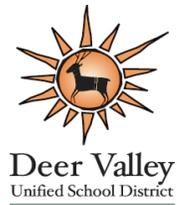




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Max Wood, Assistant Principal



8th Grade Math

Mrs. Rankin's Student Syllabus 2024 - 2025

ABOUT MRS. RANKIN

My name is Mrs. Rankin and I am so excited to be your 8th grade math/math180 teacher this year. I attended all years of elementary, middle, and high school in DVUSD! Afterwards, I graduated with my Bachelor's Degree in Elementary Education from NAU and not too long after became certified to teach middle grades math. Prior to teaching 5th and 8th grade at Union Park, I taught 6th grade at another DVUSD school. I am excited to start another amazing year at Union Park!!

COURSE DESCRIPTION

This course is designed to meet the 8th grade math requirements of the Deer Valley Mathematics Curriculum and Arizona 8th Grade Math Standards. There are 9 units within Illustrative Mathematics that students will be learning this year.

CLASS EXPECTATIONS

- Be respectful to all
- Appropriate language
- Be on time and prepared to class
- Be an active learner

8TH GRADE MATH

Students will solve problems in the areas of the Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. Problem solving skills and math vocabulary will be used in all areas. Each day will begin with a review of the previous day's materials and other review material that is required for the current day's lesson. The teacher will monitor and adjust the length of each lesson based on the overall understanding demonstrated by the students.

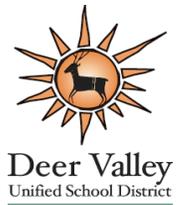
→ UNITS OF STUDY

- Unit 1: Rigid Transformations & Congruence
- Unit 2: Dilations, Similarity, & Introducing Slope
- Unit 3: Linear Relationships
- Unit 4: Linear Equations & Linear Systems
- Unit 5: Functions & Volume
- Unit 6: Associations in Data



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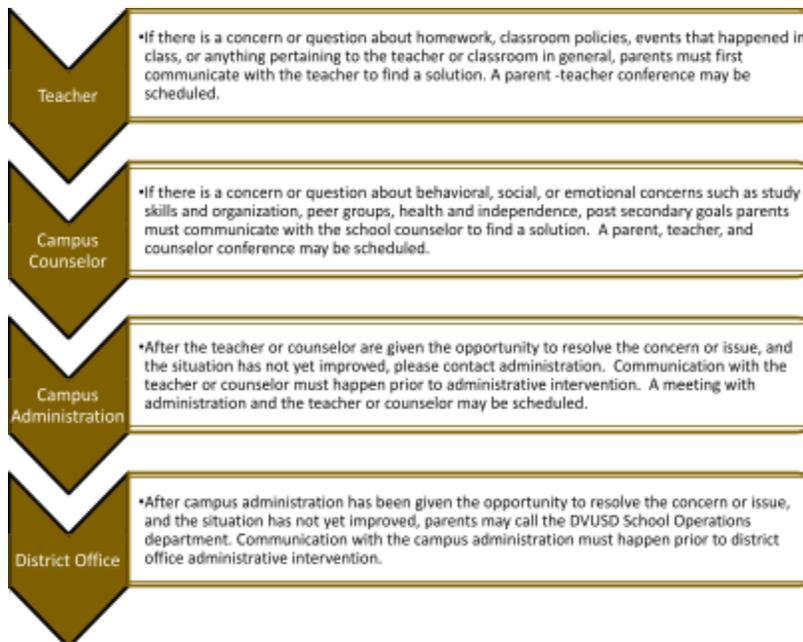
Unit 7: Exponents & Scientific Notation
Unit 8: Pythagorean Theorem & Irrational Numbers

→ RESOURCES

- [AZ 8th Grade Math Standards](#)
- [DVUSD Math Resources for Parents](#)
- [Parent/Student Access to Illustrative Math Curriculum](#)
- [What is Depth of Knowledge \(DOK\)](#)

COMMUNICATION

→ UP Communication Protocol



School-wide communication

- [Union Park School Website](#)
- Check for frequent Smores via social media, email, and texts

Communication with Mrs. Rankin

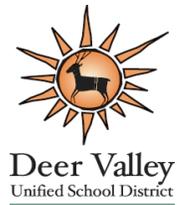
- [Mrs. Rankin's Website](#)
- Email: bailey.rankin@dvusd.org
- Classroom 430

- In math class we will be utilizing Canvas for our main form of student communication. At Union Park we have the opportunity to be a 1:1 campus so students will have access to technology in their classes. Canvas will be updated with weekly assignments, important announcements for students and is where students are expected to contact me if needed.



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- Please schedule specific times to meet with me, as we need time to communicate effectively. I often have professional duties directly before and after school hours. Please understand that I will not be able to meet or discuss issues while I am teaching or supervising students. However, I will contact you as soon as I can.
- Union Park has implemented email office hours and a “curfew” to ensure that we maintain a healthy work-life balance. I will respond to emails Monday through Friday from 7:00am to 8:30am and again from 3:30-5:00pm.

PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will be released early so that we are able to participate in PLC work. This work is directly related to the planning, instruction and interventions we implement in our classrooms to ensure that students master the standards.

Role of PLC

A professional learning community is a group of educators that meet regularly and work Collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond if some students do not learn?
- How will we extend the learning for students who are already proficient?

PLC Teams are responsible for collaborating to establish general consistency among the following:

- Assignments, presentations, products, observations and assessments used to determine a student's level of performance in relation to grade-level standards.
- The method and schedule for additional learning opportunities.
- Due dates, deadlines, and procedures for reassessment.
- Create opportunities for common scoring of assessments

HOMEWORK & GRADES

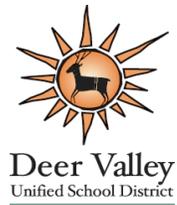
Homework

- The intent of homework is to practice, extend learning, and provide opportunities for students to develop critical, independent study skills and self-discipline for their life-long educational journeys.
- Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.
- Grades will be equitable, accurate, specific, consistent.
- A student's grade should reflect academic learning and should never be used as a punitive tool.
- Grades are for reporting the status of academic learning, not behavioral conduct



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- The primary purpose of assessment and grading is to provide detailed feedback to inform and support student learning.
- Learning is a process that takes place over time and at different speeds for different students.
- PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in [PowerSchool](#).

MEANINGFUL GRADE ENTRIES

Teachers are expected to enter a meaningful grade for each student in the electronic gradebook on a regular basis so that students, parents, and support staff can better monitor student progress. A meaningful grade is a grade entry for an assessment or coursework that measures learning standards. The frequency of entering meaningful grades is as follows:

- Classes that typically meet 4-5 days per week = at least 1 meaningful grade each week
- Classes that typically meet 2-3 days per week = at least 1 meaningful grade every other week
- Classes that typically meet 1 day per week = at least 1 meaningful grade every 3rd week

At least one meaningful assessment/assignment grade entry must be entered each week, but an entry that impacts the course grade must be entered at least every 2 school weeks (every 3rd week for classes meeting once per week).

Middle School Grading

Students in 3rd through 12th grades will receive marks for their **proficiency** towards the grade level standards using the following scale. These marks are for information and do not calculate the student's overall course grade.

- **4 = Highly Proficient**
- **3 = Proficient**
- **2 = Partially Proficient**
- **1 = Minimally Proficient**

Students in 3rd through 12th grades will receive marks for their **overall performance** in each course of study using the following letter grade scale. Overall course grades for students in grades 3-12 will be calculated from the average of the student's assignment scores* (assessments, coursework).

- **A = 90-100%**
- **B = 80-89%**
- **C = 70-79%**
- **D = 60-69%**
- **F = 0-59%**



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Grades of "D" and above are passing marks. A course grade of "F" indicates that the student has failed the course..

*For graded work in the Assessment Category, teachers will enter the proficiency marks for each standard measured and use the following guide to assign a score to the assignment. Parents will see the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal.

Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						

For additional information, the parent may click the blue "show standards" icon to view the proficiency marks for the learning standards associated with the assessment or coursework.

Due Date	Category	Assignment	Flags	Score	%	Grade
09/22/2022	Assignments	Weathering Rates - Gizmos		100/100	100	A
09/16/2022	Assignments	Weathering of Different Rocks Gizmo		90/100	90	A
09/09/2022	Quiz	Land forms Quiz		85/100	85	B
		4.ET1.6 - Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes. 4.ET1.6		5		Proficiency level shown here
08/12/2022	Quiz	Scientific Method Quiz		100/100	100	A

WEIGHTS

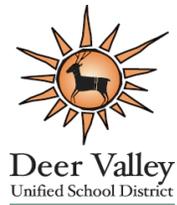
All 1st-12th grade teacher gradebooks will utilize the following weights for each category in the gradebook.

- ASSESSMENT CATEGORY 80%
- COURSEWORK CATEGORY 20%
- PRACTICE CATEGORY 0%



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MISSING WORK

***An assignment is considered as missing work when it is not submitted by the due date.**

Missing work will be treated as such:

- The assignment will be marked with the “missing” special code in the gradebook
- A zero (0) will be entered as the score for the assignment in the gradebook (grades 3-12)
- No Evidence (NE) will be entered for the standards attached to the assignment
- If the work is submitted as Late Work (see below), the zero (“0”) assignment score will be changed to reflect the student’s actual score with no deductions or penalties.
- If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the assignment will be changed from a zero (“0”) to a 49% by the end of the term.

PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

- Students needing extra help will receive it from their teacher during Multi-Tiered Systems of Support in class
- Students choosing not to complete work, but who are able to do so, will complete work with support during Toro Time.
- In order to accurately reflect a student’s academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe and procedures developed by the school and before the end of the grading period.
 - The practice, coursework, or assessment will be marked with the “Missing” special code in the gradebook
 - No Evidence (NE) will be entered for the standards attached to the practice, coursework, or assessment.
 - If the work is submitted as Late Work (see terms below), the (NE) or 49% assignment score will be changed to reflect the student’s actual score with no deductions or penalties
 - If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the coursework or assessment will remain 49%.
 - Students will still be responsible for turning in late work in addition to their current coursework, which results in the natural consequence of a heavier workload. The primary consequence for students not completing the work is to complete the work.

In order for Late Work to be accepted, students must meet the following parameters:

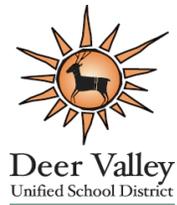
- Assignment is not a timed activity (such as a Quick-Write Essay)
- Assignment is not a Long-Term assignment (over multiple weeks)
- Assignment is turned in within the following time frame
 - K-2 Grades: By the end of the marking period
 - 3-8 Grades: Within ten after the end of the unit

If a student meets the above criteria, he/she will be issued full credit for the work submitted (no added penalties or caps on the grade that can be earned). The teacher will mark the student’s assignment with the “Late” special code. If the assignment is an assessment, the proficiency level of the standards attached will be entered.



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Please note: Accommodations included in a student's IEP, 504, or EL plan may supersede the above Late Work procedures. Consult with the student's Service Coordinator, counselor, or the student's support team.

RETAKES

Retakes or reperformance of essential skills is important to support learning of critical skills and filling gaps in learning.

Retakes are allowed for assessments in which scores are entered into the gradebook, for full credit, if reperformance opportunities will not be available during the marking period or in addition to reperformance opportunities during the marking period.

In order to earn a retake opportunity, a student must complete all of the following:

- Complete all formative coursework related to the content/skill assessed
- Consult with the teacher
- Submit a reassessment plan or application, if required by the teacher

A reassessment plan must be scheduled within the following time frames:

- K-2nd Grades: Until the week before the end of the marking period
- 3rd-8th Grades: Within 10 school days after receiving the assessment score

EXTRA CREDIT

Just as imposing grade penalties for poor behavior distorts academic grades, so does awarding higher grades or extra credit for good behavior. Extra credit renders an academic grade less accurate since it is not based upon performance of the standards, but rather on compliant behaviors.

No extra credit will be awarded.

GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS IN GRADES K-8:

After careful consideration and in alignment with the developmental needs of our students and the Children's Online Privacy Protection Act (COPPA), DVUSD has determined that the use of Large Language Models (LLMs), such as ChatGPT, is not suitable for students in grades K-8 (under 13 years of age) and will not be utilized or endorsed in academic contexts.

TORO TIME

Toro Time is a before or after school opportunity for students to maximize their potential success. Learning and completing work at Union Park is required. Toro Time is offered to all students who have not shown proficiency in their current learning progressions or classwork. Toro time will be assigned to students to attend for extra help, assistance, or when a student needs to complete his/her work. Without completing their work, it is hard to know if a student is progressing towards mastering the standards we are teaching in class. We ask for parent support and cooperation in transporting students to or from their assigned Toro Time so that they are not falling behind or simply given the opportunity to opt out of their work.