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Students are translated between verbal, tabular, graphic and algebraic representations of functions (recognizing that tabular and graphic representations are usually only partial representations), and describe how these aspects of a function such as slope and y -intercept appear in different representations. Students solve systems of two linear equations in two variables and relate the systems with pairs of lines that intert between, are parallel, or are of the same line, in the plane. Students use linear equations, linear equation systems, linear functions, and their understanding of the slope of a line to analyze situations and solve problems. Connections with Grade 8 Focal Points (NCTM)Algebra: Students encounter some nonlinear functions (such as reverse ratios they studied in Grade 7, as well as basic quadratic and exponential functions) changing rates contrast with the steady rate of change in linear functions. They see arithmetic sequences, including patterns or problems, as linear functions whose entries count numbers. They apply ideas about linear functions to solve fee-related problems such as movement at a constant speed. Any content, trademark or other material that may be found hotelsrate.org on the hotelsrate.org other than a property remains the copyright of their respective owners or owners. In no way hotelsrate.org the ownership or liability of these items, and you should seek legal consent for any use of these materials from your owner. Copyright © 2017 HOTELSRATE.ORG - All Rights Reserved The Key Study Guide, the basic printed product of Castle Rock Research, is a curriculum-specific resource that helps students prepare for their school tests, final exams and Standardized. Each key study guide is aligned with the provincial or state curriculum for your site, and each is developed through Castle Rock Research's own article development processes. The key consists of three main components: Unit Review, Unit Unit preparation of the exam. Algebra (NCTM)Represent and analyze mathematical situations and structures using algebraic symbols. Explore the relationships between symbolic expressions and line graphs, paying special attention to the meaning of interception and slope. Grade 8 Focus Points Curriculum (NCTM)Algebra: Analysis and representation of linear functions and resolution of linear equations and linear equation systemsStudents use linear functions, linear equations and linear equation systems to represent, analyze and solve a variety of problems. They recognize a proportion ($y/x = k$, or $y = kx$) as a special case of a linear equation of the form $y = mx + b$, understanding that the proportionality constant (k) is the slope and the resulting graph is a line through the source. Students understand that the slope (m) of a line is a constant rate of change, so if the entry, or x -coordinate, changes by a specific amount, to, output, or y -coordinate, changes by the ma amount. Students are translated between verbal, tabular, graphic and algebraic representations of functions (recognizing that tabular and graphic representations are usually only partial representations), and describe how these aspects of a function such as slope and y -intercept appear in different representations. Students solve systems of two linear equations in two variables and relate the systems with pairs of lines that intert between, are parallel, or are of the same line, in the plane. Students use linear equations, linear equation systems, linear functions, and their understanding of the slope of a line to analyze situations and solve problems. Connections with grade 8 focal points (NCTM)Geometry: Given a line in a coordinate plane, students understand that all slope triangles - triangles created by a vertical line segment 'rise' (showing the change in y), a horizontal line segment 'run' (showing the change in x), and a segment of the line itself - are similar. They also understand the relationship of these triangles similar to the constant slope of a line. Copyright © 2020 Multiply Media, LLC. All rights reserved. The material on this site cannot be reproduced, distributed, transmitted, cached or otherwise used, except with the prior written permission of Multiplicar. The principal is the single most critical difference maker in the success or failure of a school, says an exceptional new text! 'Report to the Principal's Office': A guide based on standards and solutions for effective school building leadership! Teachers, superintendents, principals, aspiring principals, teachers, parents; and policy makers are embracing an intepid new book about educational leadership. Report to the Office Tools for SuccessfulLy Building Administrative Leadership High School (RTTPO) is veteran educator Michael A. Johnson's plan to inspire greater insight and accountability in our public audience There is no better time to revitalize education and this book comes when it is critically needed. After a successful launch at Georgia State University, RTTPO is finding its way to readers who appreciate Johnson's honest, advanced and passionate thinking to transform our current approach to developing effective school building leadership. A highly successful former teacher, principal and district superintendent, Johnson defines and demysifies both the fundamental and intangible aspects of the principality by sharing his own personal journey of school leadership. His straight talk, clear and cogent analysis is easily applicable to any school environment. The focus is on positioning problems and challenges based on solutions that all major ones face every day. The book, though a school leadership textbook of best practices, also explains why the principality is ultimately a call for a labor of love. Although it is primarily dedicated to effective leadership of the RTTPO high school, it applies to all levels of schooling grade and other areas of public and private leadership. Its chapters cover in a vivid way: the ethics and philosophies of good directors; creation of successful students; school tone, climate and culture; security; advice; STEM; STEAM; the library; the dean's office; Standardized tests; preparation, safety and integrity; and much more. The author talks about all the influential parts of a school's life; and in his words: For what is not managed carefully and strategically in a school building by the principal, it will continue to be 'managed', simply not in the best interest of good teaching and learning; academic achievement is not an accidental process! Johnson founded two high schools STEM-CTE high schools highly acclaimed: Brooklyn's Science Skills Center H.S. and Phelps Architecture, Construction and Engineering H.S.—Washington D.C. He was district superintendent in New York; Albany, New York; and Louisiana; as well as an adjunct professor of Science Education at St. Johns University School of Education. Johnson was an expert peer review panelist for the National Science Foundation, and part of the team that developed the NAPE science exam. He partnered with CISCO to create a computer certification program and a Cyber Forensics course and team. He also worked with agencies such as New York Polytechnic University, the Office of Naval Research and the National Road Safety Administration to develop four high school robotics equipment/programs. He has appeared in The New York Times, The China Daily (PRC), Fortune Magazine, and ON NBC, CNN, PBS, etc. Now fellow leaders in education-innovators, university administration instructors and and district and school administrators, celebrate this comprehensive treaty on the theory and practice of exemplary school leadership principles. A sample of praise for the Report to the Office of the Essential Director to support and encourage new and current school leaders. Michael Johnson takes a look at all the complexities of the principality, including the self-reflection and personal experience that impact current practice when most educational leadership books overlook the influence and impact of who we are in the way we make our leadership decisions. Thanks to this well thought out and provocative book by Michael Johnson, educational leaders have a toolkit to provide direction and support at all levels of leadership. —Susan Cleveland, high school director of San Antonio, TX Report to the Principal's Office is a phenomenological leadership treatise that both invites and commands the educational leader to see both macro and micro designs in the development of a school that all children deserve... Focused on this sweet adult learning point that has you taking notes and taking walks, reflecting and reviewing, humble and inspired, resolved and recommenced in what some would argue is the greatest leadership position in our society – which in which you have the power to transform and liberate our next generation of young people. A must read for every leadership program and graduate school of education in the U.S. . —Darian C. Jones, Ph. D., Founder/CEO Sankore' Prep I had the unique opportunity to work with thousands of some really large schools in two of our nation's largest school districts (NYC and Los Cal). And I can say without hesitation, that there is no one more singularly significant, and unique influencer to the success or failure of a school than its construction leader - the principal. Michael puts in the pages of this book the great leadership qualities of the school I observed when I visited (his) Science Skills Center High School, Brooklyn NY in the 1990s. But it also brought back memories of my own high school leadership experience, a wonderful reminder of why those of us who took this educational call duly and honorably answered that call. Do you think you want to be a school principal? Well, first read this book, and then decide! —Ray Cortines, former assistant secretary of the U.S. Department of Education, and former mayor of Education of Los Angeles, former chancellor of new York Public Schools... Michael Johnson manages to do what books about educational leadership rarely do. Because it is so finely attic with the full range of roles played by the director of an urban public school, this book offers the reader an incredibly useful and detailed examination of best practices... The report to the Office of the Director gives us every hope that equitable change and rigour possible in our urban public schools, and that the principal plays a vital role in making it happen. Johnson supports this deeply rooted belief with a formidable mixture of moral, moral, genius and strategic intelligence. In doing so, he has given us all a gift. —Frank Pignatelli, Ph.D., Bank Street College of Education, President of the Department of Educational Leadership (retired) This remarkable book is full of wisdom in everything from leadership philosophy to maintaining effective nursing. I met Michael Johnson in the early 1990s and was beaten then by the audacity and human intelligence of his educational vision. This vision has been developed and deepened over the years and is distilled in this indispensable guide for school leadership. —Mike Rose, graduate of the UCLA School of Education and Information Studies, author of two books on education, most recently, Why School?: Reclaiming Education for All of Us. As a former principal and deputy superintendent of the school district, I know well the organized obstacles that can qualify or disqualify a school leader. I read the book as I would a textbook I would use with my graduate students, and is clearly student and instructor friendly. Our nation's schools are in grave need of great and exceptional school leaders. And so I hope this book will find its way into many courses monitoring and administration reading list. —Sheila Jackson, Virginia Department of Education's School Improvement Office (OSI) Michael Johnson has provided a school leadership resource that is beneficial to principals of all grade levels. He has created an excellent study guide for graduate students enrolled in Educational Leadership, Administration and Supervision certification programs, and those educators who are preparing to take a school administrator's license exam. Althea Serrant, former teacher, director and superintendent. Now, an improvement from Georgia school/head coach Michael Johnson says his book is, a guide to controlling knowledge and skills for teachers and APs who aspire to become school construction managers. But it's so much more – it distills what Michael learned from running exemplary science programs after school, high schools focused on successful science, and as a very effective superintendent of a challenging New York City community school district. —Norma Fruchter, deputy director of the NYU Metro Center I attended NYCDOE High School where the author served as director. And now I'm currently serving as headmaster of NYCDOE school. My school is full of students depending on me to make education a path that will allow them to create positive present and future results in their personal lives... I found in my reading and reflection that the concepts of leadership and inspiration that planted the seeds of my becoming an educator more than 20 years ago they are clearly, and in great detail, sketched in this book. —Dr. Shonelle Hall, Director, P.S./I.S. 41 Beautiful Brownsville, Brooklyn New York This book RTTPO, is not A great read – should be on the desk of every school principal and anyone looking for a position as school leader! —Dr. Gene Alvin Geisert, former teacher, director, superintendent, former superintendent of the year at the AASA and dean of the School of Education at the University of San Juan (Retired) RTTPO is not just an investment in our future; is the book focused on the leadership of rare education that everyone in leadership positions will find absorbing, enlightening and challenging. The phrase: 'from top to bottom has fallen lately in difficult times; unfortunately, it has made us react excessively and ignore the pedagogical and critical leadership power of the school's principal. This book seeks to correct this control. Report to the Main Office (ISBN-13: 978-0692066317), 484 pages, \$25, is available for purchase on paper or Kindle at: Amazon at Barnes & Noble in and Books a million in . About the author... Michael A. Johnson is a native New Yorker and a proud product of New York's public school system. This was also the city where he spent most of his personal and professional life. She has worked as a Public School: Teacher, Director of the Scientific Skills Center, Director and several years of experience as superintendent of the school district. For an 11-year period he led in design, construction, and served as director of two urban institutes of scientific technology, engineering and mathematics-career (STEM-CTE), Title 1 urban high school. He also served as an adjunct professor of Science Education, at the School of Education of the University of San Juan. His book: Report To The Principal's Office represents a compilation of the lesson plan' goals and notes from a teacher to assistant principal (AP), and AP to major courses he taught as superintendent of Community School District 29 in Queens, New York. It also serves as a textbook of labor reflection for many years of serving as director and superintendent. During these more than 20 years he was in charge of appointing, mentoring, developing professionally, supervising, evaluating/rating, and unfortunately, in some cases, removing school principals from their positions. This book is about focusing on and defining the best practices of an effective school-based leader (SBL), the principal. Some of his appointments include: The Advisory Board of the New York State Department of Education Commissioner on Equity and Excellence in Mathematics and Science Education, Albany, New York. Health Careers Opportunity Program, College of Health-Related Professions Task Force, State University of New York Health Science Center in Brooklyn, New York The Pre-College Science Education for Science Museums Review Panel, Howard Hughes Medical Institute, Bethesda, Maryland. Beques experts Peer-Review Panel, Nacional Nacional Foundation, Washington. Educational Testing Service, National Educational Progress Assessment (NAEP) Scientific Assessment Exam Development Committee, Princeton, New Jersey. Clarke Fellow in Scientific and Mathematical Education, Teacher's College Columbia University. Charles H. Revson Fellow for the Future of New York, Columbia University, New York. Administrator of the Brooklyn Public Library System. Some of her awards: Special Recognition Award, Kings County Club National Association of Negro Business and Professional Women's Club. Award for Recognition, Women's League of Science and Medicine. Aianthus Award for Community Service, State University of New York Health Science Center in Brooklyn. President's Award for Outstanding Educator, Medgar Evers College. City University of New York, Education Conference. Award for Excellence, New York City Human Resources Administration. Proclamation, N. Y. City Council.; Council member of the 35th District, Brooklyn. 1993 Bridge Builders Award, Black Child Development Institute. Humanitarian Award, Youth Law Centre. Community Service Award, NYEX - Minority Management Association. Community Service Award, Caribbean Women's Health Association, Inc. La Evelyn Brown Clarke Memorial Scholarship Foundation. Science Educator Award, Brooklyn Public Library Board of Trustees. Service Award. The Faithful Servant Award, Progressive Club of the Concord Baptist Church of Christ. Exceptional Service, American Legion, New York Area Department 2. Meritorious Award, National Association of Black Companies and Professional Women's Club. Congressional Achievement Award Congressman Gregory Meeks. School District Leadership Award, Congressman Major Owens. Dream of King Award for Community Service, Hip Hop Summit Youth Council, NAACP, Albany, NY; Albany Branch Award, April, U.S. Senate floor recognition resolution; September 14, 2006; The act-Senate of Congress; S9581. 2008, 2008, 2 Member of the U.S. Senate; Mary Landrieu (La) Global Diversity Innovation Award; World Leadership Council on Diversity; Boston Symphony Hall; Boston, Mass. U.S. architect of the Capital Appreciation Award. U.S. State Department Award: For contributions that encourage global understanding through language learning and support from the National Security Language Initiative. U.S. State Department Appreciation Award: For dedicated support of international education and exchange for the Hubert H. Humphrey Fellows Program. Program.

