



	<p><i>times it is difficult, please keep a growth mindset and I promise I will help you on this path. If the material does not stick using one method we can look at it from a different lens and try again. Tell you a secret, I was not always good at math which I think helps me see the many paths one can use to get the same outcome. Math is just like life, if one path is blocked, look for another to get to your destination, there is not only one way to get there. During the journey you can experience many special things, be open to options!</i></p>
<p><b>Course Highlights</b> (topics, themes, areas of study)</p>	<p>Using the mathematical practices of:</p> <ol style="list-style-type: none"> <li>1. Making sense of problems and persevere in solving them.</li> <li>2. Reasoning abstractly and quantitatively.</li> <li>3. Constructing viable arguments and critique the reasoning of others.</li> <li>4. Modeling with mathematics.</li> <li>5. Using appropriate tools strategically.</li> <li>6. Attending to precision.</li> <li>7. Looking for and make use of structure.</li> <li>8. Looking for and express regularity in repeated reasoning.</li> </ol> <p>0: Being a mathematician &amp; Building Community (Soft Start Weeks)</p> <p>1: Equations &amp; Patterns</p> <p>2: Quadratics</p> <p>3: Parent Functions &amp; Transformations</p> <p>4: Inverse Functions</p> <p>5: Log &amp; Exponential Functions</p> <p>6: Complex Numbers</p> <p>7: Polynomials</p> <p>8: Rational Expressions</p> <p>9: Trig Functions &amp; Unit Circle</p> <p>10: Statistics</p>
<p><b>Course Connections to <a href="#">PPS Reimagined Vision</a></b></p>	<p>The PPS Reimagined standards we will focus on are:</p> <ol style="list-style-type: none"> <li>1. Inclusive and Collaborative Problem Solvers</li> <li>2. Inquisitive Critical Thinkers with Deep Core Knowledge</li> <li>3. Positive, Confident, and Connected Sense of Self</li> </ol> <p>The mathematical practices help foster the skills and vision of PPS</p>



## Section 3: Student Learning

### *Prioritized Standards*

#### **Creating Equations**

HSA-CED.A. Create equations that describe numbers or relationships.

#### **Reasoning with Equations & Inequalities**

HSA-REI.B. Solve equations and inequalities in one variable.

HSA-REI.D. Represent and solve equations and inequalities graphically.

#### **Seeing Structure in Expressions**

HSA-SSE.B. Write expressions in equivalent forms to solve problems.

#### **Reasoning with Equations & Inequalities**

HSA-REI.B. Solve equations and inequalities in one variable.

#### **Interpreting Functions**

HSF-IF.A. Understand the concept of a function and use function notation.

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-IF.C. Analyze functions using different representations.

#### **Building Functions & Interpreting Functions**

HSF-BF.B. Build new functions from existing functions.

HSF-IF.B. Interpret functions that arise in applications in terms of the context.

HSF-BF.B. Build new functions from existing functions.

HSF-IF.C. Analyze functions using different representations.

#### **Linear, Quadratic, and Exponential Models**

HSF-LE.A. Construct and compare linear and exponential models and solve problems.

#### **The Complex Number System**

HSN-CN.A. Perform arithmetic operations with complex numbers.

HSN-CN.C. Use complex numbers in polynomial identities and equations.

#### **Arithmetic with Polynomials & Rational Functions**

HSA-APR.A. Perform arithmetic operations on polynomials.

HSA-APR.B. Understand the relationship between zeros and factors of polynomials.

#### **Interpreting Functions**

HSF-IF.C. Analyze functions using different representations.

#### **Arithmetic with Polynomials & Rational Functions**

HSA-APR.D. Rewrite rational expressions.

HSF-IF.C. Analyze functions using different representations.

#### **Trigonometric Functions**

HSF-TF.A. Extend the domain of trigonometric functions using the unit circle.

HSF-TF.B. Model periodic phenomena with trigonometric functions.

HSF-TF.C. Prove and apply trigonometric identities.



	<p><b>Interpreting Categorical &amp; Quantitative Data</b>  HSS-ID.A. Summarize, represent, and interpret data on a single count or measurement variable</p>
<p><a href="#">PPS Graduate Portrait Connections</a></p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait by:</p> <ol style="list-style-type: none"> <li>1. Building capacity to persevere in problem solving</li> <li>2. developing a growth mindset</li> <li>3. Helping them learn advocate for themselves</li> <li>4. Learn to communicate mathematically</li> <li>5. Critique others work and take input on their own work in a mindful manner</li> </ol>
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs <i>Special Education, 504 Plans, English Language Learners, &amp; Talented &amp; Gifted</i> by:</p> <p>Students have opportunities to experience algebra through <b>differentiation of curriculum</b> both for enrichment and reconstruction of concepts. Students are given access to concepts through different means. This is done automatically for students who are on an IEP's, TAG and in ELL. If you believe you (or your child) would benefit from differentiation, please let me know. Honors credit is available through contract and will be posted on Wednesday in Canvas &amp; shared in class time.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p><input type="checkbox"/> Career Related Learning Experience (CRLE) #1</p> <p><input type="checkbox"/> Career Related Learning Experience (CRLE) #2</p> <p style="text-align: center;"><i>-The experience(s) will be:</i></p> <p><input type="checkbox"/> Complete a resume</p> <p><input type="checkbox"/> Complete the My Plan Essay</p>
<p><b>Section 4: Cultivating Culturally Sustaining Communities</b></p>	
<p><b>Tier 1 SEL Strategies</b></p>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender identity in the following way(s):</p>



<i>Shared Agreements</i>	<p>Students will write class norms together with the focus on all can and will learn mathematics no matter what their race, ability, language, and gender identity</p> <p>Students will work to respect pronouns.</p> <p>Students will be mindful that everyone comes with different skills and working together makes them stronger mathematicians.</p>
	<p>I will display our Agreements in the following locations:</p> <p>On wall in class &amp; student journals</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ol style="list-style-type: none"> <li>1. Weekly check ins</li> <li>2. Surveys in Google form</li> <li>3. Journal prompts &amp; reflections</li> </ol>
<i>Student's Perspective &amp; Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ol style="list-style-type: none"> <li>1. Getting to know each of them.</li> <li>2. Making sure I talk to each kiddo at least once a week</li> </ol>
	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ol style="list-style-type: none"> <li>1. Monthly newsletters send by Synergy</li> <li>2. Remind</li> <li>3. My Canvas &amp; Website</li> </ol>
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ol style="list-style-type: none"> <li>1. Mathematician of the Term</li> <li>2. Verbal Praise</li> <li>3. Allowed them to choose their own groups</li> <li>4. emails postcards home</li> <li>5. Dance Parties</li> </ol>
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ol style="list-style-type: none"> <li>1. Asking students for input on my practice</li> <li>2. Surveys on Google Forms</li> <li>3. Interviews with students</li> </ol>



	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ol style="list-style-type: none"> <li>1. Discuss in a non-threatening/caring way about the issue</li> <li>2. Reteach protocol/norms</li> <li>3. Talk to parents</li> <li>4. Use restorative justice if damage is done to others or materials</li> </ol>
<i>Showcasing Student Assets</i>	<p>I will provide opportunities for students to choose to share and showcase their work by:</p> <ol style="list-style-type: none"> <li>1. Doing projects that students can share work</li> <li>2. Building in situations in which students can share and feel safe doing it.</li> </ol>

**Section 5: Classroom Specific Procedures**

<i>Safety issues and requirements (if applicable):</i>	<p>Students are asked to keep on masks and to stay 6 feet apart when possible, if not 3 feet apart. Students are asked to only eat snacks during outside breaks and stay 6 feet apart when doing so. We have both hand sanitizer and disinfectant wipes available for students if they wish to use them in class.</p>
<i>Coming &amp; Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Let me always know where you plan to go and check if it is a good time in the lesson.</p>
<i>Submitting Work</i>	<p>I will collect work from students in the following way: Viva the journal and Carnegie Learning Text.</p> <p>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: by meeting with me and working through the material.</p>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline: I will return assessments a week after so students have time to make up or finish the work.</i></p> <p><i>What to look for on your returned work:</i></p> <p><i>Revision Opportunities: Always, math is a subject that is best riveted like a "Rough Draft" to better</i></p>



	<i>understand and show proficiency.</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: In Canvas
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Going to Canvas and looking at the material we covered and see me for help understanding the material either in tutorials or after school Mondays & most Thursdays.

## Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provide the following materials to students: All materials, journal, textbook to write in & calculator. I ask them to bring a writing utensil, but I have them if they need it.
<i>Materials Needed</i>	Please have the following materials for this course: a willingness to explore & take chances on learning.  <i>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.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: my website & Canvas sites. My website is found by googling “Babers Math World” or at <a href="https://sites.google.com/site/babersmathworld/">https://sites.google.com/site/babersmathworld/</a>
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: Through my website & mailing to parents through Synergy.

## Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <i>progress</i> in the following ways: By Formative assessment in the form of quizzes, journal checks and exit tickets. The hope in only giving 10% of the grade on Formative is that students use them to understand their thinking and progress in learning topics.
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<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Summative assessments at the end of a unit with opportunity for students to revisit their work if they are not there “YET”
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: By being responsible for their learning prior to Summative tests and using tutorial and after school time to get any needed help we can not fit into class.
<b>Section 8: Grades</b> <b>Progress Report Cards &amp; Final Report Cards</b>	
<i>Assessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Synergy
	I will update student grades at the following frequency: At end of each unit & mid/end of terms





<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <p>Students will earn a grade on quizzes, projects, and tests in Canvas &amp; class. Grades will be assessed both <b>Formatively</b> (daily Module Quizzes) and <b>Summatively</b> (End of Module tests &amp; Projects). The journal and textbook which includes all assignments &amp; notes, will be used to help in taking quizzes and assessments.</p> <p>Formative Assessments are designed to inform students on their progress towards showing understanding on standards and will be 10% of the grade. Summative Assessments are designed to evaluate understanding of standards for each Module and are 90% of grade.</p> <table border="1" data-bbox="583 358 1787 846"> <thead> <tr> <th data-bbox="583 358 1358 472">Grade explanation:</th> <th data-bbox="1358 358 1509 472">Midterm Mark</th> <th data-bbox="1509 358 1652 472">Points in Synergy</th> <th data-bbox="1652 358 1787 472">Final Grade</th> </tr> </thead> <tbody> <tr> <td data-bbox="583 472 1358 553">Advanced understanding of standards: <b>Highly Proficient</b></td> <td data-bbox="1358 472 1509 553">HP</td> <td data-bbox="1509 472 1652 553">4 - 3.5</td> <td data-bbox="1652 472 1787 553">A</td> </tr> <tr> <td data-bbox="583 553 1358 647">Proficient understanding of standards: <b>Proficient</b></td> <td data-bbox="1358 553 1509 647">PR</td> <td data-bbox="1509 553 1652 647">3.49 - 3</td> <td data-bbox="1652 553 1787 647">B</td> </tr> <tr> <td data-bbox="583 647 1358 745">Some understanding of standards, but <b>NOT YET</b> Proficient: <b>Close to Proficient</b></td> <td data-bbox="1358 647 1509 745">CP</td> <td data-bbox="1509 647 1652 745">2.99 – 2</td> <td data-bbox="1652 647 1787 745">C</td> </tr> <tr> <td data-bbox="583 745 1358 846">Does <b>NOT YET</b> understand or standards: <b>Developing Proficiency</b></td> <td data-bbox="1358 745 1509 846">DP</td> <td data-bbox="1509 745 1652 846">1.99 - 1</td> <td data-bbox="1652 745 1787 846">D/F</td> </tr> </tbody> </table> <p><b>NOTE:</b> All learning targets or standards that are <b>NOT YET</b> will need to be revisited to earn Proficiency or better.</p>	Grade explanation:	Midterm Mark	Points in Synergy	Final Grade	Advanced understanding of standards: <b>Highly Proficient</b>	HP	4 - 3.5	A	Proficient understanding of standards: <b>Proficient</b>	PR	3.49 - 3	B	Some understanding of standards, but <b>NOT YET</b> Proficient: <b>Close to Proficient</b>	CP	2.99 – 2	C	Does <b>NOT YET</b> understand or standards: <b>Developing Proficiency</b>	DP	1.99 - 1	D/F
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<i>Final Report Card Grades</i>	<p>Same is midterm information with letter grade from the table.</p> <p>I use this system for the following reasons/each of these grade marks mean the following: I use a system that has less values between grades to allow for a more authentic use of averages. Proficiency grading allows students to show how they develop their understanding on the path to success on a concept.</p>																				
<b>Other Needed info (if applicable)</b>																					

