Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	Algebra 1-2
Instructor Info	Name: Maggie Ordaz Contact Info: mordaz@pps.net
Grade Level(s)	9
Room # for class	Room: S-023 or S-026
Credit	Type of credit: Math # of credits per semester: 0.5
Prerequisites (if applicable)	None
General Course Description	In this course problem-solving and teamwork strategies will be used to build conceptual understanding of algebraic topics. There is an emphasis on learning multiple strategies to solve a problem. Topics learned include solving and graphing linear, quadratic, and exponential equations, inequalities, systems and functions

Section 2: Welcome Statement & Course Connections

Personal Welcome	Welcome to Algebra! I look forward to working with you this year!
Course Highlights *(topics, themes, areas of study)*	0. Soft start social-emotional learning 1. and 2. Solving and evaluating linear equations 3. Creating and representing linear functions: Slope-intercept form 4. Systems of equations

	5. and 6. Creating and representing quadratic functions
Course Connections to PPS ReImagined Vision	Relationships Partnerships and Collaboration I will get to know my students by interacting with them every day multiple times, and I will facilitate conversations between students so they can build relationships with each other. Students will be given assignments they can work on in their groups, and they will participate in group games.

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: **MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.** MP.1. Make sense of problems and persevere in solving them. MP.2. Reason abstractly and quantitatively. MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning. **HSA-REI.B.3. Solve linear equations in one variable, including equations with coefficients represented by letters.** **HSA-CED.A. Create equations that describe numbers or relationships.** **HSA-CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.** **HSF-BF.A.1. Write a function that describes a relationship between two quantities.** **HSA-CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.** **HSS-ID.B.6c. Fit a linear function for scatter plots that suggest a linear association.**

	HSS-ID.C.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear fit in the context of the data. **HSA-CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.** **HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions** **HSN-RN.A. Extend the properties of exponents** **HSA-REI.B.4. Solve quadratic equations in one variable.** **HSF-IF.C.7a. Graph quadratic functions and show intercepts, maxima, and minima.** **HSA-SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.**
PPS Graduate Portrait Connections 8/27 Work	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: Inclusive and Collaborative Problem Solvers Resilient and Adaptable Lifelong Learners Students will explore and discover for themselves math content through guided investigations. They will have opportunities to practice perseverance and resilience by working through higher level math questions. Working collaboratively, they will develop leadership skills, problem solving skills and will have the opportunity to learn from multiple perspectives.
Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education: as stated on IEP* *504 Plans: as stated in 504 plan* *English Language Learners: notes, graphic organizers, vocabulary with visual representations* *Talented & Gifted: Enrichment activities and opportunities to develop leadership skills. B and A level questions on every assignment.* Assessments will have clearly marked leveled questions for C-level, B-level and A-level. Students are able use their notebooks on the test. Students will have time to revise tests. Students may retake a unit test after completing a unit review.

Personalized Learning Graduation Requirements (as applicable in this course):	☐ Career Related Learning Experience (CRLE) #1 ☐ Career Related Learning Experience (CRLE) #2 *-The experience(s) will be:* ☐ Complete a resume ☐ Complete the My Plan Essay

8/27 Work

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	
Shared Agreements	I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s): At the beginning of the year, every student will have input on what they need from themselves, from their peers and from their teachers in order to be successful in various class activities such as work time, testing times, guided learning times, and groupwork times.
	I will display our Agreements in the following locations: On our daily Google Slides presentation. On the Canvas class page.
	My plan for ongoing feedback through year on their effectiveness is: Ask students at the beginning of every quarter for their feedback on the effectiveness of our shared agreements and ask them for input on changes that may need to be made.
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: Welcoming students to class by name. Checking in with students as I stamp off their daily work. Ask students if they have any questions, comments or concerns on their daily exit ticket. Allow students a conversation time with their table group and join them every once in a while.

	Families can communicate what they know of their student's needs with me in the following ways: Email Remind Parent Teacher Conferences
Empowering Students 	I will celebrate student successes in the following ways: verbal feedback stamp system for work completion
	I will solicit student feedback on my pedagogy, policies and practices by: Questions, Comments or Concerns? will be included on daily exit tickets. A Google form at the end of the first semester
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: Tell student what I need at that moment, and then ask for compliance. Remind student of the class agreements and use them to redirect student behavior. One-on-one conference.
Showcasing Student Assets 	I will provided opportunities for students to choose to share and showcase their work by: Presenting warm-ups on the board. Ask students to show examples of their work on the board. Working in groups. Play math games that incorporate other skills as well.

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	Masks need to be worn over the nose and mouth the entire period. Hand sanitizer is available in the classroom.

	Disinfecting wipes are available in the classroom. No eating or sharing food in the classroom.
Coming & Going from class	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Ask Ms. Ordaz for a hall pass. SIgn out on the sign-out sheet. Sign back in once back in the classroom.
Submitting Work	I will collect work from students in the following way: I will collect exit tickets as students leave the classroom. Tests will be collected before students leave on test days. Students keep their assignments and get them stamped off at the beginning of class.
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: Invite student to tutorial If tutorial doesn work, try to set up another time they can come in to complete the work
Returning Your Work	My plan to return student work is the following: *Timeline:* Exit tickets are returned the following class period and students are given the opportunity to ask questions on it. Tests will be returned the following class period for 10 minute test corrections. *What to look for on your returned work:* On exit tickets: A plus sign means the question is correct. Otherwise the first mistake made is corrected for you. On tests: A correct question will have a plus and then the points for that question. An incorrect question will be circled. *Revision Opportunities:* Revisions are not offered on exit tickets because they are for feedback. A test will have a 10-minute test correction time in the following class. Beyond that, students will need stamps to continue revising (unless the student has an IEP allowing them more time to work on it - but they will need to let me know they need more time by writing it on their test).
Formatting Work *(if applicable)*	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: Please use an erasable writing utensil so it is easier to make corrections.

Attendance	If a student is absent, I can help them get caught up by: Adding the daily Google Slides presentation on Canvas. Giving them copies of the assignments they missed, as well as any notes they missed when they return. Come to a B-day tutorial or try to set up another time before or after school to get help.

Section 6: Course Resources & Materials

Materials Provided	I will provided the following materials to students: Calculators that are shared. Rulers, compasses, protractors as needed.
Materials Needed	Please have the following materials for this course: Notebook specifically for math. Pencil or erasable writing utensil. Your own calculator if you do NOT want to have to share a calculator with others. *Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.*
Course Resources	Here is a link to resources that are helpful to students during this course: Canvas link: https://lms.pps.net/courses/65650
Empowering Families	The following are resources available for families to assist and support students through the course: Khan Academy can be helpful in learning various topics: https://www.khanacademy.org/

Section 7: Assessment of Progress and Achievement

Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their *progress* in the following ways: Exit Tickets Stamp sheet

Summative Assessments	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their *learned* abilities: Unit Test Mid-term Test Semester Final
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Group work, group games, individual exit tickets and unit tests.

Section 8: Grades
Progress Report Cards & Final Report Cards

Accessing Grades	Students & Families can go to the following location for up-to-date information about their grades throughout the semester: Synergy ParentVue/StudentVue
	I will update student grades at the following frequency: After each unit test and then as students complete make-up tests of revisions.
Progress Reports	I will communicate the following marks on a progress report: *Mark:* Grade of A, B C, D or F if students have taken a test already *Meaning of the mark:* A, B, C or D means passing. F means not passing. *Mark:* Pass or No Pass if students have not taken a test already *Meaning of the mark:* Pass - student has demonstrated sufficient evidence to be passing. No Pass - student has NOT demonstrated sufficient evidence to be considered passing.
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: 100% of the grade will be from the test scores for each learning target. The final grade is an average of the test

	scores.
	I use this system for the following reasons/each of these grade marks mean the following: Mark of C: Basic Understanding of the learning target Mark of B/A: Enhanced understanding of the learning target Mark of D/F: Minimal understanding of the learning target
Other Needed info (if applicable)	