

Schole Academy

Pre-Algebra



ELIGIBLE STUDENTS:

Grades 8th, advanced 7th (9th – 12th welcomed): This course is designed for students who have successfully completed a robust arithmetic curriculum.

School-wide Class Dates: Tuesday, September 6, 2022; through Friday, May 26, 2023.

Class Times: MWF: 11:00am-12:15pm (EST)

Instructor: Mr. Vincent Capone

E-mail: vcapone.scholeacademy@gmail.com

SCHEDULE FOR PRE-ALGEBRA

CLASS SESSIONS DATES:

The school year is 32 weeks and meets weekly except during holiday breaks which can be found on the school academic calendar.

*Please note that all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.

PRE-ALGEBRA COURSE MAP:

Unit 1: Ratios, Percentage, and Proportions

Unit 2: Rational Numbers and Equations

Unit 3: Two and Three-Dimensional Space; Geometry

Unit 4: Linear & Nonlinear Functions

Unit 5: Data Sets

OFFICE HOURS: In addition to scheduled class times, the instructor is available for questions after class. Students and/or parents can request meetings to ask questions, seek assistance, or review class material that are brief in nature, however, such meetings are not meant to be tutoring sessions.

PRE-ALGEBRA COURSE DESCRIPTION:

The objective of a Pre-Algebra course is to serve as a transition from arithmetic to algebra. Students will build upon skills learned in arithmetic and begin to learn algebraic concepts. Students will:

- develop fluency in operations with rational numbers and integers, and laws of exponents
- explore percent problems and proportional reasoning

- develop competency in algebraic expressions, linear equations, inequalities, and basic geometry concepts
- develop and practice problem solving skills by working challenging problems, including competition level problems

REQUIRED MATERIALS:

- *Reveal Math Accelerated* Textbook [Volume 1](#) and Textbook [Volume 2](#)
 - **NOTE:** This book has a superb presentation of linear functions and organization of content with less arithmetic review.
- Digital tablet. Options include: [Wacom Intuos](#), [Huion](#), [XP-Pen](#), or [other](#).
- Dedicated 3-ring notebook with five dividers or 5-subject spiral notebook
- Binder Pencil Pouch with multiple sharpened pencils, erasers, protractor
- Scientific Calculator Examples: TI, Sharp, other
- Notebook Paper and Graph paper
- Free web accounts: student.desmos.com, ziteboard.com, desmos.calculator,

PARENT EXPECTATIONS IN ACTION

Parents expectations are simply to ensure that the student has all of the required materials needed for the course, a stable internet connection, a distraction free environment during class, and adequate time to study outside of class hours. Parent assistance with assignments is not expected and should not be required. If a student is struggling with an assignment, parents are asked to follow the provided Parental Math Assistance Guide. However, if your student is accustomed to having your assistance with math, there will likely be a transition period as they build their level of tolerance and confidence in working math independently.

STUDENT EXPECTATIONS IN ACTION

In this class, students will be expected to listen attentively and participate actively. Students are expected to arrive to class on time and with all assigned material completed. The instructor will facilitate learning for the student, but the responsibility for staying up to date with classwork and assignments ultimately rests with the student. If a student is struggling with content or an assignment, it is their responsibility to seek approved help. ***Students should not utilize technology to complete their assignments for them.***

The course relies heavily on discussion as students are asked to think about and question what they are learning. During the discussion, students will present problems, review answers, pose questions, explain and justify their answers, and think out loud. Students are encouraged to embrace their mistakes as opportunities to learn!

Time Commitment:

It is recommended that students plan to spend 4-6 hours per week on mathematics beyond class hours. Students turning in late work will earn a 10% penalty for each day the assignment is late. Late work will not be accepted after the 3rd day. Students will submit their work by scanning their homework pages and uploading it into the Schoology assignment. Assignments should be submitted as one pdf file. Photographs of completed assignments will not be accepted.

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's Mathematics Program will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings and teachers they will face in their future academic coursework.

Executively, students are expected to be:

1. An Engaged Student: One who is not easily distracted by their surroundings and is willing to step into the arena of class discussion, ask questions, supply answers, and generate the internal dialogue necessary to determine if what's being discussed is important and necessary.
2. Note Takers: One who during and after being engaged with the class has been trained to note important and relevant content in an organized manner. Their notes would then be consulted, independently, for application in assignments and assessments.
3. Attention to Detail & Preparedness: One who consistently adheres to deadlines, submission requirements, and assignment instructions; who confirms technology is working prior to the start of class; and is responsible for determining how to proceed after an absence and adjusting as the class proceeds, etc.
4. Employ Critiques: One who receives feedback to their submissions, and then applies that feedback to future assignments rather than repeating mistakes. They glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others.
5. Initiative/Maturity: One who will display during class a level of maturity that exhibits an ability to focus and engage in his learning and refrain from activities that become a distraction for others. The student exhibits the maturity to seek out appropriate sources of assistance when struggling with assignments or problems.

STUDENT EVALUATION: GRADING

Grades are a feedback mechanism from the teacher to the student as to their level of mastery. In line with a theme of restfulness, assignments will be communicated using a Mastery Scale as defined below. The purpose of this grading scale is to provide students with a clear, unambiguous message as to their level of mastery. Additionally, it provides the students with the opportunity to focus on mastery of the content rather than grades.

Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete transcripts with either a numeric or traditional letter grade.

Traditional percentage grades will be provided for transcript purposes ***upon request and at the end of the year.***

The Mastery Grade Scale is as follows:

- *Magna cum laude* (with great praise)
- *Cum laude* (with praise)
- *Satis* (sufficient, satisfactory)
- *Non satis* (not sufficient)

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work will be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Mr. Capone will communicate with students regarding assignment feedback and grading through the free online grading system *Schoology*.

Students' grades will be broken down as follows:

1. Student Participation and Classwork: 25%
2. Homework: 35%
3. Assessments: 40%

Late work will be penalized 10% each day late and will not be accepted after the 3rd day.

STUDENT EVALUATION : ACADEMIC DISHONESTY

Students will often complete assignments including assessments privately at home. Students are on their honor to abide by Scholé Academy's Learning Philosophy which assumes the personal cultivation of Student Virtues described in the Student-Parent Handbook. Additionally, plagiarism and the use of Math Solver websites or apps is a serious and punishable offense. Such assignments will result in a failing grade.

THE VIRTUAL CLASSROOM

We will be using the free online "virtual classroom" software provided by Zoom. The virtual classroom will provide students with interactive audio, and an interactive whiteboard features. We will provide students with a link (via email) that will enable students to join the virtual classroom.

We will also utilize the learning management system *Schoology*, where communication and assignment submission will occur. Students will submit assignments using scanning technology/apps (like ClearScan, AdobeScan, CamScanner). **Submissions must be single-file pdfs.**

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the Technology in the Classroom section of the Student Parent Handbook.

ABOUT THE INSTRUCTOR:

Mr. Capone has taught for the past nine years at Greystone Academy, a small Christian school in Newtown, Pennsylvania for grades 7-12. He earned a B.A. in History from Thomas Edison State University. While history has been and will remain his first love, he has nearly eleven years of experience tutoring math from elementary arithmetic to pre-calculus.

In addition, he has gained the experience of - as he likes to describe it - a 19th-century one-room-schoolhouse teacher. Besides history, he has also taught the sciences, writing, literature, logic, and the U.S. Constitution.

A lifelong resident of New Jersey, Mr. Capone will be continuing to work with homeschool families this coming fall through private, virtual instruction and a local schoolhouse in New Jersey.

When he is not teaching (or reading in preparation for teaching!), Mr. Capone enjoys spending time with his parents, taking walks to get away from hours in front of a computer screen, unearthing good stories through well-made films both old and new, fellowshiping with his church family, and working on the fourth and final manuscript for his prospective MG/YA *Dunhaven Manor* series.