**Mathematics 9th Grade QCIE – Course Outline**

2016-08-27

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| Instructor | Mr. Tony Quan |
| Time and Location | Block 3: 12:35-1:55Room 501 |
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| Edmodo Code | wac24b |

Dear Grade 9 QCIE Parents and Students,

Welcome to Mr. Quan’s 9th grade Mathematics class! I am so excited to be here at QISS this year. I hope to inspire my students to master learning and to become independent thinkers. My philosophy is to “learn by doing” so I am looking forward to have my students engaged with hands-on learning, including lab work activities. I hope they will grow to have the ability to teach others the materials they cover in our class discussions, assignments, labs, and other class work.

**Course Overview:**

The main goal for our Grade 9 Mathematics course will be to explore numbers by describing patterns and real life connections. Students’ ability to work with numbers is essential skill in Mathematics. Students will develop an understanding of numbers, their importance in the world we live in and concepts/calculations/estimation involving these. Students will experience how numbers impact their lives through patterns; describing real life situations; problem solving; communication and multiculturalism of mathematics. Introduction and theory will be through real life and historical contexts.

I hope to guide student learning through differentiated curriculum, actively participating audiences, and engaging activities throughout the semester. The topics and skills developed throughout the course will be primarily driven by the Q.I.S.S. adopted standards.  These standards were selected from the Common Core Mathematics standards. At the beginning of each topic of study each student will be made aware of the benchmarks that will be addressed during that unit.  Students will be expected to show effective mastery of the benchmarks designated for their level and their performance will determine their grade in the course. In addition to the class textbooks, students will also be given a series of textbooks and other guided materials to read and analyze.  Students will be responsible for these texts and must resubmit them at the end of the year.

**Thematic Units:**

In Grade 9 Mathematics, we will be covering a multitude of topics. We will focus on many different areas of study all under these 5 Major Units:

1. Conceptual Category (Week 1-Week 9)
2. Number and Quantity (Week 10-Week 18)
3. Algebra (Week 19-27)
4. Functions (Week 28-32)
5. Statistics and Probability (Week 33-36)

**Behavior and Homework Expectations:**

Classroom behavior expectations will follow closely along with our school’s mission statement. I hope to inspire students to take ownership of historical ideas in similar ways, and this means that students may disagree with each other and will hopefully engage in fact-based, passionate debates. In order to ensure that the classroom environment is a safe one, where students feel confident expressing their opinions and learning from each other’s perspectives, this class has one rule: respect. Students are expected to respect their teacher, their classmates, and themselves. If students can abide by this one rule, it will foster learning in the classroom and be the foundation of their character in the years ahead. Disrespect will not be tolerated.

All homework assignments will be shared in Edmodo. If a student loses a homework assignment, they can reprint the assignment by logging on to Edmodo. I expect that homework will be completed on time and will be creative, clear, and comprehendible. Students are responsible for coming to class prepared each day. That means having a pen or pencil, a notebook for only this class, and a folder or binder for only this class. There will be days where students are asked to bring their laptops or use their mobile device if they have one.

**Assessments and Grading:**

The course will taught over the entire year with students receiving grades each academic quarter.  The grades will be reported using the A-F system with a percentage given out of 100%. Both formative (homework, papers, quizzes, daily participation) and summative (authentic, projects, key assignments, exams) assessment tasks will be given that assess both content and skill mastery.

Formative Assessments: 40% (homework, participation, quiz)

Summative Assessments: 60% (test, project, assignment)

I am excited about this year and very much look forward to teaching this course. Please feel free to contact me with any questions, comments, or concerns throughout the year.

Thank you,

Anthony V. Quan

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