

# Math Lab 2017-18

Period 2, Room 306  
Mr. Bonacum

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## Course Description

Math Lab is a setting where students can explore math topics more in depth, preview upcoming lessons, and engage in math activities, all the while enhancing their knowledge of the prerequisite skills and academic language needed to access their math courses this year and beyond.

The California standards for teaching mathematics will be followed. For a comprehensive listing of state standards, please visit <http://www.cde.ca.gov>.

## Course Objectives

This course provides students with the opportunity to:

- practice and apply problem solving abilities.
- receive assistance with ongoing coursework.
- develop skills in abstract reasoning, multi-step thinking, and logic.
- apply old knowledge in new ways to build understanding of increasingly complex topics.

## Classroom Procedures

- Respectfully enter, be a part of, and exit the class.
- Before entering class, silence and stow all electronics.
- Do not bring any food or drinks other than water.
- Be in your seat with all materials out at the bell.
- Remember to properly title, date, and organize all of your work.
- Clean up around your seating area.
- Overall, honor everyone's 50 minute periods of quality class time.

## Classroom Policies

- As in all locations on campus, the policies outlined in the OSA Student Handbook are in effect.

## Required Materials

- Graph lined composition notebook
- 2 mechanical pencils
- All handouts, notes and assignments from the current semester.
- Materials for your other math class should be brought to this class as well

## Student Assessment

This course will be graded on a Pass / Fail basis. Progress will be measured in the following categories:

This syllabus is a guide for the course and is subject to change with or without advanced notice.

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- College and Career Readiness—10%

The purpose of including this in our grading criteria is to communicate the importance of developing work habits that facilitate life-long success – these are related to organization and material readiness, adherence to class policies and procedures, and respecting others.

- Homework Effort —30%

Homework is the best way to practice skills and test yourself on how much you remember and understand. Homework, when assigned in your other math class, should be brought to this class, with your best effort already given to it. Sometimes you might not be able to solve a problem because you do not understand the procedure at hand. In cases such as these, you are still obliged to copy the problem, take as many steps as you can, and at the point you are stalled, write a specific question about the next step. Something like, “What do I do now?” is not what I am looking for. Something like, “How do I simplify this fraction?” is more of what I want to see.. Your homework will be based on completion / effort, not accuracy.

- Class work—30%

This category measures your focus during day-to-day individual and group work. Whether reviewing or previewing concepts, your engagement and focus matter. Activities like individual skill drills, group work, group presentations, notes and sample problems contribute to this category.

- Demonstrating Mastery Algebra I Concepts —30%

I purposefully put this category last. It is about demonstrating mastery of various Algebra I Concepts primarily through quizzes and tests. It may involve other activities like teaching a less or writing a song. I put it last because if you “take care of business” on the first three categories, this category should take care of itself.

## **Make-up work for excused absences**

Attendance and participation are vital components to the understanding and learning of course content. Be on time and fully present for each class. Any student, who arrives to class after the bell has rung will be marked “tardy.” Plan to read, prepare, and participate during class. While you are out, homework assignments and important announcements will be available to you on my blog.

For excused absences, the general rule is that students will have the number of days that they were absent to makeup missed work for full credit. For unexcused absences, make-up work/assessments may still be accepted for partial credit depending on the circumstances. For extended absences, the student and/or parent should contact me to make arrangements for catching up.

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“We have reviewed this of this syllabus together and we both understand it and will contact you with any questions.”

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PRINT Parent/Guardian name

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Parent Signature

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PRINT Student name

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Student Signature

PLEASE ALSO SUPPLY ME WITH THE FOLLOWING CONTACT INFORMATION BY PRINTING CLEARLY:

Parent/guardian e-mail address:

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Parent/guardian phone number:

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Dear parents and guardians: E-mail is the best way for us to keep in contact about your student's progress. The internet will also allow you to track your student's grades through PowerSchool: <http://powerschool.oakarts.org>.

Please note: When visiting OSA's website, [www.oakarts.org](http://www.oakarts.org), you can find links to the sites shown above and access documents, such as the OSA Student Handbook, as well as many more sites and documents. Check it out!