



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Algebra 1/2		
<i>Instructor Info</i>	Name: Trevor Butenhoff	Contact Info: tbutenho@pps.net cell: 608-279-4454	
<i>Grade Level(s)</i>	9		
<i>Room # for class</i>	Room: S244		
<i>Credit</i>	Type of credit: Mathematics	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>			
<i>General Course Description</i>	In the first year course in algebra the representation of functions is used as a unifying theme. Students are introduced to linear, quadratic, and exponential functions through graphical, numerical and symbolic representations. Students learn to solve linear equations, inequalities, systems of equations, and quadratic equations. They deepen their understanding of basic algebraic concepts using investigative activities, and problem solving to develop confidence in their ability to think mathematically as they work both individually and collaboratively. After successful completion of this course, students should move on to Geometry.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	Howdy! I'm so happy you're here! I look forward to learning together! Please let me know if you ever have any questions or concerns.		




<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<p>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</p>
<p><i>Course Connections to PPS Reimagined Vision</i></p>	<ul style="list-style-type: none"> ● Partnerships & Collaboration ● Joyful Learning & Leadership ● Creativity & Innovation

Section 3: Student Learning

<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course:</p> <p><u>HSA-REI.B.3. Solve linear equations in one variable, including equations with coefficients represented by letters.</u></p> <p><u>HSA-CED.A. Create equations that describe numbers or relationships.</u></p> <p><u>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.</u></p> <p><u>HSF-BF.A.1. Write a function that describes a relationship between two quantities.</u></p> <p><u>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.</u></p> <p><u>HSS-ID.B.6c. Fit a linear function for scatter plots that suggest a linear association.</u></p> <p><u>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.</u></p> <p><u>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.</u></p> <p><u>HSA-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions</u></p> <p><u>HSN-RN.A. Extend the properties of exponents</u></p>
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	<p><u>HSA-REI.B.4. Solve quadratic equations in one variable.</u></p> <p><u>HSF-IF.C.7a. Graph quadratic functions and show intercepts, maxima, and minima.</u></p> <p><u>HSA-SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.</u></p>
<p><u>PPS Graduate Portrait Connections</u></p>  <p>8/27 Work</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <p>Help them become inclusive and collaborative problem solvers by providing opportunities for teamwork. Help them become inquisitive critical thinkers with deep core knowledge by providing opportunities to develop compelling arguments based on facts and evidence. Help them become transformative racial equity leaders by providing opportunities to question and advocate current structures. Help them become resilient and adaptable lifelong learners by supporting the creation of a growth mindset.</p>
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education, 504 Plans, English Language Learners, Talented & Gifted:</i></p> <p>Leveled, standards-based assessments with clear benchmarks for C-, B- and A-level work. Flexible timeline for demonstrating proficiency. Multiple attempts to retake and/or revise assessments. Honors credit available for interested students. Clearly posted and chunked agenda, daily learning target(s) and content vocabulary. Investigative, problem-based curricular model to attend to CCSS Mathematical Practices of 'making sense of problems and persevere in solving them'; 'Reason abstractly'; and 'look for and make use of structure,' for example. Explicit instruction using guided notes and teacher-provided notes.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <li style="padding-left: 40px;"><i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> 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):

Students will collaboratively create Shared Agreements at the start of the year. As a class we will synthesize our Shared Agreements.



I will display our Agreements in the following locations:

The shared agreements will be posted in Canvas and in the classroom


My plan for ongoing feedback through year on their effectiveness is:

I will provide at least four opportunities for students to provide me feedback on what is working and what is not working in the class.



<p><i>Student's Perspective & Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <p>I believe the classroom is a space where students can bring their authentic self to create a unique classroom community. I will take time to interact with every student every day multiple times. I will talk with students versus talk at them.</p> <hr/> <p>Families can communicate what they know of their student's needs with me in the following ways:</p> <p>Please feel free to text, email or call me any time.</p>
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <p>Success is worth celebrating! Taking academic risks is worth celebrating! Students will be enthusiastically praised!</p>



	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>I will provide at least four opportunities for students to provide me feedback on what is working and what is not working in the class.</p>
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <p>I will get to know my students so I can understand the root cause of why class agreements are not being maintained.</p>
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>Students will have the opportunity to share their work in class through group work galleries and soliciting student work examples.</p>
<p>Section 5: Classroom Specific Procedures</p>	



<i>Safety issues and requirements (if applicable):</i>	Students will be required to wear masks and social distance 3 feet.
<i>Coming & Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: I'll be so happy that you made it to class safely! Please let me know if you have concerns!
<i>Submitting Work</i>	I will collect work from students in the following way: Sometimes students will submit their work online in Canvas, Formative or Desmos. Sometimes students will submit their work on paper.
	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: Students can demonstrate their ability at any time. There are no deadlines
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: Instant feedback using online platforms</i> <i>What to look for on your returned work: Look for items marked incorrect or incomplete</i> <i>Revision Opportunities: Students can revise everything multiple times</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
<i>Attendance</i>	If a student is absent, I can help them get caught up by: I will work with the student to help them get caught up when they are absent.

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: I will provide students with a notebook if they want.
<i>Materials Needed</i>	Please have the following materials for this course:



	<p>None.</p> <p><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></p>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course:
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course:
<h2>Section 7: Assessment of Progress and Achievement</h2>	
<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <p>Daily quiz to end the class period</p>
<i>Summative Assessments</i>	<p>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:</p> <p>At the end of the unit students will complete a summative assessment. Students will have opportunities to revise the assessment.</p>
<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <p>I will constantly be on the lookout for feedback from my students to understand how I can maximize evidence of understanding. Towards this end, I will provide at least four formal opportunities for students to provide me feedback on what is working and what is not working in the class.</p>
<h2>Section 8: Grades</h2> <h3>Progress Report Cards & Final Report Cards</h3>	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout



	the semester: Canvas and Synergy
	I will update student grades at the following frequency: Daily
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <p><i>Mark: C-Level</i> <i>Meaning of the mark: Basic understanding</i></p> <p><i>Mark: B/A-Level</i> <i>Meaning of the mark: Enhanced understanding</i></p> <p><i>Mark: F/D-Level</i> <i>Meaning of the mark: Needs to revise or complete assessments</i></p>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: Total points of summative assessments.
	<p>I use this system for the following reasons/each of these grade marks mean the following:</p> <p>Students receive daily feedback on formative assessment and it doesn't affect their grade. The summative assessments are weighted at 100% and can be retaken and revised without penalty.</p>
Other Needed info (if applicable)	

