



Name: Belle Ange Mbayu

Classes taught :Accelerated 1 ,Math6, Math7and Algebra1

Qualification :National Board Certified Teacher –Secondary Mathematics

My Contact belleange.mbayu@pgcps.org /3019188660 ext 75095

Mme Mbayu Belle ange DKFI

Title

9/7/16 4:38 PM

Created

Agenda

1-Presentation

2-My Schedule

3-Grading Policy

4-Classroom Materials

5-Online resources

6-Error log

7-Syllabus

8-Criteria's for math placement

10-Miscellaneous

Dora Kennedy French Immersion

September 14 2017

Back to School Night



Teacher: **Mme Belle-Ange Mbayu.**

Room : **204.**

Certification:

- Maryland Certification (Mathematics grades 7 through 12) .
- National Board Certified Teacher (Mathematics Early Adolescence).
- Maryland Administration 1 Certification
- Master of Arts in Education and Human Development at George Washington University .
- ACE Educators Award 2016

Classes taught 2017-2018: Accelerated ! , Math6 , Math7, and Algebra1

Contact information: Tel: 301-918-8660 ext 75095

Email belleange.mbayu@pgcps.org

Planning period: 10:30-11:25 (Please call to schedule an appointment).

Dear Parents/Guardians

I would like to welcome you to our back to school night, as we look forward to a very exciting year. I am sure that the Home- School partnership will ensure tremendous growth and progress in your child's physical, social, emotional and intellectual development.

Good communication between home and school is very important. You need to be informed about the curriculum and skills being taught in order to help your child, and we need to know from you how we can best meet your child's needs.

Please look at your child's work regularly .Talk about it and give praise or encouragement and extra help where needed. Please help your child with the assigned homework and return it to school when it is due .If your child is working on a project, please ensure that a convenient schedule has been designed to accommodate the projects.

Please return any questionnaires, permission slips etc when they are due. This will ease the burden on all concerned. Together we can make this year a year of success for all.

Please feel free contact me with any concerns or questions.

Sincerely,

Mme Mbayu

My schedule

Period 1: from 9:15am to 10:30 am
Accelerated ! (Math6 Honors).

Period 2: from 10:30 am to 11:25 am
Planning

Period 3 : from 11:25am to 12:50pm
Math6

Period 4: from 1:25 pm to 2:40pm
Algebra1

Period 5 : from 2:45pm to 3:55pm
Math7



My Goals

- To give students the academic and social skills they need to progress to High School.
- To provide a supportive and safe classroom environment.



Our classroom is a community

- In our community, we have rules to help us get along with each other.
- Our class rules are:
 - Be respectful and responsible.
 - Be organized and follow directions.
 - Be on time.
 - Be prepared.

• Grading policy and Syllabus

Factors	Brief Description	Grade Percentage Per Quarter
Classwork	<p>This includes all work completed in the classroom setting, including:</p> <p>Group Participation</p> <ul style="list-style-type: none"> • Notebooks • Warm-ups • Vocabulary • Written responses • Journals/Portfolios • Group discussions • Active participation in math projects • Assignments students complete via online resources • Completion of assignments 	40%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Assignments students complete via online resources • Performance Tasks • Journals/Portfolios • Other Tasks as assigned 	10%
Assessment	<p>This category entails both traditional and alternative methods of assessing student learning:</p> <ul style="list-style-type: none"> • Group discussions • Performance Tasks • Problem Based Assessments • Exams • Quizzes • Portfolios • Research/Unit Projects • Oral Presentations • Surveys <p><i>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</i></p>	50%

Students should come to class prepared with a positive attitude and material

Most math homework will be posted on the math textbook website

I will use the remind101 platform to remind students and to inform you of upcoming test

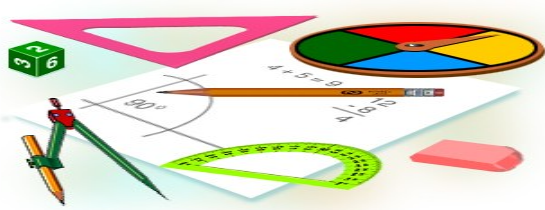
Your grade will be determined using the following scale:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
59% and below	E

Student's Name

Parent's/Guardian's Signature

Date



Classroom Material

- One composition book
- Two pencils and 1 pen
- one folder for math handouts only
- Ruler, Compass and protractor.
- Scientific calculator (Math8)or four function calculator(Math6 and Math7)
- TI 84 or TI83 plus for home(Algebra 1 and Geometry students)students will also need four AAA batteries .



Most used resources

- Glencoe Algebra textbook for students in Algebra1 class only.
- www.Connected.mcgraw-hill.com
- Big ideas (green color) textbook and journal for students in Math6.
- Big ideas (orange Advanced 1) textbook and journal for students in Math6 Honors.
- Big ideas (orange Advanced 2) textbook and journal for students in Math7 Honors.
- Big ideas(red color) textbook and journal for students in Math7 Common core only.
- Big Ideas (blue color) textbook and journal for students in Math 8 Common core only.
- Big ideas website : use www.clever.com/in/pgcps
- Study island www.studyisland.com

(Students have their password)

www.mdk12.org and www.parcc.org for public release items



Mrs. Mbayu would like you to join Remind for updates about 2017 Honors Math6.

Remind is a free app that lets you communicate with your teachers – right from your phone.

Get the free Remind app

1. Download the Remind app from



or



2. Sign up for an account and enter the
code **ce6ak4** to join 2017 Honors Math6.



Or, sign up for text updates



Text **810-10** with the words "join **ce6ak4**" to get
updates from Mrs. Mbayu via text message.

Having trouble with 810-10?
Try texting the words "join ce6ak4" to (442) 999-6480.

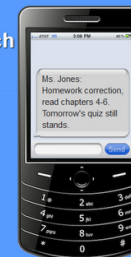
Don't have a mobile phone?

Go to this link in your browser to receive messages via email: rmd.at/ce6ak4

Message your class

A safe way for teachers to text
message students and stay in touch
with parents. Free.

remind101





Mrs. Mbayu would like you to join Remind for updates about 2017 Math6.

Remind is a free app that lets you communicate with your teachers – right from your phone.

Get the free Remind app

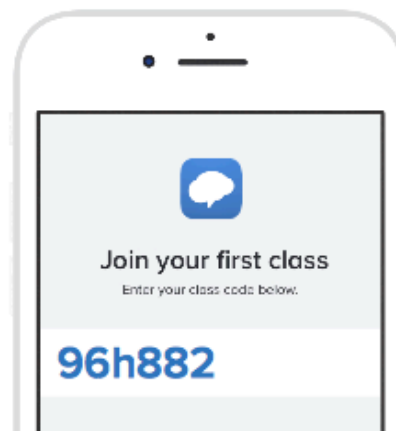
1. Download the Remind app from



or



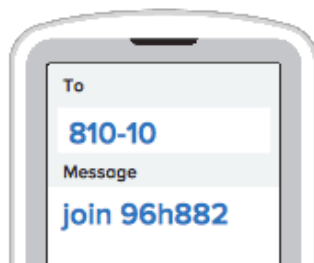
2. Sign up for an account and enter the code **96h882** to join 2017 Math6.



Or, sign up for text updates

Text **810-10** with the words "**join 96h882**" to get updates from Mrs. Mbayu via text message.

Having trouble with 810-10?
Try texting the words "join 96h882" to (442) 999-6480.



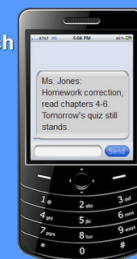
Don't have a mobile phone?

Go to this link in your browser to receive messages via email: rmd.ot/96h882

Join your class

or teachers to text
students and stay in touch
Free.

Remind101



Remind 101



Mrs. Mbayu would like you to join Remind for updates about 2017 Algebra1 Class.

Remind is a free app that lets you communicate with your teachers – right from your phone.

Get the free Remind app

1. Download the Remind app from



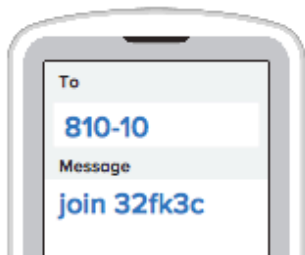
or



2. Sign up for an account and enter the
code **32fk3c** to join 2017 Algebra1 Class.



Or, sign up for text updates



Text **810-10** with the words "**join 32fk3c**" to get
updates from Mrs. Mbayu via text message.

Having trouble with 810-10?
Try texting the words "join 32fk3c" to (442) 999-6480.

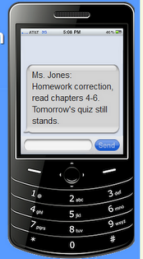
Don't have a mobile phone?

Go to this link in your browser to receive messages via email: remind_at32fk3c

Message your class

A safe way for teachers to text
message students and stay in touch
with parents. Free.

remind101





Mrs. Mbayu would like you to join Remind for updates about 2017 Math7.

Remind is a free app that lets you communicate with your teachers – right from your phone.

Get the free Remind app

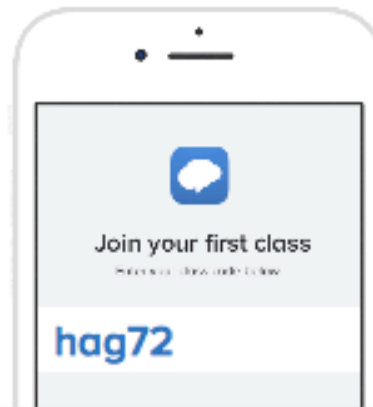
1. Download the Remind app from



or



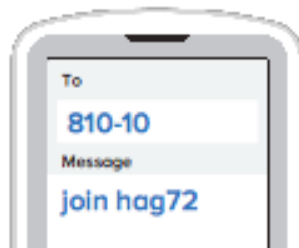
2. Sign up for an account and enter the
code **hag72** to join 2017 Math7.



Or, sign up for text updates

Text **810-10** with the words "join hag72" to get
updates from Mrs. Mbayu via text message.

Having trouble with 810-10?
Try texting the words "join hag72" to (442) 999-6480.



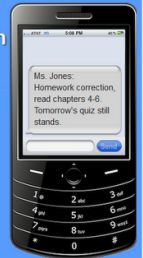
Don't have a mobile phone?

Go to this link in your browser to receive messages via email: rmc.ct/hag72

Message your class

A safe way for teachers to text
message students and stay in touch
with parents. Free.

remind101

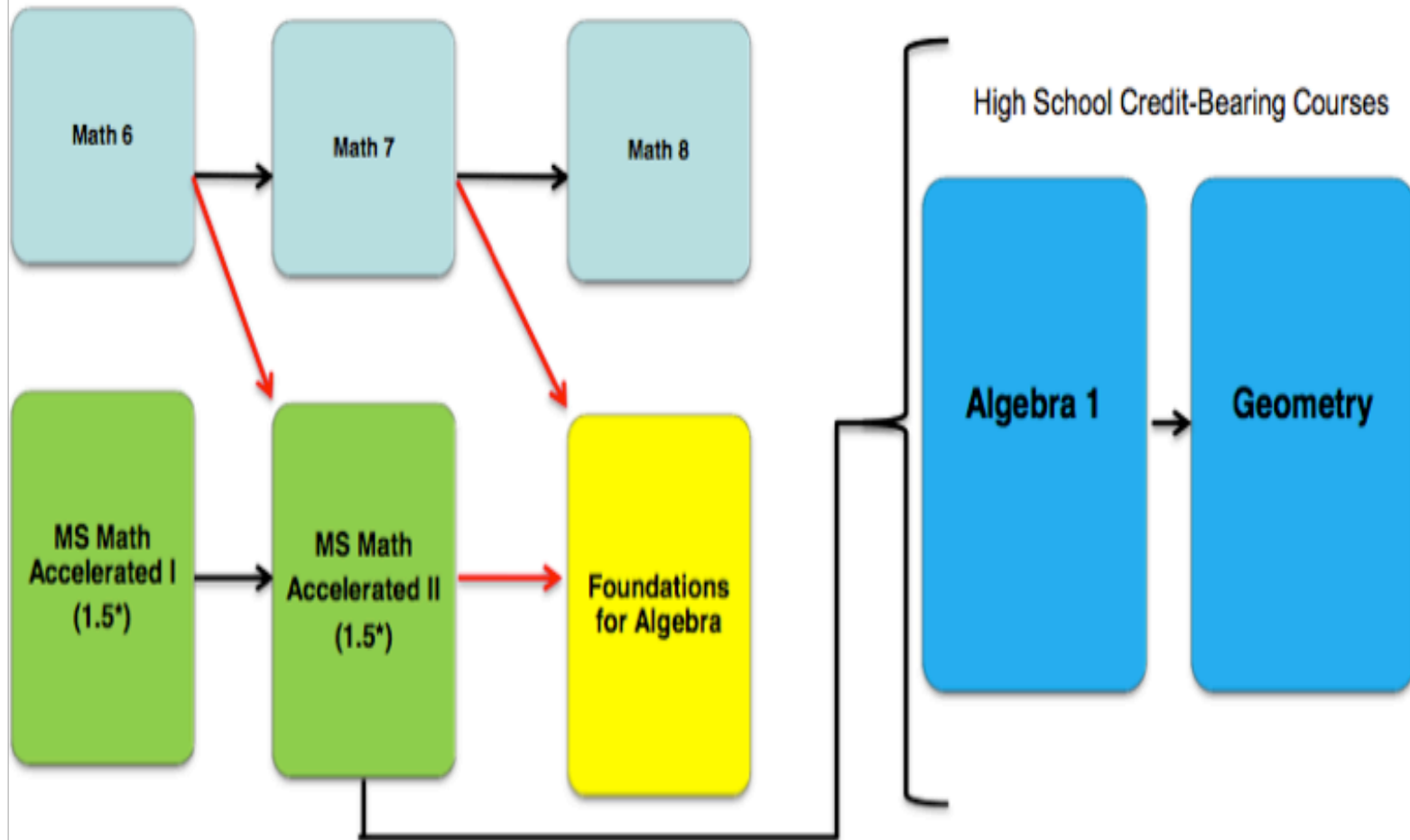


Mathematics online resources

- Glencoe Algèbre 1
- www.connectED.mcgraw-hill.com
- Math textbook
- <https://clever.com/in/pgcps>
- Math Vocabulary
- <http://www.amathsdictionaryforkids.com>
- <http://www.mathsisfun.com/definitions/index.html>
- To review concepts
- www.khanacademy.org
- Great site to review for the PSAT
- www.mobiusmath.com
- <http://www.math-play.com>
- www.education.ti.com practice using the graphing calculator TI 83 or TI 84
- www.parcconline.com PARCC(Partnership for Assessment of Readiness for Career and College)
-



PGCPS Mathematics pathways grades 6-12



Questions?

- **Thank you for coming .**
- **Thank you for your help and cooperation.**



Accelerated Math 1

Course Sequence

Cluster		Standard	Extensions
The First Five			
Unit 1: Rational Numbers (Quarter 1)			
Part A: Rational Numbers on Number Lines	6.NS.C: Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.5	
		6.NS.6	
		6.NS.7	7.NS.1
		6.NS.8	
	6.G.A: Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.3	
Part B: Operations with Rational Numbers	6.NS.A: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	6.NS.1	7.NS.2
	6.NS.B: Compute fluently with multi-digit numbers.	6.NS.2	
			6.NS.3
Unit 2: Algebraic Expressions and Equations (Quarter 2)			
Part A: Algebraic Expressions	6.EE.A: Apply and extend previous understandings of arithmetic to algebraic expressions.	6.EE.1	
		6.EE.2	7.EE.2
		6.EE.3	7.EE.1
		6.EE.4	
	6.EE.B: Reason about and solve one-variable equations and inequalities.	6.EE.6	
Part B: Equations and Inequalities	6.NS.B: Find common factors and multiples.	6.NS.4	
	6.EE.B: Reason about and solve one-variable equations and inequalities.	6.EE.5	7.EE.3
		6.EE.7	7.EE.4a
			6.EE.8
Unit 3: Reasoning with Ratios and Rates (Quarter 3)			
	6.RP.A: Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.1	
		6.RP.2	7.RP.1
		6.RP.3	7.RP.2
	6.EE.C: Use functions to model relationships between quantities.	6.EE.9	7.RP.3
Unit 4: Area, Surface Area, and Volume (Quarter 3 & 4)			
	6.G.A: Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.1	
		6.G.4	
		6.G.2	
Unit 5: Statistical Variability (Quarter 4)			
	6.SP.A: Develop understanding of statistical variability.	6.SP.1	
		6.SP.2	
		6.SP.3	
		6.SP.4	
	6.SP.B: Summarize data distributions.	6.SP.5	

MATH 7 Course Sequence

Cluster	Content Standard
The First Five (5 Days)	
Unit 1: Ratios and Proportional Relationships (Quarters 1 & 2)	
7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems.	7.RP.1
	7.RP.2
	7.RP.3
7.G.A Draw, construct, and describe geometrical figures and describe the relationships between them.	7.G.1
7.SP.C Investigate chance processes and develop, use, and evaluate probability models.	7.SP.5
	7.SP.6
	7.SP.7
	7.SP.8
Unit 2: Operations with Rational Numbers (Quarter 2)	
7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	7.NS.1
	7.NS.2
	7.NS.3
Unit 3: Expressions and Equations (Quarter 3)	
7.EE.A Use properties of operations to generate equivalent expressions.	7.EE.1
	7.EE.2
7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	7.EE.3
	7.EE.4
Unit 4: Geometry (Quarter 4)	
7.G.A Draw, construct, and describe geometrical figures and describe the relationships between them.	7.G.2
	7.G.3
7.G.B Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	7.G.4
	7.G.5
	7.G.6
Unit 5: Statistics (Quarter 4)	
7.SP.A Use random sampling to draw inferences about a population.	7.SP.1
	7.SP.2
7.SP.B Draw informal comparative inferences about two populations.	7.SP.3
	7.SP.4
Key: ■ Major Cluster ■ Supporting Cluster ■ Additional Cluster	

Math 6

Course Sequence

Cluster		Standard
The First Five		
Unit 1: Rational Numbers (Quarter 1)		
Part A: Rational Numbers on Number Lines	6.NS.C: Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.5
		6.NS.6
		6.NS.7
		6.NS.8
	6.G.A: Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.3
Part B: Operations with Rational Numbers	6.NS.A: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	6.NS.1
	6.NS.B: Compute fluently with multi-digit numbers.	6.NS.2
		6.NS.3
Unit 2: Algebraic Expressions and Equations (Quarter 2)		
Part A: Algebraic Expressions	6.EE.A: Apply and extend previous understandings of arithmetic to algebraic expressions.	6.EE.1
		6.EE.2
	6.NS.B: Find common factors and multiples	6.NS.4
	6.EE.A: Apply and extend previous understandings of arithmetic to algebraic expressions.	6.EE.3
		6.EE.4
6.EE.6		
Part B: Equations and Inequalities	6.EE.B: Reason about and solve one-variable equations and inequalities.	6.EE.5
		6.EE.7
		6.EE.8
Unit 3: Reasoning with Ratios and Rates (Quarter 3)		
	6.RP.A: Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.1
		6.RP.2
		6.RP.3
	6.EE.C: Use functions to model relationships between quantities.	6.EE.9
Unit 4: Area, Surface Area, and Volume (Quarters 3 & 4)		
	6.G.A: Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.1
		6.G.4
		6.G.2
Unit 5: Statistical Variability (Quarter 4)		
	6.SP.A: Develop understanding of statistical variability.	6.SP.1
		6.SP.2
		6.SP.3
	6.SP.B: Summarize and describe distributions.	6.SP.4
		6.SP.5
Key: Major Cluster Supporting Cluster Additional Cluster		

Unit 1 – One-Variable Linear Equations

Linear Equations in One Variable	
Interpreting the Structure	<p>A.SSE.1 Interpret expressions that represent a quantity in terms of its context.*</p> <ul style="list-style-type: none"> a. Interprets parts of an expression such as terms, factors, and coefficients (major) b. Interpret complicated expressions by viewing one or more of their parts as a single entity*. (major) (fluency)
Creating	<p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> (major)(cross-cutting)</p> <p>A.CED.3 Represent constraints by equations or inequalities and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (major)</p>
Solving	<p>A.REI.1 Explain the steps in solving linear equations in one variable. (major) (cross-cutting)</p> <p>A.REI.3 Solve linear equations and inequalities in one, variable, including equations with coefficients represented by letters.</p> <p>A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>
Linear Inequalities in One Variable	
Creating	<p>A.CED.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i> (major)(cross-cutting)</p> <p>A.CED.3 Represent constraints by equations or inequalities and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (major)</p>
Solving	<p>A.REI.1 Explain the steps in solving linear equations in one variable. (major) (cross-cutting)</p> <p>A.REI.3 Solve linear equations and inequalities in one, variable, including equations with coefficients represented by letters.</p>









Unit 2 – Linear Functions

Functions (2 days)

Understanding and Using Function Notation	F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. (major)
	F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (major)

Linear Functions (6 days)

Average Rate of Change	F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (major)
Arithmetic Sequence	<p>F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). (supporting) (cross-cutting) (supporting)(cross-cutting)</p> <p>F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p>
Graphing Linear Functions	<p>F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. (major)</p> <p>F.IF.7* Graph functions expressed symbolically and show key features of the graph, by hand in simple cases using technology for more complicated cases.</p> <p>a. Graph linear functions and show intercepts.(supporting)</p> <p>A.REI.11* Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p> <p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (additional)(cross-cutting)</p>
Writing Linear Functions	<p>F.BF.1* Write a function that describes a relationship between two quantities.</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context. * (supporting) (cross-cutting)</p>
Interpreting Linear Functions	<p>F.IF.4 For a function that models a relationship between two quantities, interpret key features of the graph and the table in terms of the quantities, and sketch the graph showing key features given a verbal description of the relationship. (major)</p> <p>F.LE.5 Interpret the parameters in a linear function in terms of a context. * (supporting)(cross-cutting)</p>
Determining Linear Functions	<p>F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential function</p> <p>a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. (supporting)</p> <p>b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p>
Comparing Properties of Functions	F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (supporting) (cross-cutting)

Standards for Mathematical Practice	Student Friendly Language
1. Make sense of problems and persevere in solving them. 	<ul style="list-style-type: none"> I can try many times to understand and solve a math problem.
2. Reason abstractly and quantitatively. 	<ul style="list-style-type: none"> I can think about the math problem in my head, first.
3. Construct viable arguments and critique the reasoning of others. 	<ul style="list-style-type: none"> I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too.
4. Model with mathematics. 	<ul style="list-style-type: none"> I can use math symbols and numbers to solve the problem.
5. Use appropriate tools strategically. 	<ul style="list-style-type: none"> I can use math tools, pictures, drawings, and objects to solve the problem.
6. Attend to precision. 	<ul style="list-style-type: none"> I can check to see if my strategy and calculations are correct.
7. Look for and make use of structure. 	<ul style="list-style-type: none"> I can use what I already know about math to solve the problem.
8. Look for and express regularity in repeated reasoning. 	<ul style="list-style-type: none"> I can use a strategy that I used to solve another math problem.

Parents' Guide

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. As your son or daughter works through homework exercises, you can help him or her develop skills with these Standards for Mathematical Practice by asking some of these questions:

1. Make sense of problems and persevere in solving them.

- What are you solving for in the problem?
- Can you think of a problem that you have solved before that is like this one?
- How will you go about solving it? What's your plan?
- Are you making progress toward solving it? Should you try a different plan?
- How can you check your answer? Can you check using a different method?

2. Reason abstractly and quantitatively.

- Can you write or recall an expression or equation to match the problem situation?
- What do the numbers or variables in the equation refer to?
- What's the connection among the numbers and the variables in the equation?

3. Construct viable arguments and critique the reasoning of others.

- Tell me what your answer means.
- How do you know that your answer is correct?
- If I told you I think the answer should be (offer a wrong answer), how would you explain to me why I'm wrong?

4. Model with mathematics.

- Do you know a formula or relationship that fits this problem situation?
- What's the connection among the numbers in the problem?
- Is your answer reasonable? How do you know?
- What does the number(s) in your solution refer to?

5. Use appropriate tools strategically.

- What tools could you use to solve this problem? How can each one help you?
- Which tool is more useful for this problem? Explain your choice.
- Why is this tool (the one selected) better to use than (another tool mentioned)?
- Before you solve the problem, can you estimate the answer?

6. Attend to precision.

- What do the symbols that you used mean?
- What units of measure are you using? (for measurement problems)
- Explain to me (a term from the lesson).

7. Look for and make use of structure.

- What do you notice about the answers to the exercises you've just completed?
- What do different parts of the expression or equation you are using tell you about possible correct answers?

8. Look for and express regularity in repeated reasoning.

- What shortcut can you think of that will always work for these kinds of problems?
- What pattern(s) do you see that will help you find a rule or generalization?