



Ridgecliff Middle School
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Contact

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 Math 8
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Parents and students please to refer to the HRSB Assessment, Evaluation, and Communication of Student Learning Policy accessible at <http://www.hrsb.ns.ca/files/downloads/pdf/board/policy/sectionC/C.007-student-assessment.pdf>

Course Introduction

Mathematics 8 develops the fundamental knowledge and skills required in mathematics, while providing an in depth exploration of number sense, patterns and relations, measurement, geometry and probability and statistics, preparing students for grade 9 math.

Evaluation

When determining a students' final grade:

- ✓ No single assessment tool (i.e. presentations, trips, demonstrations, portfolios, discussions, projects, written tests/quizzes) will account for more than half of the value of each Gradebook category
- ✓ Learning trends over time will be considered, more recent student work and the teacher's professional judgment
- ✓ Students will participate in a final cumulative assessment opportunity that allows them to demonstrate an appropriate range of the learning outcomes and process skills involved in the course. This final assessment, whether a written examination or alternative assessment opportunity, will be worth no more than 10% of their final grade.

Students in Mathematics 9 will explore the following units and topics:

Unit #	Unit Title	Time Frame	Unit Outcomes*
Unit 1	Square Roots and Pythagorean Theorem	September	N01, N02, M01
Unit 2	Integers	October	N07
Unit 3	Operations with Fractions	November-December	N06
Unit 4	Measuring Prisms and Cylinders	December-January	M02, M03, M04
Unit 5	Percent, Ratio and Rate	January - February	N03, N04, N05
Unit 6	Linear Equations and Graphing	February - March	PR01, PR02
Unit 7	Data and Probability	March- April	SP01, SP02
Unit 8	Geometry	May - June	G01, G02

Assessment Practice

Students will be provided with multiple opportunities to demonstrate their progress toward achievement of outcomes.

- **Assessment for Learning/Formative Assessment...** the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there; instructional strategy that takes place while the student is still learning and served to promote learning
- **Assessment of Learning/Summative Assessment...** process of analyzing, reflecting upon, and summarizing assessment information and making a judgment and/or decision based upon the information gathered.
- **Assessment Types include:** observations, conversation/discussions, behavior/punctuality (Co-op preparatory requirements)
- **Assessment Tools include:** presentations, quizzes, , projects, checklists, portfolios, experiments, demonstrations, graphic/visual representations, oral and/or written reports, journal entries, logs/reflections, performances

Creating Opportunities for Success (reference school code of conduct)

- Students must respect themselves, peers, teachers, learning environment and community
- Students must have respect for self, peers, teacher, the Learning environment
- Students must follow school code of conduct – ELOs, PEBS!
- Students must be respectful of the use of technology

Procedural Expectations

Students are responsible for:

- ✓ *Seeking assistance with assignments when required;*
- ✓ *Requesting an extension for assignments in a timely manner when required;*
- ✓ *Completing assignments by specified due dates so that teachers can provide timely feedback;*
- ✓ *Responding to feedback provided during the learning process.*
- ✓ *In the event that a due date for an assignment is missed, it will be at the discretion of the teacher and principal to extend the deadline.*
- ✓ *Students who do not adhere to the extended deadline will have missed that opportunity to demonstrate achievement towards the outcomes addressed in that assignment.*

- Students are responsible to inform Ms. Keramaris if they are not able to meet deadlines of assignments, assessments and trips. Students, together with Ms. Keramaris will arrange a suitable time to complete the work missed.
- Students will be responsible to retrieve the work missed from the appropriate folder in class. (All work missed will be placed within a folder that corresponds with the day that the student missed and the activity sheet passed out).
- Students will be responsible to complete homework when it is assigned (it will be posted on my website that is listed above).

Communication Tools

Ridgecliff Middle School will use a variety of methods to communicate student achievement throughout the school year.

- PowerSchool (Gradebook)...encourage access, identify common codes used eg. late, missing, comment
- School and Teacher Websites
- Google Classroom
- School Voice Messenger
- Curriculum Night, Parent-Teacher Interviews, Mid Term Reports, Final Report Cards

Accessing Help

- Students can seek extra help everyday at lunch and can request support after school with Ms. Keramaris by appointment only.
- Students will meet success within this course if they attend class on a regular basis, get assistance when needed, complete assigned, participate in class discussions work and homework.

Equipment Needs

- Writing utensils (pencils and erasers)
- Binder (with loose leaf paper)
- Duotang (1)
- Calculator
- Textbook (provided, but an online link to the textbook will be on my website)

Acknowledgement of Receipt of Course Outline from Parent and Student

I have read and understand the contents of the course outline and expectations for Math 8.

Student's name (Print) _____

Student's Signature: _____

Date: _____

Parent/Guardian's signature: _____

Date _____