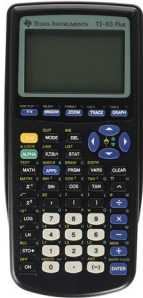


Eighth Grade Algebra I

2019-2020



What do you need to bring
daily to Algebra?

- Graph Notebook
- Graphing Calculator
- Pencil
- Textbook
- Completed Work
- Positive Attitude

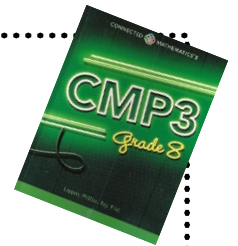
If I had a dollar
for every time
algebra has
helped me, I'd
have x dollars.

This Year in Algebra I

Since 5th Grade, students have been advancing their study of algebraic concepts. They have investigated variables and expressions, solved equations, constructed and analyzed tables, used equations and graphs to describe relationships between quantities, and have examined linear, exponential, and quadratic equations. In Algebra I, we will study these relationships in depth. Students will take an Algebra Exit Exam at the end of May. Any student who receives a passing score will receive High School credit for Algebra I and will place into Geometry as a Freshman.

Algebra I

We will be using **Connected Math 3** (Grade 8/Algebra) published by Pearson. Students will be given their own paperback textbook to use throughout the unit, as well as an online access through pearsonrealize.com.



Areas of Study

Solving Multi-Step Equations
Properties of Functions
Quadratic Formula
Solving Systems of Equations & Inequalities
Arithmetic & Geometric Sequences
Operations with Polynomials

Throughout Algebra I, students should continue to develop proficiency with the Common Core's eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with Mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

"It is not knowledge, but the act of learning, not possession but the act of getting there, which grants the greatest enjoyment."

~Carl Friedrich Gauss



Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 & below

Grading Weights

- 40% Summative
- 25% Formative
- 25% Classroom Activities
- 10% Homework & Practice



How do Waters Wildcats R.O.A.R. in Algebra Class?

Responsible:

- We complete all assignments.
- We come prepared to work.
- We take care of all reading materials.
- We participate in all activities.

Organized:

- We write down all assignments and keep track of our work.
- We turn in our work on time.
- We follow directions.
- We take good notes.

Accountable:

- We can share what we learned. We set goals.
- We fix our mistakes.
- We own up to our actions.

Respectful:

- We respect others thoughts, ideas and views.
- We respect our class time.
- We respect the work of others.
- We respect the teacher and school staff

Homework Policy

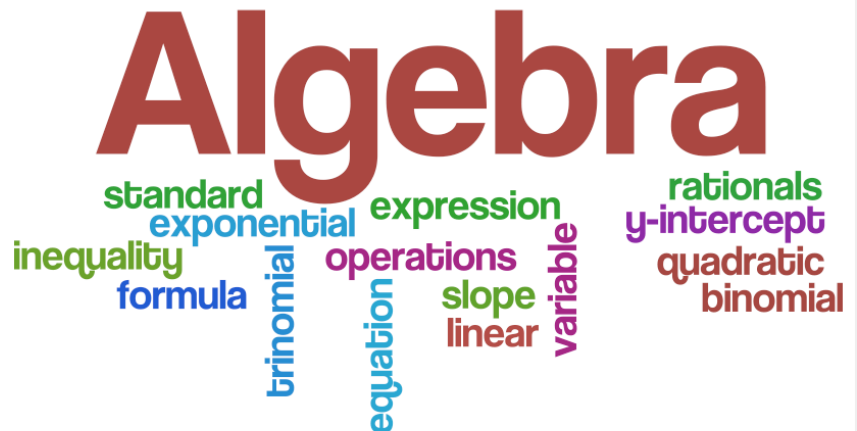
Students will receive out of class work on a regular basis. This may be homework or projects. Homework will consist of reading, bookwork or other reinforcement type activities. The following is the Waters School homework policy:

“The purpose of homework is two-fold: to reinforce what we have learned in class and to teach responsibility. A child who has done his/her homework is prepared in class to hear explanations of what he/she might have had trouble with at home. If an unusual circumstance prevents your child from doing his/her homework (sickness, injury, or other serious problems), we ask that you please send a note with your child in the morning so that he/she can be excused and have an opportunity to make it up.”

Students will be given a week from the due date or upon a return from an excused absence to make up any missing assignments or homework. It is up to the student if they are absent, to find out what they missed and to turn the work in. Students will not be given credit for any work submitted after the one week grace period.

Classroom Expectations

The Algebra classroom is an environment where all students belong and their ideas are respected. Students are expected to obey school policies, follow classroom procedures and respect others. Any student who disrupts the learning of others, or their own, will receive consequences. These may include parental contact, detention or other consequences based on the CPS Uniform Discipline Code. For minor classroom disruptions, I use a three strike warning system. On the third strike, I will either meet with the student following class and/or contact home.



Teacher Information:

Ms. Regina Cavey, M.Ed.

Email: rcavey@cps.edu