

CCSS Math 8

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COURSE DESCRIPTION The Common Core curriculum for Math 8 will focus student learning of three critical areas: (1) formulating and reasoning about expressions and equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

MY PHILOSOPHY Mathematics is a critical skill that students will need to be successful in their future pursuits. Encouraging an exploratory approach to mathematics can create a healthy mathematical curiosity, and a positive learning experience despite challenging curriculum. I encourage the use of solitary, partner, and group work for a well-balanced classroom. Communication between Parent, Student and Teacher is essential for student success. I encourage you to participate by monitoring your student's progress and asking them to share their learning with you.

GROWTH MINDSET In a growth mindset, students believe that their most basic abilities can be developed through learning from mistakes/failures, dedication, and hard work—brains and talent are just the starting point. These students tend to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts) because they worry less about looking smart and they put more energy into learning new things. This view creates a love of learning and a resilience that is essential for great accomplishment.

EXTRA HELP In CPM courses, students are taught to first ask their team members for help. This process encourages students to work collaboratively and learn to articulate their ideas. If a student is in need of additional help, I am available during SSRW Tuesday through Friday. Also, RVMS offers Homework Club after school, and MCHS peer tutors.

DAILY MATERIALS It is important that students are prepared to participate and learn. We recommend the following:

___ Pencils with erasers	___ Composition book (graph paper)	___ Ruler and/or Protractor
___ 3-ring binder with dividers	___ Textbook	___ Colored pen for correcting
___ Graph paper	___ Calculator (TI-30 Recommended)	___ Whiteboard marker

TEXTBOOK California Preparatory Mathematics, *Core Connections: Course 3* (Volumes 1 & 2). These textbooks are softbound and are required to be secured in your 3-ring binder to avoid damages.

Parent Support: <http://cpm.org/parent-support>

Homework Help: <http://homework.cpm.org/cpm-homework>

GRADES Grades are posted on the Home Access Center (HAC). Please take a few minutes to log on to the HAC during the first week of school. Please understand that the online grade book changes often, as I update grades weekly. Grades will be determined using these weighted categories:

Individual Tests 25%	Classwork/HW 25%	Tasks/Projects 25%	Comp Book 10%	Team Tests 10%	* 5%
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*Team Collaboration:↵

DAILY WORK Each assignment could include: warm-up, toolkit notes, classwork, and homework. Unfinished classwork must be completed as homework. Each assignment is graded on a 5-point scale based on effort, completion, and accuracy. Graph paper is required for all assignments, unless a worksheet is provided. Only neat work, done in pencil, will be accepted. Sentence questions require sentence answers. Numerical answers require the support of numerical work.

TOOLKITS Toolkit entries summarize each new or important idea. Entries will include examples, explanations, and definitions. Students will be allowed to use their toolkits on all Team and Individual tests and quizzes.

TASKS A mathematical task is a problem or set of problems that focuses students' attention on a particular mathematical idea and/or provides an opportunity to develop or use a particular mathematical habit of mind. These tasks encourage students to explore multiple strategies and practice communicating with others.

TEAM TESTS These tests, taken collaboratively with a group of 3 to 4 students, precede the individual tests for each unit. Taking a team test provides a focused review that allows students to discuss the important concepts in a unit. It also helps students get an idea of what they do and do not understand, as well as what will be on the individual test.

INDIVIDUAL TESTS There will be an individual test at the conclusion of each unit.

TEST CORRECTIONS Students have the opportunity to correct any *individual* test or quiz. This allows students to earn up to half credit back for each problem corrected. A test correction is a written reflection – not just a list of answers. For each problem, students must: identify the mistake that was made, state what they now know or where the information can be found, and then rework the entire problem with all work shown. See Test Correction Guidelines on my website.

LATE WORK I expect work to be submitted on time. I give no credit for late work unless it has a Late Pass.

ABSENT WORK Students are allowed one day of make-up time for each day absent. Guidelines for completing and submitting absent work are posted by the front door of the classroom. Students are responsible for reading the assignment calendar and absent work guidelines. Students can visit my website for missed work and download worksheets online.

FIELD TRIPS The variety of field trip opportunities available at RVMS makes it too difficult to accommodate assignment extensions. Therefore, students going on field trips need to turn in the work that is due the day of the field trip and come prepared the following day with that day's assignment completed. *Field trips are NOT an excuse to turn work in late.*

----- DO NOT DETACH -----

PLEASE KEEP THESE GUIDELINES & EXPECTATIONS IN YOUR MATH BINDER FOR REFERENCE.

Please print and sign your names below if you have read these course guidelines and discussed them with your family.

Student Name and Signature: _____

Parent Name and Signature: _____

☐ Check this box if you and your family have explored my website: www.tracytalimage.com