

Course Syllabus Report



MA289O Math 8

Meets Graduation Requirements: No

Details

Description

8th grade scholars will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. i-Ready Classroom Mathematics (K–8) is a comprehensive core mathematics program that makes math accessible to all students. Everything works together to support teachers and empower students to connect to mathematics in new ways. The program includes: *An instructional design that allows students to take ownership of their learning *Rigorous practice opportunities that build students' conceptual understanding and procedural fluency *In-depth reports that enable instructional decisions so teachers can help students reach their greatest potential *A wide range of accessibility features to maximize usability for all students *Support and resources for remote learning

Ale Course Essential Learnings:

Unit Title with Essential Questions

Exponents and Rational Numbers

- How can I apply the properties of integer exponents to generate equivalent numerical expressions?
- Why does one need to distinguish between rational and irrational numbers?

Functions

- Why does one need to define a function?
- How does knowing the algebraic properties of a function help to graph that function?

Linear Equations and Models

- Why is there a need to represent relationships between variables in more than one way?
- When is a relationship between two variables proportional?
- How does thinking of a unit rate as the slope of a line help to solve problems?
- How does one interpret the number of solutions to linear equations in one variable?
- What does it mean to solve a system of linear equations?
- How do I decide which method would be easier to use to solve a particular system of equations?

Geometry

- How can the Pythagorean Theorem be used to solve real world and mathematical problems?
- What are the different ways a segment (or figure) may be transformed and how do you know if a transformation produces figures that are similar or congruent to the original figure?
- Why does one need to perform transformations on figures?

Default Ale Certificated Teacher: Dylan Kane

Ale Course is Active: 1

Ale Course is Parent Template: 0

District Approved Curriculum Name:Ready Math

State Course Codes:MAT038N (Mathematics (grade 8))

Ale Course Type:NCAA n/a

State Subject Area:Mathematics

SIS Course Code: MA289O

Ale Course Grading Scale: Teachers will regularly enter formative and/or summative assessments to communicate current levels of proficiency with the standards to provide ongoing communication with students and families. Summative Assessments: The student will complete summative assessments to demonstrate their understanding of the standards presented to them. These assessments will be found within the student's math course within the iA Campus. The student will need to meet the 70% or better requirement. The student and teacher will work together to assist the student in meeting it should the student need more attempts. Summative Assessments will be your way to DEMONSTRATE to your teacher your full understanding of the lessons, skills, and activities that you learned and practiced in the preceding lessons. Your key word here is "demonstrate". Giving just an answer like, 12, doesn't demonstrate or prove to your teacher your full understanding of the skills presented to you. The summative assessments are the grades that will make up your grade. So, each time you go to answer a question in the summative assessment you want to CONVINCE, PROVE, DEMONSTRATE your understanding of how the problem should be answered. • The purpose of the report card is to communicate, at a certain point in time, scholar progress of achievement of academic standards. • Federal Way Public Schools has a standards-based grading and reporting (SBGR) system. A standards-based grading system measures a scholar's mastery of content standards by prioritizing the most recent, consistent level of performance. Grades are calculated based on a scholar's demonstrated mastery of content standards. • Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS), and each PS is a part of a grading/reporting "bucket". All

buckets are equally weighted, and the student's final grade is the average score of all buckets. Students will also receive an informational grade in non-academic areas of student success. • Revision Policy - Students will have multiple opportunities to achieve mastery of each priority standard. These opportunities include re-taking standards of tests. Official Grades are accessed through StudentVUE/ ParentVUE A 3.50-4.00 B 2.75-3.49 C 2.00-2.74 F 1.99 or below

Ale Course Available Credits: N/A

Ale Course Prerequisites: Successful completion of Math 7 standards.

Ale Course Texts: The use of the Ready Math 8 workbook, whether the online version or the hard copy.

Ale Course Additional Resources:

Instructional Materials needed: Internet access, computer, (printer, printer paper and ink if needed), modern OS/software/web browser, headphones with microphone- if not built into computer, web cam for virtual sessions, and possible assessments.

Average Number Of Hours Of Study Per Week: 5.00

Syllabus

Ale Course Syllabus:

Objectives

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Ale Course Standards:

Course is aligned with current Federal Way Public Schools Priority Standards and Washington state standards.

Ale Course Learning Requirements:

Weekly Work Completion: Scholars will submit original work in all classes each week.

Original Work Submissions: Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

Weekly Communication: Scholars will communicate weekly with their teachers regarding their academic progress.

Functioning Technology/Required Materials: Scholars will always have constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

Academic Integrity: Academic integrity is essential to learning. scholars are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

IA Policy 1st Offense: The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and

examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC.

(Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

Ale Course Academic Goals:

Completing math at grade level, level 8th grade.

Activities

Ale Course Learning Activities:

Students will take the i-Ready Math Diagnostic Assessment three times throughout the year, fall, winter, and spring to help measure the students mathematics growth.

i-Ready Classroom Mathematics uses a set of learning routines called Try-Discuss-Connect routine, that helps students engage in discourse as they develop a deeper understanding of mathematics. It allows students to develop the skills and strategies needed to become mathematical thinkers and lifelong problem solvers.

Students will begin each lesson with an introduction to the lesson with a Family Letter and a Setting the Stage warmup to the week, including a discussion activity.

Each lesson will include sessions where students use the Try-Discuss-Connect method of i-Ready Math.

Students will be invited to attend a weekly Zoom session at which time a lesson/instruction will be offered to better assist in the understanding of the standard(s) being presented.

After going through a set number of pages in the student's workbook, the student will complete a lesson summative assessment in which they will demonstrate to the instructor their full understanding the standard(s).

Activity Selections

- Text Books and/or Work Books.
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Evaluation

Ale Course Evaluation Methods:

MPR

(Monthly Progress Review)

Each month teachers decide whether a scholar is making Satisfactory or Unsatisfactory progress in each course. Then the homeroom/advisory teacher will determine if scholar is overall Satisfactory or Unsatisfactory for the month.

Secondary (6-12) - to be overall SATISFACTORY for the month, a scholar must be passing half or more of their courses.

Three consecutive months of Unsatisfactory Progress will result in a course reduction - which may affect graduation for high school scholars.

Four consecutive months of Unsatisfactory progress will result in complete withdrawal from iA. Scholars withdrawn from iA for Unsatisfactory progress may not re-enroll until the following school year.

Timelines:

September Timeline:

Complete all lessons and assignments in the September module on your "modules" page in Canvas.

October Timeline:

Complete all lessons and assignments in the October module on your "modules" page in Canvas.

November Timeline:

Complete all lessons and assignments in the November module on your "modules" page in Canvas.

December Timeline:

Complete all lessons and assignments in the December module on your "modules" page in Canvas.

January Timeline:

Complete all lessons and assignments in the January module on your "modules" page in Canvas.

February Timeline:

Complete all lessons and assignments in the February module on your "modules" page in Canvas.

March Timeline:

Complete all lessons and assignments in the March module on your "modules" page in Canvas.

April Timeline:

Complete all lessons and assignments in the April module on your "modules" page in Canvas.

May Timeline:

Complete all lessons and assignments in the May module on your "modules" page in Canvas.

June Timeline:

Complete all lessons and assignments in the June module on your "modules" page in Canvas.