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## **Algebra Elective Summer Assignment**

Welcome to Algebra Elective! I am excited to be working with your child and look forward to a productive year.

To prepare your child for the class, I am asking that they complete some work over the summer. The assignment serves a few purposes:

**1. It addresses some foundational content.**

The concept of “rate of change” is prevalent in Algebra 1. We spend a great deal of time examining whether a rate of change is constant and if not, what patterns are present in the rates of change. The more a student understands about rate of change in September, the more equipped he/she will be to engage in productive class discussion.

**2. It introduces students to a self-paced format for instruction.**

The class addresses advanced content in a compressed period of time. The every-other-day scheduling of the class affects planning significantly and it is important to give students opportunity to keep the learning momentum going, even when students must miss class due to snow days, field trips, music rehearsals, etc. Although many lessons will be done together in class, there will be sequences of lessons that students will work independently. Students will need to learn to pace themselves accordingly, putting in extra time if they should fall behind.

**3. It gives students a taste of the self-assessment necessary to be successful in the class.**

Throughout the class, students will be expected to monitor their own progress and to take appropriate action for correction. The accelerated nature of the class means that, although I will provide answers to all assignments, there may not be time in class to address each student’s questions. The expectation is that students are monitoring their own success on homework and following up on questions and confusions by coming to see me at lunch or after school. Similarly, students are expected to seek me out to address quiz and test errors.

Here’s how the summer assignment will be worked and assessed:

1. Join the Algebra Elective 2018 – 2019 Google Classroom class code: [73qlba](#)
2. Read through the attached pages, watching the videos, doing practice problems and the online Google Checkpoints **as you go**. Links to all videos and Checkpoints, and

answers to practice problems are posted on the Google Classroom page. Should you have questions along the way, feel free to email me at [rhekker@nyackschools.org](mailto:rhekker@nyackschools.org)

3. Students should be self-assessing as they move through the assignment. The assignment is designed to give feedback in two ways: answers are posted to each practice page and Google Checkpoints will return a “grade” upon completion. Students should complete each practice page, then compare it to the posted answers. They should also be monitoring their success on the Checkpoints. Should confusions arise, students should be taking steps to address them, either by reaching out to me, asking an older sibling/cousin/neighbor, “googling” information online, etc.

**No student should come in on September 5<sup>th</sup> saying “I don’t get it.”**

4. During our second class there will be an assessment on this content. Although the grade will not be included in the marking quarter grade, I will reach out to parents of students who do not show mastery.
5. If your child is struggling with the summer assignment, PLEASE reach out to me as soon as possible. We should have a conversation about what the obstacles are and how to best address them.

I hope the information I have provided is helpful. I look forward to meeting you all in September and working with your children.

Please do not hesitate to contact me if you have any questions or concerns.