

Virtual Math Night

The background is a solid teal color. On the right side, there are several decorative elements: a large, semi-transparent pie chart with three segments, and several smaller, semi-transparent pie charts of varying sizes scattered around it. At the bottom right, there is a semi-transparent bar chart with four vertical bars of increasing height from left to right.

Robinson Secondary School
Thursday, January 28, 2021
7-8 p.m.

This presentation will be available on the school website

Staff in Attendance

MS

Chris Farmerie - Math Administrator

Katy Frank - Director of Student Services

Kim Longworth - Math Department Chairperson

David Arndt - Alg 1

Kristy Carballo - Math 7 & Math 7 HN

Susan Lemery - Math 7

HS

Ann Wong - Math Administrator

Danny Southard - Math Department Chairperson

Jen Allard - HS Math Educational Specialist

Mary Bowersox - Alg 1

Alexi Small - Geometry

Debbie Supernor - Alg 2 & AFDA (Algebra, Functions, & Data Analysis)

Amanda Bolden - IB Math courses

AGENDA

- Introductions
- Selecting Standard Level or Advanced Level
- MS Math Overview
- HS Math Course Sequencing
- Sessions for Questions

Learning Targets

- I will have a better understanding of the similarities and differences between standard level and advanced level math courses
- I will understand the options of math courses at the middle school
- I will gain better understanding of the overview of high school math options
- I will be aware of the resources available to assist with selections

Standard Level or Advanced Level?

Standard Level

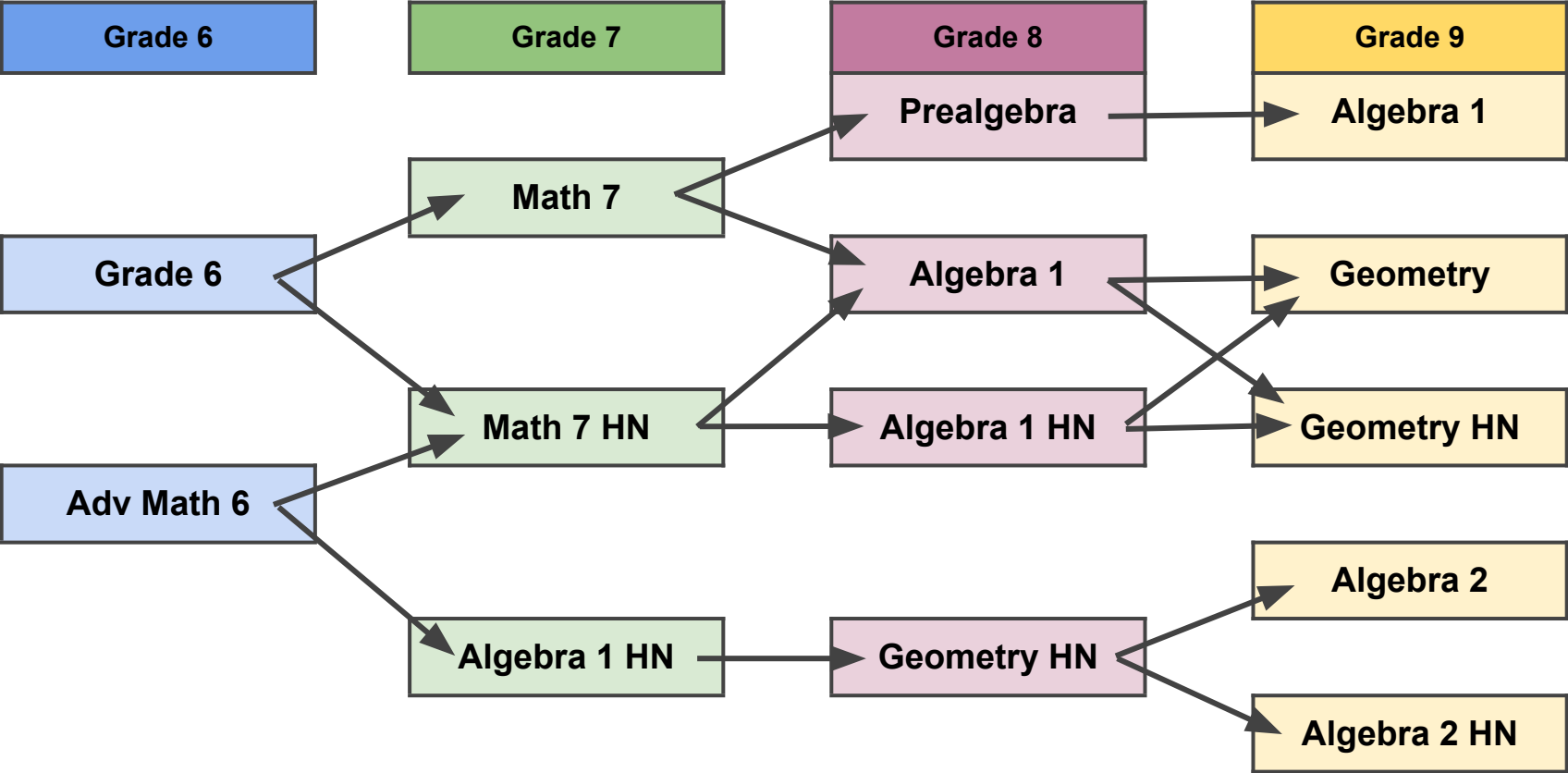
- Focus on Skills
- More Scaffolding
- FCPS Essential and Expected Standards
- Little self study

- Rigor
- Differentiated Instruction
- Tier I, II, and III interventions

- Focus on Big Ideas / Theory
- Less Scaffolding
- FCPS Essential, Expected, and Extended Standards
- May require self study

Advanced Level

MS Math Overview



Algebra goes beyond solving for X

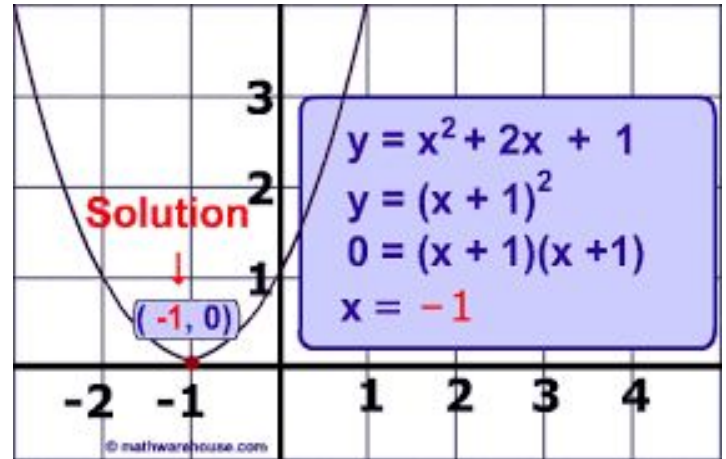
$$m = \frac{y_2 - y_1}{x_2 - x_1} = \frac{(3) - (-1)}{(-1) - (1)} = \frac{4}{-2} = -2$$

$$y - y_1 = m(x - x_1)$$

$$y - (-1) = -2(x - 1)$$

$$y + 1 = -2x + 2$$

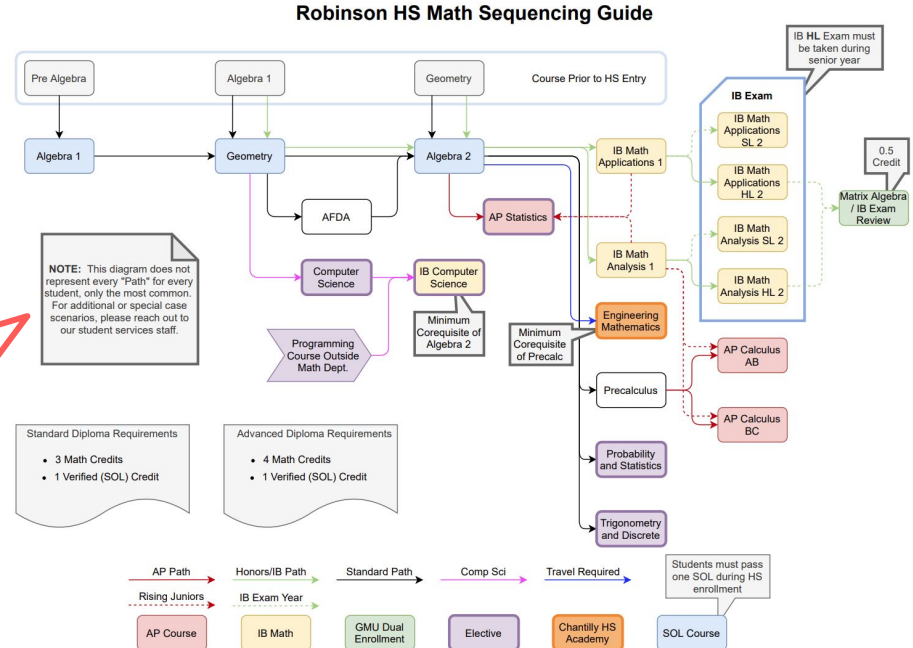
$$\boxed{y = -2x + 1}$$



- Students need to be able to answer WHY?
- Concrete -----> Abstract
- Emotional maturity as well as mathematical maturity
- Foundation for ALL future mathematics classes

Flow Chart Info

NOTE: This diagram does not represent every "Path" for every student, only the most common. For additional or special case scenarios, please reach out to our student services staff.



“What course do I take next year?”

Conversations are Critical

- Student
- Parent/Guardian
- Counselor
- Current Math Teacher

Teacher Considerations

- Student proficiency/mastery of course objectives
- Frequency of need for second chance assessments
- Math Virginia Standard of Learning (SOL) test scores, Math Grade 6 and up
- Student work habits (homework, class work, organization)
- Student maturity and independence (planning ahead, accessing resources)
- Student motivation, perseverance, and determination
- Goals of the individual student

A Sample Math Course Sequence

- 7th Grade: Math 7
- 8th Grade: Algebra 1
- 9th Grade: Geometry
- 10th Grade: Algebra 2
- 11th Grade: IB Math 1, or PreCalculus, or Intro to Computer Science
- 12th Grade: IB Math 2 or AP Calculus AB, or AP Statistics, or IB Computer Science

- Note: There are many variations to a typical math course sequence, depending on your student's interests and success with math.

Questions?

BBCU links to speak with staff members to ask individual questions:

- MS Math 7 & Math 7 HN
- MS Prealgebra & Alg 1
- HS Alg 1
- HS Geometry
- HS Algebra 2 & AFDA (Algebra, Functions & Data Analysis)
- IB Math
- Stay in this session for all other questions