Be respectful and help each other achieve success.</td>
<td>4. End of Semester Pizza Party</td>
<td>4. Recess Detention</td>
</tr>
<tr>
<td>5. Take responsibility for your learning.</td>
<td></td>
<td>5. Parent Teacher Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Written Referral to Principal or to Assistant Principal</td>
</tr>
</tbody>
</table>
Math 8/Algebra Grading Policy

Grading System

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Numeric Equivalent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>90-100</td>
<td>Performing Above Grade Level</td>
</tr>
<tr>
<td>3.0</td>
<td>80-89</td>
<td>Performing At Grade Level</td>
</tr>
<tr>
<td>2.0</td>
<td>65-79</td>
<td>Performing Below/Approaching Grade Level</td>
</tr>
<tr>
<td>1.0</td>
<td>64 and Below</td>
<td>Performing Far Below Grade Level</td>
</tr>
</tbody>
</table>

Attendance 20%
Attendance is crucial for your child’s success. Each class missed equals information missed. To ensure student understanding of the importance of attendance, it is part of the grading policy.

Homework: 20%
Students are responsible for further completing homework. All students are required to have a homework agenda book to keep a log of their assignments. Parents are encouraged to check every evening. Late homework assignments will not be accepted. If a student is absent it is his/her responsibility to get the missed work from a class mate and consult the teacher if there are any questions. In the event of an absence, homework is expected to be made up in a timely manner.

**No name on papers: No name, no credit!** Take pride in the work you do. It is your responsibility to hand in completed, neat and clearly labeled assignments; this includes a proper heading with your name, the date, class number, and a heading for the assignment.

Test, Quizzes, and Projects: 40%
Unit assessment tests, quizzes, and projects are to check for understanding and are necessary. Projects will be completed both in class and at home. Students are expected to complete a variety of inquiry-based projects in groups, partners and/or independently. Rubrics will be used for project assessments. In the event of an unexcused absence students will not be permitted to be make up missed assignments; ie.: tests, projects, quizzes.

**Projects that are turned in late will lose five points for everyday they are past due. After three days, they will not be accepted!**

Class Participation 20%
Contributing productively to our learning community and demonstrating solid effort is essential to a well-developed classroom community. Each student is expected to actively participate in all course activities throughout the school year. By sharing ideas amongst peers with “accountable talk,” listening attentively, and the practice of effective questioning between students aligns with the new Common Core Standards. All students are given the opportunity and are required to ask and answer questions, participate in classroom discussions, and be an active member of the learning community. These means students are also expected to carefully complete all class work assignments. Failure to do so will be reflected in student’s final quarter grades.
# Math 8/Algebra Grading Policy

“Rubric for Grading Homework Assignments”

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Performs Above Grade Level</td>
<td>Demonstrates <em>deep understanding</em> of the problem. Final solution is correct with no mathematical errors noted. Mathematical strategy and representation are highly sophisticated and easy to interpret. <strong>Student goes BEYOND expectations.</strong></td>
</tr>
<tr>
<td>3</td>
<td>Performs At Grade Level</td>
<td>Demonstrates <em>general understanding</em> of the problem. Final solution is correct with very few mathematical errors noted. Mathematical strategy and representation are efficient and for the most part easy to interpret. <strong>Student MEETS expectations.</strong></td>
</tr>
<tr>
<td>2</td>
<td>Approaching Grade Level</td>
<td>Demonstrates <em>limited understanding</em> of the problem. Final solution is partially correct with several mathematical errors noted. Mathematical strategy and representation are partially useful, but difficult to interpret. <strong>Student MEETS MOST expectations.</strong></td>
</tr>
<tr>
<td>1</td>
<td>Performs Below Grade Level</td>
<td>Demonstrates <em>no understanding</em> of the problem. Final solution is incomplete with extensive mathematical errors noted. Mathematical strategy and representation are not present or irrelevant to the problem. <strong>Student FALLS BELOW expectations.</strong></td>
</tr>
</tbody>
</table>

“Rubric for Grading Class Work Assignments”

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅+ Complete</td>
<td>Class work assignment is turned in. All problems are completed. All appropriate work is shown.</td>
<td></td>
</tr>
<tr>
<td>✅ 1/2 Credit</td>
<td>Class work assignment is turned in. At least 50% of the problems are completed. Most appropriate work is shown.</td>
<td></td>
</tr>
<tr>
<td>✅− Not Complete</td>
<td>Class work assignment is turned in. Less than 50% of the assignment is completed. Appropriate work is not shown.</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>Class work assignment is NOT turned in.</td>
<td></td>
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</tbody>
</table>
# Math 8/Algebra Grading Policy

“Rubric for Grading Class Participation”

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (90% - 100%)</th>
<th>Proficient (80% - 90%)</th>
<th>Developing (70% - 80%)</th>
<th>Unacceptable (Below 70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency of Participation in Class</strong></td>
<td>Student initiates contributions more than once in each recitation.</td>
<td>Student initiates contribution once in each recitation.</td>
<td>Student initiates contribution at least in half of the recitations.</td>
<td>Student does not initiate contribution &amp; needs instructor to solicit input.</td>
</tr>
<tr>
<td><strong>Quality of Comments</strong></td>
<td>Comments always insightful &amp; constructive; uses appropriate terminology. Comments balanced between general impressions, opinions &amp; specific, thoughtful criticisms or contributions.</td>
<td>Comments mostly insightful &amp; constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.</td>
<td>Comments are sometimes constructive with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.</td>
<td>Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion &amp; personal taste. E.g. “I love it”, “I hate it”, “it’s bad” etc.</td>
</tr>
<tr>
<td><strong>Listening Skills</strong></td>
<td>Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say &amp; contributes to the dialogue.</td>
<td>Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect &amp; build on others’ remarks. Occasionally needs encouragement or reminder from T.A. of focus of comment.</td>
<td>Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.</td>
<td>Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.</td>
</tr>
</tbody>
</table>
Math 8/Algebra Syllabus & Grading Policy
Parent/Student Agreement Form

(Child’s Name: Please Print)

Math 8 - ____

Parent’s Agreement
1. I have read and reviewed the grading policy and syllabus with my child.
2. I understand that my participation is important to my child’s success and will be an active member of the Hostos learning community.
3. Should I have any questions or concerns, I am aware that I may contact Mrs. D’Ambroso.

Student’s Agreement
1. I am expected to adhere to all classroom rules, and noncompliance of any kind will not be tolerated.
2. I am aware that inappropriate language and demeaning behavior will not be tolerated.
3. I am expected to come to every class prepared and ready to learn. I have my homework complete, binder ready, and a pencil in hand.
4. I am expected to work to try my hardest and work to the best of my ability. All assignment will be turned in promptly and complete, knowing that I have given my best effort.
5. I understand that taking risks and participating are encouraged. I should not be afraid to ask appropriate questions. I will learn the most by being actively involved in my learning.
6. Mostly importantly, everything I do or say in the classroom should help create a positive learning environment.
7. I will work hard, help others and never be afraid to try!

By signing below, you have reviewed the math syllabus and the grading policy together with your child and understand what is necessary for success.

(Parent/Guardian Name: Please Print)

(Parent/Guardian Signature) (Student Signature)

(Date) (Date)
PARENT CONTACT INFORMATION

Please fill out below:

STUDENT NAME: ____________________________________________

STUDENT ID NUMBER: ___________________________ CLASS: ____________

EXTRA-CURRICULAR ACTIVITIES: ____________________________________________

_______________________________________________________________________

HOW DO YOU GET TO SCHOOL? ____________________________________________

HOW DO YOU GET HOME? ________________________________________________

PARENT/GUARDIAN NAME: ________________________________

DAYTIME PHONE: ___________________ CELL PHONE: ___________________

EMAIL ADDRESS: _________________________________________________

PREFERRED METHOD OF CONTACT? PHONE EMAIL TEXT

PARENT/GUARDIAN NAME: ____________________________________________

DAYTIME PHONE: ___________________ CELL PHONE: ___________________

EMAIL ADDRESS: _________________________________________________

PREFERRED METHOD OF CONTACT? PHONE EMAIL TEXT