



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Algebra 1-2		
<i>Instructor Info</i>	Name: Surabhi Joglekar	Contact Info: sjoglekar@pps.net	
<i>Grade Level(s)</i>			
<i>Room # for class</i>	Room: S-028(1st Period), S-023(3rd Period)		
<i>Credit</i>	Type of credit: Math	# 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>	Welcome to Algebra 1/2! I'm excited to learn and explore Algebra together!		



<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<p>Unit 0: 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</p>
<p><i>Course Connections to PPS Reimagined Vision</i></p>	<ul style="list-style-type: none"> ● Partnerships & Collaboration ● Excellence ● Joyful Learning & Leadership ● Creativity & Innovation
<h3>Section 3: Student Learning</h3>	
<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> <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> <ul style="list-style-type: none"> ● Students will be inclusive and collaborative problem solvers through utilizing teamwork. ● Students will become resilient and adaptive lifelong learners. ● Students will be inquisitive critical thinkers with deep core knowledge by creating and examining mathematical arguments. ● Students will become powerful and effective communicators through explaining and sharing their work and thinking.
<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 and 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. Every class, I will explain the agenda, daily learning target(s) and content vocabulary. We will be using an 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. I will post notes we take in class onto Canvas. I will also be available on tutorial B days or by appointment. I will make all necessary accommodations and provide enrichment opportunities.</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: 20px;"><i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
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Section 4: Cultivating Culturally Sustaining Communities

<p>Tier 1 SEL Strategies</p>	<p>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):</p> <ul style="list-style-type: none"> ● Students will create class norms during the first class of the year as a whole
<p><i>Shared Agreements</i></p> 	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● Class norms will be posted in our classroom
<p><i>Shared Agreements</i></p> 	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Revisit the classroom norms throughout the year during daily instruction ● Students will get feedback on their formal classwork and receive informal feedback during class time
<p><i>Student’s Perspective & Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Communicating with students every single class period using their preferred name. I will provide time and space during class to share with classmates and myself about themselves. I will check in with students individually every class about classwork and their general well-being



	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> • Email is the best way to reach me: sjoglekar@pps.net
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> • Provide positive reinforcement • Display student work with their consent • Provide positive feedback paired with constructive feedback <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> • Asking informal questions regularly for feedback about class activities • Formal surveys at the end of a semester <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> • I will remind students about our class agreements and pursue a deeper understanding of a student's behavior/action with curiosity. Norms/Agreements are also enforced by the group, not necessarily the teacher. • I will document the student behavior and contact home if behavior continues. I will reach out to school partners such as Step-Up, SUN, counselors, coaches, other teachers and support staff.
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> • Small group share outs • Opportunities for students to share out to the whole class • Displaying student work in classroom with student's consent



Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	<ul style="list-style-type: none"> ● Masks will be required, covering noses & mouths, during the duration of the period ● If students need to take a prolonged break without their mask on, they will have space to do so outside of the classroom ● Students will be safely distanced around the classroom to follow safety precautions according to covid protocol
<i>Coming & 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:</p> <ul style="list-style-type: none"> ● Communicate with me and I will be accommodating of student needs
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> ● Paper or pictures over email <hr/> <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:</p> <ul style="list-style-type: none"> ● Create a plan with student to complete assignments & check in with student periodically
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <ul style="list-style-type: none"> ● <i>Timeline: within next 2 class periods</i> ● <i>What to look for on your returned work: teacher feedback</i> ● <i>Revision Opportunities: there will be revision opportunities on all tests</i>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: N/A</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> ● Students can email me. I will send them class materials and we will decide a time to meet to review class materials



Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: <ul style="list-style-type: none">• Paper• Tools (Rulers, Compass, Protractors, Calculators)
<i>Materials Needed</i>	Please have the following materials for this course: <ul style="list-style-type: none">• Writing Utensil - Pencil <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: <ul style="list-style-type: none">• Khan Academy - Algebra 1
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: <ul style="list-style-type: none">• Khan Academy - Algebra 1

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: <ul style="list-style-type: none">• Regular feedback on formative and summative assessments
<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:



	<ul style="list-style-type: none"> ● Proficiency-based assessments ● Opportunities for alternative assessment method (oral, project-based)
<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> <ul style="list-style-type: none"> ● Students will have an opportunity to show me what else they learned that I did NOT ask them about on an assessment.
<p>Section 8: Grades Progress Report Cards & Final Report Cards</p>	
<i>Accessing Grades</i>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> ● Student-Vue/Parent-Vue
	<p>I will update student grades at the following frequency:</p> <ul style="list-style-type: none"> ● After every assessment
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> ● Mark: D/F-Level Meaning of the mark: Needs revision or recompletion ● Mark: C-Level Meaning of the mark: basic understanding ● Mark: B/A Meaning of the mark: Enhanced understanding
<i>Final Report Card Grades</i>	<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"> ● Synergy ● Total points for all summative assessments
	<p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none"> ● Overall grade should reflect individual student ability, which will primarily be assessed during



	summative assessments; formative assessments will always have the option of being completed collaboratively
Other Needed info (if applicable)	

