

Math 8 Outline
Mr. McKay
2025-2026

Teacher: Mr. Dwayne McKay

Time Allotment: Five 40 minute classes/week

Materials Required: Math Make Sense 8

Pencils/Pens

Erasers/ White Out

Loose-leaf Paper

Binder

(or coil back notebook)

*Pencil Crayons, markers, scissors glue, ruler (Prior Notice when needed)

A. Objectives

Mathematics plays an important role in all aspects of human endeavors. As students study mathematics they understand and appreciate the quantitative and geometric nature of the world around them. They also develop the knowledge, skills and attitude necessary for making appropriate decisions in daily life.

Students in all classrooms have different learning needs and abilities. They need to be able to develop their mathematical understanding at different rates and in different ways. Teaching decisions should therefore build upon what students know and can do in mathematics.

Students develop and demonstrate mathematical understanding as they solve problems, communicate, reason and connect. The mathematical component of the program of studies is built around a set of fundamental principles. These principles outline the elements essential to students' understanding of mathematics and other subjects. Teaching decisions are guided by these fundamental principles as well as by the general learner expectations and specific learner expectations. The general learner expectation for mathematics is:

Students are confident and increasingly competent in solving problems as they develop and demonstrate understanding of mathematical concepts, relationships and procedures.

The general learner expectation provides the focus the students' mathematics learning in the elementary years. It encompasses the following critical dimensions:

1. Students are expected to demonstrate confidence in their mathematical abilities.
2. Students are expected to develop understanding of mathematics by solving problems, communicating, reasoning and connecting.
3. Students are expected to demonstrate increasing competence in solving problems.
4. Students are expected to use technology, where appropriate.
5. Students are expected to develop psychomotor skills as they live and apply mathematics.

In order to accomplish these expectations it is important to develop confidence in the area of problem solving. Students need to learn many different skills and strategies that they can apply to a variety of new problem situations in which the means to the solution are not immediately evident. To facilitate this development, students must express a need or desire to solve problems and perseverance in carrying out the solutions. As students learn the skills, strategies and attitudes associated with problem solving, they integrate the concepts within and across the strands.

Students learn to do problem solving by:

1. Learning about how to solve problems
2. Learning concepts through problem solving
3. Applying the concepts learned to new problem situations
4. Creating problems that exemplify the concepts learned

B. Corrective Action or Discipline

1. Students will be made aware of their inappropriate action of behavior.
2. The student may be put into the hallway or a neighboring room.
3. Time will be made up (at lunch).
4. Parental contacts will be made.
5. Administration will be made aware of the situation.

C. Assignments

If you are absent form class for any reason, you are responsible for making up all the work. Unexcused late assignments **will** receive a reduced grade depending on the nature of the assignment and cause of lateness. (School policy will be followed).

You are responsible for all assignments. (I do not give a zero mark).

D. Exams

Students that have a legitimate reason for missing exams will be given an opportunity to write the same or similar exam when they arrive back to school. **The student must make arrangements with me when to write the missed test.**

E. Course Sequence

- To follow the Math Makes Sense textbook

F. Evaluation

For each of the three terms, the marks will be calculated on the following basis:

Daily Assignments*	16.76%
Exams	33.33%
Quizzes	<u>50%</u>
	100%

Final Exam

20%

*(includes daily assignments, homework- and demand assignments)