**8th Grade Pre-Algebra Syllabus**

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***Introduction of Self***

I grew up in New Hope, Virginia my entire life. I graduated from Fort Defiance High School where I wrestled and played tennis. I met my best friend there in the special education classroom which sparked my passion for guiding the youth, especially individuals with special needs. I went to BRCC for my associate’s degree and JMU for my bachelor’s and master’s degree in special education. I have always enjoyed math and wanted to have my own classroom so I took a few qualifying tests and luckily arrived at KCMS!

***Grading***

Attendance/Participation: 15%     Classwork and Homework: 15%

Daily exit tickets: 10%

Quizzes: 30% Tests: 30%

***Participation***

Students should come prepared to learn every day. This means bringing the following to class: pencil, binder, paper, and most importantly, a learning mindset. Undivided attention and is expected. Asking questions and responding when requested (raising hand) is part of participating and may be rewarded as a result of being involved. Neglecting to participate will result in a deduction of participation points. This may include but is not limited to: causing distractions, refusing to complete work, and forgetting supplies.

*Note: Your participation grade will begin the quarter at 100%. Neglecting to participate will decrease your grade at the teacher’s discretion i.e. docking 1-5%*

***Classwork and Homework***

Practice makes perfect. Repetition through multiple methods of learning is the key to converting content to long term memory. Homework and classwork should be completed to the best of your ability.

***Quizzes and Tests***

There will be a quiz or test every week. You can expect a quiz or test almost every Friday. You may do test corrections for half the points back per question.

***Note Taking***

This is expected and a part of your participation grade. Taking notes will aid you when you are completing independent work. Notebook checks may occur randomly.

***Make-Up Work***

Upon a student’s return, it is his/her responsibility to obtain the make-up work and/or make arrangement with the teacher to stay after school.  The student has the number of days absent plus 1 to complete make-up work and receive full credit. Teachers will develop a system for collecting daily work for absent students.

***Textbook and Resources***

Big Ideas Math- Course 3 by Ron Larson and Laurie Boswell. There are three Big Ideas apps that are all useful and at your disposal. Please download videos weekly from the Big Ideas apps while at school if you don’t have Wi-Fi at home. PhotoMath is another app that is available that will answer and walk you through problems.

***Extra Help***

If you are struggling with understanding content, you may come see me for help. I am always available for questions during independent practice time allotted in class. Please remember to use the apps suggested above, google, YouTube, and instructions in the textbook on your own time. If you’d like to have extra time with me, just communicate that and we will work something out.

***Classroom Rules***

1. Be prepared and engaged
2. Be respectful
3. Be responsible
4. Be involved

\*Please view matrix on last page for more explanation

***Classroom Management***

* You are held accountable for your own actions and behaviors not only to the administration, but also to me within my classroom.
* All classroom behaviors will be handled by me and within the classroom. The classroom behavior intervention procedure (below) will take place when expectations are broken from my *classroom matrix* or defined problem behaviors from the handbook occur. These behaviors along with office referral behaviors are defined on page 19 of the handbook.

*Rewards:* There will be plenty of opportunities to earn rewards including but not limited or entitled to candy, pizza parties, mystery box, specific praise, preferential seating, gift cards, extra credit, no homework passes, added points to test, partner quizzes, and open note quizzes.

*Negative consequences*: These may include but are not limited to the following: silent lunch, after school detention, timeout from natural reinforcement, a talk in the hall, a talk with Mr. Herndon or Ms. Lassiter.

***Classroom Behavior Intervention***

1st offense: Warning and brief reminder/reteaching of correct behavior.

2nd offense: Departure from classroom and a talk with Mr. Diehl. Discretionary parent contact

3rd offense: Silent lunch and parent contact

4th offense: After school detention

5th offense: Trip to the office

*\*Note: Participation points may be taken away at any time of this process as mentioned above.*

***2019-2020 Math 8 Tentative Pacing Guide***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme** | **Unit** | **Topic** | **Lesson** | **2016 SOL** | **Pacing** | **Dates** |
| **1st Nine Weeks** | | | | | |  |
| Real Numbers | Real Numbers | Intro Week |  | PRETEST | 1 week | 8/6-8/9 |
| Real Numbers  Squares and Square Roots | 7.3, 7.1 | [8.2](https://docs.google.com/document/d/19VrC25d37rpU1KzM2VFnpiH5dUCHMvRvDt060eD8qgQ/preview)  8.3 | 1 week | 8/12-8/16 |
| Compare and Order Rational Numbers | 7.3, 10.5 | [8.1](https://docs.google.com/document/d/1vlAgTBE4LaFzxBM6SF9RcA5C_OQDZNH6TMVNZtjXAt8/preview) | 1 week | 8/20-8/24 |
| Operations with Real Numbers | Order of Operations | 1.1 | [8.14a](https://docs.google.com/document/d/1QChdkAwPer1fN-UB1wUL3rkThU22al9q05LmTUwmilQ/preview) | 1 week | 8/26-8/30 |
| Evaluating Expressions | 1.1 | [8.14ab](https://docs.google.com/document/d/1QChdkAwPer1fN-UB1wUL3rkThU22al9q05LmTUwmilQ/preview) | 1 week | 9/3-9/6  (4) |
| Application with Real Numbers | 6.1-6.4 | [8.4](https://docs.google.com/document/d/1mfc85dvLIZXDpcOEU1U8CRpbLQUP2qC5ps4R7z2Tl90/preview) | 3 weeks | 9/9-10/04 |
| Benchmark |  |  |  | 10/3-10/04 |
| **2nd Nine Weeks** | | | | | |  |
| Algebraic Concepts | Equations and Inequalities | Equations | 1.2, 1.3, 1.4 | [8.17](https://docs.google.com/document/d/1HHTmGKUtkHED_AOXpQbj0c0Y6hyBd94NSZhAZelXTt4/preview) | 3 weeks | 10/7-10/25 |
| Inequalities | 1.6 | [8.18](https://docs.google.com/document/d/1u1OfZ_obbHMqKxFre1L0JJ0I55OwVZPantCGjPRwb8Y/preview) | 1 week | 10/28-11/1 |
| Functions | Function Vocabulary | 5.1 - 5.3 | [8.15](https://docs.google.com/document/d/1fZB02pS0MLNyP5OX6SzDXkB3w7lmig4VY9Ohb8n_KdI/preview) | 3 weeks | 11/04-12/06    12/05-12/06 |
| Graphing Linear Functions  Slope/y-intercept | 4.2, 4.3, 5.4 | [8.16](https://docs.google.com/document/d/12zoWpce8h_cyaRQuCozLacKpXD9tie9ButB5GcbQR5w/preview) |
| Functions | 4.2 | [8.16](https://docs.google.com/document/d/12zoWpce8h_cyaRQuCozLacKpXD9tie9ButB5GcbQR5w/preview) |
| Benchmark |  |  |
| 2-D Geometry | Angles | 3.1 - 3.2 | [8.5](https://docs.google.com/document/d/1zGuTpfTPHNRVAOtM25pKjP8irPoRJz_RwGpskXUB9fk/preview) | 1 week | 12/9-12/18 |
| **Winter Break** | | | | | | 12/19-12/03 |
| **3rd Nine Weeks** | | | | | |  |
| Geometry | 2D Geometry Continued | Pythagorean Theorem | 7.2,7.4 | 8.3  [8.9](https://docs.google.com/document/d/1e4VPylppcUp_ofJdnIQaWG5Jh8evURu9Oy6wXwt3iwA/preview) | 1.5 weeks | 1/06-1/10 |
| Composite Figures | 3.5,3.6 | [8.10](https://docs.google.com/document/d/15Z7dC_u4Pn7uN6BjEi9OvZZEP3ON9gCshuUhNKYJNYY/preview) | 3 weeks | 1/13-1/31 |
| Transformations | 2.1, 2.2, 2.6 | [8.7](https://docs.google.com/document/d/1saU2J9qk8IDoK3nrwSfS8Rr7JNJs7eRxoNpuVETpqlg/preview) | 1 week | 2/10-2/14 |
| 3D Geometry |  |  |  |  |  |
| Volume and Surface Area | 8.1 - 8.7 | [8.6](https://docs.google.com/document/d/1894cKpAdzwZfTTcLc2yiNqUwTvIpYcbLEYIkQxeA_HQ/preview) | 3 weeks | 2/18-3/06 |
| **4th Nine Weeks(** | | | | | |  |
| Probability and Statistics | Probability and Statistics | Probability | 9.4, 9.6 | [8.11](https://docs.google.com/document/d/1FTAsFjMDUN5z0HRvVikC6Z6-8PAig5cGrvZ_HGZxbCo/preview) | 2 weeks | 03/09-03/20 |
| Spring Break                                                                                                     03/23-03/27 | | | | |
| Graphing Methods | 9.1  9.2, 9.3 | [8.12](https://docs.google.com/document/d/1YmJP_eoJB0aVWQ09-FaIhrxC_jgFIzMI1vacksVV3ag/preview)  [8.13](https://docs.google.com/document/d/1R_-BwVcooZMSkLzHuUx_l1xJy1B6AcCMM-Fw8us-apk/preview) | 1.5 weeks | 03/30-04/10 |
|  |  | 3-D Models | 8.1 | [8.8](https://docs.google.com/document/d/1T-YxxQbP454NGxFUeHiISueWsf_U9jg5nbeUvUVaWPY/preview) | 2-3 days | 04/13-04/17 |
| SOL Review  Reading SOL April 23  Math SOL May 1  START TEST April 6 -May 7 | | | | | 2 weeks | 04/20-04/30 |

Pacing Guide and Curriculum Framew

**Additions from VDOE Crosswalk**

**8.1 EKS** – Use rational approximations of irrational numbers to compare and order real numbers

**8.5 EKS** – Use the relationship between pairs of angles that are vertical, adjacent, supplementary, and complementary to determine the measure of an unknown angle

**8.12a,b,c** – Represent data in boxplots, make inferences and compare data [Moved from A.10]

**8.14b EKS** – Simplify algebraic expressions in one variable; represent algebraic expressions using concrete materials

**8.16a,b,d,e** – Slope of a line (positive/negative/zero); identify slope and y-intercept of a linear function; graph a linear function; make connections between representations

**8.17 EKS** – Write verbal expressions and sentences as algebraic expressions and equations; write algebraic expressions and equations as verbal expressions and sentences

**8.18** – Solve multistep linear inequalities in one variable on one or both sides of the inequality symbol, including practical problems, and graph the solution on a number line

Mr. Diehl’s Classroom Matrix

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Classroom Expectations | Entering the Classroom | Learning Environment | Transitions | Class Closure |
| **Respectful** | * Use kind words * Actively listen when others are speaking | * Walk in and have a seat * Talk softly | * Everyone has a right to learn * Support each other's efforts | * Follow directions carefully * Keep your voice low | * Wait for dismissal by the teacher * Clean your workspace |
| **Responsible** | * Have pencil, binder, paper ready * Be safe/hands to self * Be on assigned tasks only | * Be on time and in your seat * Place homework in tray * Put phone in pocket | * Do your best * Stay on task * Ask questions * Be careful with your computer | * Move timely | * Turn in completed work * Put exit ticket in tray * Walk out safely and calmly |
| **Involved** | * Complete work * Bring supplies * Raise hands when asked * Be engaged | * Begin posted assignment * Growth mindset | * Eyes on the speaker * Actively listening * Take notes | * Help others to transition quickly and stay on task | * Clean up trash |

**Academic/Behavioral Contract**

**The student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will follow the rules set forth in the classroom syllabus, classroom matrix, and adhere to school expectations laid out in the handbook. If student fulfills this contract, he/she will gain access to daily and long-term rewards.**

**If student does not comply with rules laid out in the syllabus, classroom matrix, and /or school-wide expectations, the classroom behavior intervention procedures and/or school consequences will take place.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mr. Diehl** 8/1/2019

**student signature date teacher signature date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**parent signature date**