



8th Grade English Language Arts Honors Syllabus

Mrs. Kosmer

E-mail address- akosmer@hha47.org

Phone number- 410-396-9146

Coach Class: Monday-Friday 7:30-8:00

Room 319

Description

Eighth Grade Language Arts Springboard is designed to involve the student in applying reading, writing, listening, speaking, and viewing skills through meaningful interdisciplinary tasks. Students will build on and continue to develop their appreciation for literature. They will do this through the study of literary elements in both contemporary and classic selections. An emphasis will be placed on having students move from the literal meaning to the abstract in the students' critical thinking skills.

Methods of Instruction

Individual research through technology

Group lectures and discussions

Small group activities

Hands-on activities such as projects and portfolio work

Oral presentations

Written compositions/essays

Course Expectations

1. Attendance is extremely important and necessary to keep up with the class. Students will have to make up the missing work in a timely manner (1 day for each excused day missed, after which deductions will be made for late work).
2. Students are expected to be in their seats and ready to begin when the class starts.
3. Students must be prepared everyday to gain the full learning experience. Every day the student should have their reading folder, DEAR (independent reading novel), homework, paper, and pencil. If a student comes unprepared, they will be losing a part of the valuable learning experience.
4. Students are required to participate in the classroom learning discussions and in doing so will be respectful to their peers, themselves, and their teacher.
5. Plagiarism and cheating will not be tolerated in this community of learners. If a student is suspected of cheating, the parents and the principal will be notified and consequences will be determined.

Homework:

You will have homework every night, including Friday (with almost no exceptions). You are required to record your homework each night in your agenda book. Homework will be checked every day for completeness and on Friday's you

will complete the homework quiz. It is the student's responsibility to complete homework each night and have it out at the beginning of class.

Study Hall:

Study hall will take place every day after school from 2:50 – 3:30 pm. If you do not complete a homework assignment, you will be invited to attend a **mandatory** study hall **after school that day**. If you do not attend study hall, you will be assigned a detention for the following day.

Grading Plan

Class work/Participation 30%

Unit Assessments 60%

Homework 10%

Unit Assessments/Weekly Quizzes: Each unit will end with a Unit Writing Assessment. We will take a quiz every week (usually Friday) based on what we learned that week and the homework they completed. It is the responsibility of each student to study for quizzes and assessments.

Student Portfolios: All students at Hampstead Hill Academy are required to submit a portfolio that contains nine projects (three from each class) that show hard work, creativity, and accomplishment. Portfolio projects are meant to showcase your best work. Teachers and administrators will review portfolio projects.

Honors SpringBoard English Language Arts Grade 9

Quarter 1: Coming of Age.

Overview

In this unit, students explore the concept of coming of age through self-defining incidents. Two **essential questions** focus their attention on the skills and knowledge presented and assessed in the unit:

What does it mean to “come of age”?

How do authors and speakers persuade and influence an audience?

Students answer these questions through the activities and assessments in the unit.

Assessments

Two performance-based tasks, called **Embedded Assessments**, give students an opportunity to demonstrate their new learning in the skills of narration and argumentation.

Embedded Assessment 1 asks students to write and present an interview narrative describing an incident from a person's life that influenced his or her coming of age.

Embedded Assessment 2 asks students to write an essay arguing the value of a postsecondary education.

In both cases, students demonstrate their ability to follow a logical organizational structure, to use precise language, and to incorporate voice in writing.

Developing Skills and Knowledge for the Assessments

Throughout the unit, students engage in activities in which they use **strategies** such as *double-entry journal*, *RAFT*, and *SOAPSTone* to practice the important **skills** of organizing textual support, generating writing ideas, and analyzing a text. Students' vocabulary study concentrates on academic vocabulary of narration and argumentation, such as, *claim* and *counterclaim*, and vocabulary specific to literary study such as *voice* and *rhetorical appeals*.

2nd Quarter-National History Day

Students will be participating in a semester-long academic research project sponsored by the National History Day Foundation. Students must successfully complete NHD in order to earn the honors history credit. This year's theme is "Turning Points in History". Students will be creating research based projects that may include:

- Research paper
- A museum-style exhibit
- Website
- Documentary

Along with the NHD, students will have the opportunity to explore local, national and global databases to help improve research skills.

Quarter 3-4: Coming of Age in Changing Times.

Overview

In this unit, students explore the historical context of a novel. Two **essential questions** focus their attention on the skills and knowledge presented and assessed in the unit:

How can context contribute to the understanding of a novel?

How does a key scene from a novel contribute to the work as a whole?

Assessments

Two performance-based tasks, called **Embedded Assessments**, give students an opportunity to demonstrate their new learning in the skills of research and literary analysis.

Embedded Assessment 1 asks students to research the context around the novel *To Kill a Mockingbird* and then present an explanation of how these events contributed to change in the United States during the time of the Civil Rights Movement.

Embedded Assessment 2 asks students to write an essay analyzing and connecting a key coming-of-age scene to the larger themes of *To Kill a Mockingbird*.

Developing Skills and Knowledge for the Assessments

Throughout the unit, students engage in activities in which they use **strategies** such as *SMELL* and *Socratic Seminar* to practice the important **skills** of analyzing a persuasive text, speaking and listening, and writing using textual evidence. Students analyze and respond to a variety of texts such as the novel *To Kill a Mockingbird* by Harper Lee and "Letter From Birmingham Jail" by Martin Luther King, Jr. Throughout this unit, collaborative discussion is encouraged to analyze and present ideas.

Students' vocabulary study concentrates on academic vocabulary of research and explanatory writing, such as context, parenthetical citations, and rhetoric, and vocabulary specific to literary study such as motif and subplot.

Mrs. Kosmer

Correo Electronico- akosmer@hha47.org

Numero de Telefono- 410-396-9146

Clases de Apoyo: Lunes- Viernes 7:30-8:00

Salon 319

Descripcion

El programa Springboard de Artes del Lenguaje de octavo grado está diseñado para que el estudiante aplique sus habilidades de lectura, escritura, comprensión auditiva, expresión oral y visualización a través de tareas interdisciplinarias significativas. Los estudiantes construirán y continuarán desarrollando su apreciación por la literatura. Lo harán a través del estudio de elementos literarios en selecciones contemporáneas y clásicas. Se hará hincapié en que los estudiantes pasen del significado literal al abstracto en las habilidades de pensamiento crítico de los estudiantes.

Metodos de Enseñanza

Investigación individual a través de la tecnología

Conferencias y debates en grupo

Actividades en grupos pequeños

Actividades prácticas, como proyectos y trabajos en portafolio

Presentaciones orales

Composiciones/ensayos escritos

Expectativas del Curso

1. La asistencia es extremadamente importante y necesaria para estar al día con la clase. Los estudiantes tendrán que recuperar el trabajo que falte de manera oportuna (1 día por cada día justificado que falte, después de lo cual se harán deducciones por el trabajo tardío).
2. Se espera que los estudiantes estén en su asiento y listos para empezar cuando la clase comience.
3. Los estudiantes deben estar preparados todos los días para obtener una experiencia de aprendizaje completa. Cada día el estudiante debe tener su carpeta de lectura, DEAR (novela de lectura independiente), tarea, papel y lápiz. Si un estudiante viene sin preparación, estará perdiendo una parte de la valiosa experiencia de aprendizaje.
4. Los estudiantes están obligados a participar en las discusiones de aprendizaje en el aula y al hacerlo serán respetuosos con sus compañeros, con ellos mismos y con su profesor. .
5. El plagio y las trampas no serán tolerados en esta comunidad de estudiantes. Si se sospecha que un estudiante hace trampa, se notificará a los padres y al director y se determinarán las consecuencias.

Tareas:

Tendrás deberes todas las noches, incluidos los viernes (casi sin excepciones). Se requiere que registre su tarea cada noche en su libro de la agenda. Los deberes serán revisados cada día para comprobar que están completos y los viernes completarán el examen de deberes. Es responsabilidad del estudiante completar los deberes cada noche y tenerlos fuera al comienzo de la clase

Sala de Estudio

La sala de estudio se llevará a cabo todos los días después de la escuela de 2:50 a 3:30 pm. Si no se completan los deberes, se les invitará a asistir a una sala de estudio obligatoria después de la escuela ese día. Si no asistes a la sala de estudio, se te asignará una detención para el día siguiente.

Plan de calificación

Trabajo en clase/Participación 30%

Evaluaciones de la unidad 60%

Tareas en casa 10%.

Evaluaciones de la unidad/exámenes semanales:: cada unidad terminará con una evaluación escrita de la unidad. Haremos una prueba cada semana (normalmente los viernes) basada en lo que hemos aprendido esa semana y en los deberes que han hecho. Es responsabilidad de cada estudiante estudiar para las pruebas y evaluaciones.

Portafolios de los estudiantes:: Todos los estudiantes de Hampstead Hill Academy tienen que presentar un portafolio que contiene nueve proyectos (tres de cada clase) que muestran trabajo duro, creatividad y logros. Los proyectos del portafolio están destinados a mostrar su mejor trabajo. Los maestros y administradores revisarán los proyectos del portafolio

Honores SpringBoard Artes del Lenguaje Inglés Grado 9

Unidad 1: La mayoría de edad

Visión general

En esta unidad, los estudiantes exploran el concepto de mayoría de edad a través de incidentes de autodefinición. Dos preguntas esenciales centran su atención en las habilidades y conocimientos presentados y evaluados en la unidad:

- ¿Qué significa "llegar a la mayoría de edad"?

- ¿Cómo persuaden e influyen los autores y oradores a un público?

Students answer these questions through the activities and assessments in the unit.

Evaluaciones

Dos tareas basadas en el rendimiento, denominadas **Evaluaciones Integradas** ofrecen a los alumnos la oportunidad de demostrar su nuevo aprendizaje en las habilidades de narración y argumentación.

En la Evaluación Integrada 1 se pide a los alumnos que escriban y presenten la narración de una entrevista en la que describan un incidente de la vida de una persona que haya influido en su vida.
de la vida de una persona que haya influido en su mayoría de edad.

En la Evaluación Integrada 2 se pide a los alumnos que escriban un ensayo en el que argumenten el valor de la educación postsecundaria. En ambos casos, los alumnos demuestran su capacidad para seguir una estructura organizativa lógica, utilizar un lenguaje preciso e incorporar la voz en la escritura.

Desarrollo de habilidades y conocimientos para las evaluaciones

A lo largo de la unidad, los alumnos participan en actividades en las que utilizan **estrategias** como el diario de doble entrada, el RAFT y el SOAPStone para practicar las importantes **habilidades** de organizar el apoyo textual, generar ideas de escritura y analizar un texto.

El estudio del vocabulario de los alumnos se concentra en el vocabulario académico de la narración y la argumentación, como la afirmación y la reconvención, y en el vocabulario específico del estudio literario, como la voz y las apelaciones retóricas.

Unidad 4: Aperturas poderosas: La mayoría de edad en tiempos de cambio.

Resumen:

En esta unidad, los alumnos exploran el contexto histórico de una novela. Dos **preguntas esenciales** centran su atención en las habilidades y conocimientos presentados y evaluados en la unidad:

- ¿Cómo puede contribuir el contexto a la comprensión de una novela?
- ¿Cómo contribuye una escena clave de una novela al conjunto de la obra?

Evaluaciones

Dos tareas basadas en el rendimiento, denominadas **Evaluaciones Integradas**, ofrecen a los estudiantes la oportunidad de demostrar su nuevo aprendizaje en las habilidades de investigación y análisis literario.

En la Evaluación Integrada 1 se pide a los alumnos que investiguen el contexto en torno a la novela *Matar a un ruiseñor* y que luego presentar una explicación de cómo estos acontecimientos contribuyeron al cambio en los Estados Unidos durante la época del de los Derechos Civiles.

En la Evaluación Integrada 2 se pide a los alumnos que escriban una redacción en la que analicen y relacionen una escena clave de la mayoría de edad con los temas más amplios de *Matar a un Ruiseñor*.

Desarrollo de habilidades y conocimientos para las evaluaciones

A lo largo de la unidad, los alumnos participan en actividades en las que utilizan **estrategias** como SMELL y el Seminario Socrático para practicar las importantes **habilidades** de analizar un texto persuasivo, hablar y escuchar, y escribir utilizando pruebas textuales. Los estudiantes analizan y responden a una variedad de textos como la novela *Matar a un Ruiseñor* de Harper Lee y "Carta desde la cárcel de Birmingham" de Martin Luther King, Jr. A lo largo de esta unidad, se fomenta el debate en colaboración para analizar y presentar ideas.

El estudio del vocabulario de los alumnos se concentra en el vocabulario académico de la investigación y la escritura explicativa, como el contexto, las citas parentéticas y la retórica, y el vocabulario específico del estudio literario, como el motivo y la subtrama

2º Trimestre-Día Nacional de la Historia

Los estudiantes participarán en un proyecto de investigación académica de un semestre de duración patrocinado por la Fundación del Día Nacional de la Historia. Los estudiantes deben completar con éxito el NHD para obtener el crédito de historia de honor. El tema de este año es "Turning Points in Historia". Los estudiantes crearán proyectos basados en la investigación que pueden incluir:

- Un trabajo de investigación
- Una exposición tipo museo
- Sitio web
- Documental

Junto con el NHD, los estudiantes tendrán la oportunidad de explorar bases de datos locales, nacionales y mundiales para ayudar a mejorar las habilidades de investigación.

Hampstead Hill Academy

SY24-25 Eighth Grade Algebra I Syllabus

Mr. Pratta
Room 310

(302) 803-3197

bpratta@hha47.org
School Phone: (410) 396-9146
Ex. 310

WELCOME!

Welcome to Algebra I! We have an exciting, busy, challenging, and fun year ahead. We will be able to grow a lot together and as a classroom community we will work hard to give everyone an opportunity to meet our big goals and their individual goals. This is your last step before high school. When you produce quality work and strive to reach your goals this year, you will leave middle school prepared to tackle the challenges you may face throughout your educational journey.

B'MORE

Growth is defined as the process of developing or maturing physically, mentally, or spiritually. In math this year, we will grow to B'MORE. Students will set individual goals for their own academic, social, and professional growth. As a class, we will encourage our peers to grow. With this constant support and encouragement, as well as showing continual perseverance and grit, we will all reach our goals by the end of the school year.

Our BIG GOALS

It is important to set goals throughout the year to make sure we are working to reach our full potential. We also must have BIG GOALS that will remind us what we are capable of achieving. The schoolwide goal for Algebra I mastery is 75% or higher on unit assessments, but this year, our BIG GOALS are:

“TOGETHER, we will grow to achieve an 85% or higher class average on our weekly review quizzes and each EOU assessment this year.”

“TOGETHER, we will grow to achieve an 85% or higher class average each marking period this year.”

We will track our class average with each progress report and report card using reflection surveys. It will be very important to support each other in order to make sure our class average reaches or surpasses our goal.

We will track our end of unit assessment average for each assessment throughout the school year. In order to reach this whole class goal, we must grow individually and as a group. Supporting one another will push us to reach or exceed our goals.

Illustrative Mathematics

This year all 8th grade students will explore mathematics, make real-life connections, and become college-ready through an evidence-based curriculum called Illustrative Mathematics. This program is based on the “Understanding by Design” model, which suggests that beginning instruction with the end in mind is the best way to engage students, make them active learners, and ensure their academic success. The curriculum is built around assessments that are consistent with advanced placement (AP) and college readiness standards. Students are given clear learning objectives that emphasize why each lesson is beneficial.

Through direct lessons, guided practice, and investigative tasks, students will prepare for quizzes, unit assessments, the NWEA MAP assessment and the Maryland Comprehensive Assessment Program (MCAP). We will use portfolio projects, class discussions, the math workshop model, field trips, debates, and hands-on activities to help us learn.

Course Units

Unit 0: 7th Grade Review

Unit 1: Exponents, Square Roots/Cubic Roots, Irrational Numbers

Unit 2: Linear Relationships

Unit 3: Linear Expressions and Linear Equations

Unit 4: Linear Systems

Unit 5: General Functions

Unit 6: Exponential functions, Percentage Problems, Interest Formulas

Unit 7: Polynomial Operations and Factoring

Unit 8: Quadratic Equations

Unit 9: Quadratic Graphing

Unit 10 Statistics

Course Objectives

Upon completion of this course, you will be able to:

- Gain an understanding of the properties of real numbers
- Formalize the language of functions
- Explore the behavior of functions numerically, graphically, analytically, and verbally
- Use technology to discover relationships, test conjectures, and solve problems
- Write expressions, equations, and inequalities from physical models
- Communicate mathematics understanding formally and informally

- Use mathematical models
- Collaborate with others
- Challenge others
- Ask questions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information
- Maintain an organized binder.
- Think critically
- Think about our thinking
- Track assessment data
- Set and meet personal goals
- Model seven essential character traits
- Exemplify the Leaders Go Places Five Promises

Grading System

Your grade is composed of three main components.

- **ASSESSMENTS - 30%**
- **QUIZZES - 30%**
- **CLASSWORK - 20%**
- **HOMEWORK - 10%**
- **PARTICIPATION - 10%**

ASSESSMENTS

Assessments/Projects

There will be different forms of assessment used to determine how well students are understanding and mastering the content we are learning in class. In this category, unit assessments and individual portfolio projects are considered.

Quizzes

There will be quizzes every Friday. Quizzes are incremental ways to determine how well students have mastered the content from the previous week. These quizzes also inform instruction and reviews before taking a unit assessment.

Student Portfolios

All students at Hampstead Hill Academy are required to submit a portfolio that contains twelve pieces of student work (three from each class) that show hard work, creativity, and accomplishment. In math, we will complete at least three projects based on certain units of study. Depending on size, each project will be kept in the classroom or will be kept in

your portfolio binder in your homeroom class. Portfolio projects are meant to showcase your best work. Teachers and administrators will review portfolio projects during and at the end of the school year.

CLASSWORK/PARTICIPATION

Exit Tickets/Classwork

Exit tickets are used to assess how well students mastered the key skills and content from the day's lesson. Additionally, each student will maintain a math notebook throughout the year. The math notebook will be used to complete lessons, investigative tasks, and take notes. Along with the math notebook, we will also complete a variety of worksheets from other sources that can be graded as classwork.

Participation

Coming to school every day is the first step to prepare for the important transition to high school. You are expected to complete every assignment to the best of your ability and participate in class by asking questions, answering questions, and productively working independently or collaboratively on assigned tasks with your classmates. Almost every week, students will receive a participation score for the week out of 10. The following are considered when determining your participation score:

- Do Now and Exit Ticket questions are answered completely with full effort at the beginning and end of class
- Asking and answering questions in class
- Actively engaging with whole class, partners, and independent work
- Collaborating with peers
- Showing work and thought process on assignments
- Assignments turned in on time

Homework

You will have homework every night. Homework will be written on the board at the beginning of class. Students are expected to write their homework assignment in their agenda book. Homework will be checked daily for completeness and for accuracy. It is your responsibility to complete homework each night and have it ready to be checked the following day. Homework will be graded for 3 points. You can earn up to 3 points each day for completing your homework with observable effort. Mandatory study hall will be assigned if students miss homework. Students who fail to attend study hall will receive an automatic detention.

Coach Class

It is the responsibility of every student to ***B'MORE proactive*** and seek more help when they feel it will help them to ***grow*** or if it will help them to be successful on an assessment, as well as commit time outside of school for studying. If you need extra help outside of class Mr. Pratta will stay after school for Coach Class **most Mondays until 4:00 pm**. Students can also schedule another time with Mr. Pratta if extra help is needed.

Study Hall

Students who miss a homework assignment will be eligible for study hall after school that day. If assigned study hall, students must stay after school from 2:50 - 3:30 and work on missed homework assignments. Students who skip an assigned study hall will be issued a detention for the following day.

Late Work & Makeup Work

It is expected that all assignments are turned in on time. When assignments are late, your participation score will be impacted (see above). Late homework will only be accepted if submitted the next day. If the homework assignment is returned the next day, students will receive half credit. Any work that is submitted after one day will receive a zero unless absences are excused.

Absences

Students are expected to be in class **EVERY DAY ON TIME**. Students are responsible for making up work after being absent from class. Once the student returns to school, it is expected that they will find any missing worksheets in the hanging file folder and check the weekly summary board to see what information was missed and what work needs to be made up. After reviewing the summary, students are expected to make up the workbook pages, independent practice, and homework. As we are helping each other grow, students can look to peers first to answer questions.

For each day absent, students have one day to return the missed work for full credit. *For example: if Student is absent for one day, the assignment will be due the following weekday. If Student is absent three days, the assignment will be due within three weekdays.* Turning in late work past the deadline will result in a zero.

Students who miss more than three days in a row must meet with Mr. Pratta to discuss a make-up timeline.

Bathroom / Water Policy

Students are expected to use the bathroom and water fountain before school and during lunch or recess to avoid missing class time. Students are encouraged to bring a water bottle to school that can be filled and carried throughout the day.

Google Classroom

This year we will use Google Classroom. This means that you will use Google Chromebook to complete some assignments during class. Mr. Pratta will upload questions, surveys, worksheets, assessments, and other activities that you will be able to complete and submit all online. You will use your personal @hha47.org login and password to use for managing assignments. Therefore, it is essential that you remember your password. You can learn more at

<https://www.google.com/edu/products/productivity-tools/classroom/>

Edulastic

We will be using Edulastic to complete nearly all of our assessments this year. Edulastic is an online assessment tool that gives students and teachers a complete and instant view of student learning and growth.

IXL

Independent classwork will be completed using a website called IXL. IXL is a personalized learning platform with a comprehensive K-12 curriculum, individualized guidance, and real-time analytics.

Maryland Comprehensive Assessment Program (MCAP)

The Algebra I MCAP, which is held in April/May, will cover material on functions, rational and irrational numbers, expressions, equations, inequalities, and statistics. The benefit of Springboard is that we will be covering each of these PARCC topics in-depth.

Required Supplies for Algebra I*

2 boxes of sharpened pencils (no mechanical pencils)

1 package of red pens

1 package of blue pens

2 packages of dry erase markers

1 vinyl folder

1 package of wide-rule loose leaf paper

1 package of graph paper

1 inch binder - 3 ring

1 package tab dividers for binders

1 package post-it notes

These are the same supplies listed on the Grade 8 Supply List, so if you have already purchased those items you are all set!

Please contact Mr. Pratta if these required supplies create a financial hardship for your family. He has some extra supplies available!

Behavioral Expectations

In addition to Hampstead Hill Academy's school expectations, Mr. Pratta believes that developing a strong character is just as important to learning academic skills when educating young people to be successful in college and career. In fact, a wide body of research proves it!

All students are expected to develop and demonstrate the following traits inside and outside of the classroom:

Grit: Completing something despite obstacles

Zest: Approaching life with excitement

Self-Control: Regulating what one feels and does

Optimism: Expecting the best and working to achieve it

Gratitude: Being aware of and thankful for opportunities and good things

Social Intelligence: Being aware of the motives & feelings of others & self

Curiosity: Taking an interest in learning new things for your own sake

Individual Rewards and Consequences

Examples of Rewards for Positive Behavior	Consequences for Negative Behavior
Verbal Praise Praise Note* Phone call home* Lunch with Teacher Tickets for Monthly Prizes Leaders Go Places Merits Class Points Strong Participation Grade	Verbal Warning Demerit Teacher Conference Restorative Room Referral Seat Change Detention* Family Conference*

**These consequences also involve family communication.*

Class Dojo

Mr. Pratta will use Class Dojo to track student behavior and to communicate with students and parents about daily positive and negative behaviors. Mr. Pratta will also use Class Dojo to update parents' guardians on your child's academic progress and any upcoming news related to our classroom. **If you and your parents/guardians were connected last year it should be already set up and you do not need to re-register. Teachers at HHA also use Class Dojo to communicate when students have detention and coach class after school.** It is incredibly important that parents and guardians connect to Class Dojo to track student progress.

Contacting Mr. Pratta:

You should contact Mr. Pratta whenever you have questions or concerns about anything. First, you **will ask Mr. Pratta in class** if you are having trouble or have a question. If you still have questions you will **go to coach class for extra help**. If you are not at school and have a question or concern, you are **encouraged to email Mr. Pratta at bpratta@hha47.org or call his cell phone (302) 803-3197 for emergencies**. Parents and guardians are encouraged to contact Mr. Pratta at any time via email, cell phone, or by calling the school. The school phone number is (410) 396-9146.

Hampstead Hill Academy
SY24-25 Eighth Grade Pre-Algebra Syllabus

Mr. Pratta
Room 310

(302) 803-3197

bdpratta@hha47.org
School Phone: (410) 396-9146
x310

WELCOME!

Welcome to Pre-Algebra! We have an exciting, busy, challenging, and fun year ahead. We will be able to grow a lot together and as a classroom community we will work hard to give everyone an opportunity to meet our big goals and their individual goals. This is your last step before high school. When you produce quality work and strive to reach your goals this year, you will leave middle school prepared to tackle the challenges you may face throughout your educational journey.

B'MORE

Growth is defined as the process of developing or maturing physically, mentally, or spiritually. In math this year, we will grow to B'MORE. Students will set individual goals for their own academic, social, and professional growth. As a class, we will encourage our peers to grow. With this constant support and encouragement, as well as showing continual perseverance and grit, we will all reach our goals by the end of the school year.

Our BIG GOALS

It is important to set goals throughout the year to make sure we are working to reach our full potential. We also must have BIG GOALS that will remind us what we are capable of achieving. This year, our BIG GOALS are:

“TOGETHER, we will grow to achieve an 85% or higher class average each marking period this year.”

“TOGETHER, we will grow to achieve an 80% or higher class average on each end of unit assessment this year.”

We will track our class average with each progress report and report card on our DATA TRACKER in our classroom. It will be very important to support each other in order to make sure our class average reaches or surpasses our goal.

We will track our end of unit assessment average for each assessment throughout the school year. In order to reach this whole class goal, we must grow individually and as a group. Supporting one another will push us to reach or exceed our goals.

Illustrative Mathematics

This year all 8th grade students will explore mathematics, make real-life connections, and become college-ready through an evidence-based curriculum called Illustrative Mathematics. This program is based on the “Understanding by Design” model, which suggests that beginning instruction with the end in mind is the best way to engage students, make them active learners, and ensure their academic success. The curriculum is built around assessments that are consistent with advanced placement (AP) and college readiness standards. Students are given clear learning objectives that emphasize why each lesson is beneficial.

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Course Units

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Unit 2: Linear Relationships

Unit 3: Linear Expressions and Linear Equations

Unit 4 Linear Systems

Unit 5: General Functions

Unit 6: Volume

Unit 7: Scientific Notation

Unit 8: Pythagorean Theorem

Unit 9: Rigid Transformations and Congruence

Unit 10: Dilation & Similarity

Course Objectives

Upon completion of this course, you will be able to:

- Write algebraic models from a variety of physical, numeric, and verbal descriptions
- Solve equations using a variety of methods
- Justify answers using precise mathematical language
- Relating constant rate of change to verbal, physical, and algebraic models
- Reinforce and extend the vocabulary of probability and statistics
- Build content knowledge
- Use mathematical models
- Communicate mathematics

- Collaborate with others
- Challenge others
- Ask questions
- Use technology to solve problems
- Engage in argument from evidence
- Obtain, evaluate, and communicate information
- Maintain an organized binder.
- Think critically
- Think about our thinking
- Track assessment data
- Set and meet personal goals
- Model six essential mindsets
- Exemplify LGP promises

Grading System

Your grade is composed of three main components.

- **ASSESSMENTS - 30%**
- **QUIZZES - 30%**
- **CLASSWORK - 20%**
- **HOMEWORK - 10%**
- **PARTICIPATION - 10%**

ASSESSMENTS

Assessments/Projects

There will be different forms of assessment used to determine how well students are understanding and mastering the content we are learning in class. In this category, unit assessments and individual portfolio projects are considered.

Quizzes

There will be quizzes every Friday. Quizzes are incremental ways to determine how well students have mastered the content from the previous week. These quizzes also inform instruction and reviews before taking a unit assessment.

Student Portfolios

All students at Hampstead Hill Academy are required to submit a portfolio that contains twelve pieces of student work (three from each class) that show hard work, creativity, and accomplishment. In math, we will complete at least three projects based on certain units of study. Depending on size, each project will be kept in the classroom or will be kept in your portfolio binder in your homeroom class. Portfolio projects are meant to showcase your best work. Teachers and administrators will review portfolio projects during and at the end of the school year.

CLASSWORK/PARTICIPATION

Exit Tickets/Classwork

Exit tickets are used to assess how well students mastered the key skills and content from the day's lesson. Additionally, each student will maintain a math notebook throughout the year. The math notebook will be used to complete lessons, investigative tasks, and take notes. Along with the math notebook, we will also complete a variety of worksheets from other sources that can be graded as classwork.

Participation

Coming to school every day is the first step to prepare for the important transition to high school. You are expected to complete every assignment to the best of your ability and participate in class by asking questions, answering questions, and productively working independently or collaboratively on assigned tasks with your classmates. Almost every week, students will receive a participation score for the week out of 10. The following are considered when determining your participation score:

- Do Now and Exit Ticket questions are answered completely with full effort at the beginning and end of class
- Asking and answering questions in class
- Actively engaging with whole class, partners, and independent work
- Collaborating with peers
- Showing work and thought process on assignments
- Assignments turned in on time

Homework

You will have homework every night. Homework will be written on the board at the beginning of class. Students are expected to write their homework assignment in their agenda book. Homework will be checked daily for completeness and for accuracy. It is your responsibility to complete homework each night and have it ready to be checked the following day. Homework will be graded for 3 points. You can earn up to 3 points each day for completing your homework with observable effort. Mandatory study hall will be assigned if students miss homework. Students who fail to attend study hall will receive a an automatic detention.

Coach Class

It is the responsibility of every student to ***B'MORE proactive*** and seek more help when they feel it will help them to ***grow*** or if it will help them to be successful on an assessment, as well as commit time outside of school for studying. If you need extra help outside of class Mr. Pratta will stay after school for Coach Class **most Mondays until 4:00 pm**. Students can also schedule another time with Mr. Pratta if extra help is needed.

Study Hall

Students who miss a homework assignment will be eligible for study hall after school that day. If assigned study hall, students must stay after school from 2:50 - 3:30pm and work on missed homework assignments. Students who skip an assigned study hall will be issued a detention for the following day.

Late Work & Makeup Work

It is expected that all assignments are turned in on time. When assignments are late, your participation score will be impacted (see above). Late homework will only be accepted if submitted the next day. If the homework assignment is returned the next day, students will receive half credit. Any work that is submitted after one day will receive a zero unless absences are excused.

Absences

Students are expected to be in class EVERY DAY ON TIME. Students are responsible for making up work after being absent from class. Once the student returns to school, it is expected that they will find any missing worksheets in the hanging file folder and check the weekly summary board to see what information was missed and what work needs to be made up. After reviewing the summary, students are expected to make up the workbook pages, independent practice, and homework. As we are helping each other grow, students can look to peers first to answer questions.

For each day absent, students have one day to return the missed work for full credit. *For example: if Student is absent for one day, the assignment will be due the following weekday. If Student is absent three days, the assignment will be due within three weekdays.* Turning in late work past the deadline will result in a zero.

Students who miss more than three days in a row must meet with Mr. Pratta to discuss a make-up timeline.

Bathroom / Water Policy

Students are expected to use the bathroom and water fountain before school and during lunch or recess to avoid missing class time. Students are encouraged to bring a water bottle to school that can be filled and carried throughout the day.

Google Classroom

This year we will use Google Classroom. This means that you will use Google Chromebook to complete some assignments during class. Mr. Pratta will upload questions, surveys, worksheets, assessments, and other activities that you will be able to complete and submit all online. You will use your personal @hha47.org login and password to use for managing assignments. Therefore, it is essential that you remember your password. You can learn more at

<https://www.google.com/edu/products/productivity-tools/classroom/>

Edulastic

We will be using Edulastic to complete nearly all of our assessments this year. Edulastic is an online assessment tool that gives students and teachers a complete and instant view of student learning and growth.

IXL

Independent classwork will be completed using a website called IXL. IXL is a personalized learning platform with a comprehensive K-12 curriculum, individualized guidance, and real-time analytics.

Maryland Comprehensive Assessment Program (MCAP)

The Algebra I MCAP, which is held in April/May, will cover material on functions, rational and irrational numbers, expressions, equations, inequalities, and statistics. The benefit of Springboard is that we will be covering each of these PARCC topics in-depth.

Required Supplies for Pre-Algebra*

2 boxes of sharpened pencils (no mechanical pencils)

1 package of red pens

1 package of blue pens

2 packages of dry erase markers

1 vinyl folder

1 package of wide-rule loose leaf paper

1 package of graph paper

1 inch binder - 3 ring

- 1 package tab dividers for binders
- 1 package post-it notes

These are the same supplies listed on the Grade 8 Supply List, so if you have already purchased those items you are all set!

Please contact Mr. Pratta if these required supplies create a financial hardship for your family. He has some extra supplies available!

Behavioral Expectations

In addition to Hampstead Hill Academy's school expectations, Mr. Pratta believes that developing a strong character is just as important to learning academic skills when educating young people to be successful in college and career. In fact, a wide body of research proves it!

All students are expected to develop and demonstrate the following traits inside and outside of the classroom:

Grit: Completing something despite obstacles

Zest: Approaching life with excitement

Self-Control: Regulating what one feels and does

Optimism: Expecting the best and working to achieve it

Gratitude: Being aware of and thankful for opportunities and good things

Social Intelligence: Being aware of the motives & feelings of others & self

Curiosity: Taking an interest in learning new things for your own sake

Individual Rewards and Consequences

Examples of Rewards for Positive Behavior	Consequences for Negative Behavior
Verbal Praise Praise Note* Phone call home* Lunch with Teacher Tickets for Monthly Prizes Leaders Go Places Merits Class Points Strong Participation Grade	Verbal Warning Demerit Teacher Conference Restorative Room Referral Seat Change Detention* Family Conference*

**These consequences also involve family communication.*

Class Dojo

Mr. Pratta will use Class Dojo to track student behavior and to communicate with students and parents about daily positive and negative behaviors. **If you were connected last year it should be already set up and you do not need to re-register. Teachers at HHA also use Class Dojo to communicate when students have detention and study hall after school.** It is incredibly important that parents and guardians connect to Class Dojo to track student progress.

Contacting Mr. Pratta:

You should contact Mr. Pratta whenever you have questions or concerns about anything. First, you **will ask Mr. Pratta in class** if you are having trouble or have a question. If you still have questions you will **go to coach class for extra help**. If you are not at school and have a question or concern, you are **encouraged to email Mr. Pratta at bpratta@hha47.org or call his cell phone (302) 803-3197 for emergencies**. Parents and guardians are encouraged to contact Mr. Pratta at anytime via email, cell phone, or by calling the school. The school phone number is (410) 396-9146.