



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Algebra 1/2		
<i>Instructor Info</i>	Name: Meagan Goldstein	Contact Info: meggoldstein@pps.net #: 503-916-5140 x 84392	
<i>Grade Level(s)</i>	9, 10		
<i>Room # for class</i>			
<i>Credit</i>	Type of credit: Mathematics	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	none		
<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>	Welcome to Algebra! I believe that each student has specific learning styles and preferences. I strive to meet all students where they are, and ensure every child has a path to be successful and in control of their learning.		



<i>Course Highlights (topics, themes, areas of study)</i>	Unit 0: Creating a classroom community/pre-algebra review Unit 1: Creating & Solving Linear Equations Unit 2. Slope-Intercept Form Unit 3. Graphing Standard & Point-Slope Form Unit 4. Two-Variable Statistics Unit 5. Systems of Linear Equations Unit 6. Inequalities Unit 7. Exponential Functions Unit 8. Quadratics Unit 9. Sequences
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<i>Course Connections to PPS ReImagined Vision</i>	<ul style="list-style-type: none"> ● Partnerships & Collaboration ● Joyful Learning & Leadership ● Creativity & Innovation
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Section 3: Student Learning

<i>Prioritized Standards</i>	<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>
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	<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> <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>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> <ul style="list-style-type: none"> ● Leveled, standards-based assessments with clear benchmarks for C-, B- and A-level work. ● Chunked assessments (short quizzes rather than long tests when possible) ● Flexible timeline for demonstrating proficiency. ● Explicit instruction using guided notes and teacher-provided notes. ● Multiple attempts to retake and/or revise assessments. ● 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.
<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="padding-left: 40px;"><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>



Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	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):
Shared Agreements	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 regular opportunities for students to provide me feedback on what is working and what is not working in the class.
Student’s Perspective & Needs	I will cultivate culturally sustaining relationships with students by: 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 regularly, actively listen, learn about their interests, and support their self-advocacy and feedback on what works for them.
	Families can communicate what they know of their student’s needs with me in the following ways: Please feel free to email or call me any time.
Empowering Students	I will celebrate student successes in the following ways: Success is worth celebrating! Taking academic risks is worth celebrating! Students will be enthusiastically praised!
	I will solicit student feedback on my pedagogy, policies and practices by: I will provide regular opportunities for students to provide me feedback on what is working and what is not working in the class.
	When class agreements aren’t maintained (i.e. behavior) by a student I will approach it in the following ways: I will get to know my students so I can understand the root cause of why class agreements are not being maintained.
Showcasing Student Assets	I will provided opportunities for students to choose to share and showcase their work by: Students will have the opportunity to share their work in class through group work and collaboration.

Section 5: Classroom Specific Procedures



<i>Safety issues and requirements (if applicable):</i>	Students will be required to wear masks and social distance 3 feet to the extent possible. Hand sanitizer and cleaning wipes are provided for students to optionally use and are offered every class period. Students are welcome to use a pass to wash their hands whenever they would like.
<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. Our focus is on skill development rather than deadlines.
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: Weekly feedback using online platforms or paper assignments.</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: Work will be submitted on paper. As needed, directions for turning in online work will be located in the Canvas Course.
<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. Coming to tutorial is a great way to have individual work time!
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. Rulers, highlighters, paper, pencils, and calculators are provided in the classroom.
<i>Materials Needed</i>	Please have the following materials for this course: Chromebook as needed. <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:



	Semester 1 Canvas Course Semester 2 Canvas Course Khan Academy
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: https://www.pps.net/domain/1156
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 <u>progress</u> in the following ways: Regular Quizzes at least once every two weeks, daily opportunities to show group and individual progress with verbal feedback.
<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: At the end of the unit students will complete a summative assessment. Students will have opportunities to revise the assessment.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: I will constantly be on the lookout for feedback from my students to understand how I can maximize evidence of understanding. I will provide regular written opportunities for students to provide me feedback on what is working and what is not working in the class.
Section 8: Grades Progress Report Cards & Final Report Cards	
<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: Bi-weekly
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark: C-Level</i> <i>Meaning of the mark: Basic understanding</i>



	<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>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <ul style="list-style-type: none"> ● 70% - Tests and quizzes (Summative assessments) ● 30% - Classwork and assignments (Completion/Participation Points)
	<p>I use this system for the following reasons/each of these grade marks mean the following: Students receive daily feedback on formative assessment and it doesn't affect their grade. The summative assessments (tests and quizzes) are weighted at 70% and can be retaken and revised without penalty.</p>
<p>Other Needed info (if applicable)</p>	

