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**Teacher:** Katy Myers **Rm B-143 Course:** Math 8

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**Requirements and Expectations:**

Welcome to *Intermediate Math II*. We live in a mathematical world. Whenever we decide on a purchase, use a spreadsheet, or determine if we have enough money for an activity, we rely on mathematical principles. In such a world, those who understand and can do mathematics have advantages over those who do not. Mathematical competence opens doors to productive futures.  Students will answer these questions each day about problems - “What do you notice? What do you wonder?” All students deserve an opportunity to understand the power and beauty of mathematics.  This year students will continue to develop higher level thinking skills and the mathematics skills called for in the Utah Mathematics Core for Math 8 *(Intermediate Math II, Math 8).* The course will demand our students to be ready to work, think deeply and be aware of the requirements and expectations established for the course.

**Required Materials:**

A scientific calculator (I prefer the TI-34 Multi-view), 3 ring 1 inch binder, 5-tab dividers, a pack of each: line and graph paper, pencils/erasers, a red pencil/pen for corrections, a set of color pencils, a highlighter, dry erase marker ruler, and an attitude for learning.

 **MRJH 8th Grade Math Team Grading Policy:**

The purpose of grades is to clearly communicate to students, parents, and teachers what the student have learned and mastered. The scores you see in skyward will communicate the specific standards your student has learned in class. These standards are graded on a four-point scale, as explained below. This four-point scale is crucial in identifying to students, parents, and teachers specifically what the student have mastered and what areas need to be remediated.

|  |  |  |
| --- | --- | --- |
| Exceeds Mastery | 4 | Student shows all work. Work is neat and organized in a logical manner. Student has provided additional justification or verification of work. Answer is correct with no errors. |
| Mastery | 3 | Student knows and can perform the process and shows understanding of the concept. Student provides work indicating knowledge of procedures. Answer is correct or possibly incorrect due to small mathematical error. |
| Approaching Mastery | 2 | Student shows some idea of the concept. Answer is incorrect. Student has provided little or no work or there is evidence of guessing. |
| Below Mastery | 1 | Student has attempted to solve a problem. Answer is incorrect and obvious guesswork is involved. There is little or no work provided. |
| No Mastery | 0 | Student was absent or standard was not administered. Student did not attempt. No work or answer was provided. |

Students have multiple opportunities for assessment of each standard. The grade for each standard will reflect student’s mastery. Your student’s term grade will be calculated using the follow grading scale. Each term will assess a different total number of standards that student grade will be based on. Your student will be made aware of how many standards they will need to master each term at the beginning of each unit.

|  |  |
| --- | --- |
| A | 88 – 100%  |
| B | 75 - 87%  |
| C | 62 – 74%  |
| D | 49 – 61% |
| F \* | 48% or below |

\*If a student receives a 49% or below, an F grade for Term 1-3, students will be given the opportunity to change the F to a passing grade, C, in the following term. If the student chooses not to take the opportunity, then the failing grade will be permanent. All 4th Term grades, including F’s are final.

**What Your Students Grade Means:**

If your student earns an “A” it means your student has exceeded mastery and of the objectives and standards that are taught in 8th grade. A “B” means the student has mastered or is very close to mastering the majority objectives and standards. A “C” means the student still needs to work toward mastery of the objectives and standards but is making progress. A grade of “D” or “F” shows your student has not yet met mastery and needs more support and practice in order to master the objectives and standards required to be successful in 8th grade and beyond.

My expectation is that every student earns a “B”. **My goal is every student chooses to earn an “A” and is willing to work with me to achieve this accomplishment.**

**Make-up Opportunities:**

If a student wants to re-take an assessment for a specific standard, he or she must complete all assigned homework, correct standard assessment, and complete independent practice on my website. If they choose to retake the assessment for a standard a second time, students must participate in an extra learning opportunity such as: watching a video, going to math lab, working with the teacher, working with a tutor, etc. then meet with me to take the Mastery Demonstration again. The Mastery Demonstration score will replace the score for that standard from the unit test. There will be no penalty for a student needing more time or opportunities to master any standard.

**Classwork and Homework Assignments:**

Daily completion of classwork and homework is an expectation in the 8th grade math class. Independent practice on **DeltaMath.com** will be required once a week. Classwork, homework and online practice will be included in their term grade as the Learner Quality standard according to class generated rubric. **Late Unit work accepted 2 weeks after Unit test**.

Successful completion of these activities will support assimilation of new knowledge and skills and help students on the road to mastery. Classwork will be completed individually and in groups during every period in class. Homework will be assigned every day, and should take approximately 15-30 minutes outside of class to complete. (If your student is spending more time than this, please let me know so we can discuss a solution.) Homework will be corrected and recorded at the beginning of class each day.

The goal of this is to allow students and parents to monitor participation and engagement in the learning process. Students are to keep their notes, quizzes and assessments complete and organized, to be used as support and study material.

**Participation and Citizenship:**

Participation will be included in their term grade as part the Learner Quality standard. My expectation is that all students need to be on time in their seats and ready to learn, be prepared with materials, know what the objective is for the day, and recall what we learned in the prior lessons. Students should come to class prepared and ready to engage in the learning process. Students are to participate in group discussions, in-class assignments, and activities that are planned to increase learning opportunities. At the end of each Quarter, students will be given a Citizenship grade that will reflect their behavior over the previous weeks.

**Absences and Tardies:**

Being in class and participating in the class discussion is a significant part of the student’s learning and understanding. The term “on time” will be defined as being in class and ready to work on the self-start as the tardy bell rings. In case of an absence, students should still work to make-up the classwork and homework in a timely manner. This will add to the successful mastery of unit standards and goals. Materials will be available in the classroom or on my website. It is a student’s responsibility to find out what was missed and make up the work.

**Office hours:**

*I only work on* ***B day****s and I am available only after school on* ***B days.*** *If you or your student wishes to see me after school, please make an appointment. This way I can honor your time and mine.*

**Process of Communication:**

The best way to contact me is through e-mail. Please feel free to e-mail me with your concerns so we can work together to help your student learn mathematics. I will contact you by e-mail within 24-hours. I can also be reached by phone, but this is not the best way to reach me since I am not at the school all the time.

*Please make sure your phone numbers and e-mail addresses are correct in your student’s Skyward account. E-mail will be my primary way of contacting you.*

Parent Information Sheet

Please Print and Return by Monday 8/29

Student Last Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ First Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent / Guardian Name (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the best way to contact you to discuss grades, behavior, praise or concerns about your

 student?

 󠄎 Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 󠄎 E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Best time to reach you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there anything that you would like me to know about you, this class, or anything else?

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Yes, I have read the Disclosure Document and understand the expectations and policies for

this class:

**Parent Signature and Date**

**Student Signature and Date**

**Administrator Approval:**

 Administrator Signature Date