Syllabus: Practices & Policies

2021-2022	Franklin High School
Section 1: Course Overview	
Course Title	Algebra 1-2
Instructor Info	Name: Angie Hood Contact Info: anhood@pps.net
Grade Level(s)	9th
Room # for class	Room: S-028
Credit	Type of credit: Math # of credits per semester: ½
Prerequisites (if applicable)	n/a
General Course Description	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	
Personal Welcome	What a time to be teaching, learning, and living in! I really look forward to our first class. Thank you for reading! Please email me with any questions or concerns.
Course Highlights (topics, themes, areas of study)	Unit 0: PreAlgebra Review 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	• Partnerships & Collaboration • Excellence • Joyful Learning & Leadership • Creativity & Innovation
Section 3: Student Learning	
Prioritized Standards	The following standards will be explored in the course: **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	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: 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 resilient and adaptable lifelong learners by supporting the creation of a growth mindset.
Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education, 504 Plans, English Language Learners and Talented & Gifted:* 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. I will post notes we take in class onto Canvas in a shared folder. I will also be available on tutorial B days and before or after school. I will make all necessary accommodations and ask how else I can help. I will provide enrichment opportunities.
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	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 brainstorm their top 3 agreements in groups, and then we will share together as a class.
Shared Agreements	I will display our Agreements in the following locations: Canvas
	My plan for ongoing feedback through year on their effectiveness is:

	Conversations with students
Student's Perspective & Needs 	I will cultivate culturally sustaining relationships with students by: Making connections through 1:1 interaction and supporting students in groups and the whole class.
	Families can communicate what they know of their student's needs with me in the following ways: Email is best.
Empowering Students 	I will celebrate student successes in the following ways: I will ask students how to best celebrate them.
	I will solicit student feedback on my pedagogy, policies and practices by: Surveying students via google forms and using exit tickets.
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: With empathy and individually.
Showcasing Student Assets 	I will provided opportunities for students to choose to share and showcase their work by: Presenting to the class or allowing me to share work anonymously to the class or another period.
Section 5: Classroom Specific Procedures	
Safety issues and requirements (if applicable):	Students will be required to wear masks and social distance 3 feet.
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: Enter and exit quietly.

Submitting Work	I will collect work from students in the following way: On paper or in Canvas as indicated.
	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: I will be available on one of the tutorial days or before or after school to help the student catch up.
Returning Your Work	My plan to return student work is the following: *Timeline:* Within a week *What to look for on your returned work:* Written feedback *Revision Opportunities:* Revisions are allowed for summative assessments.
Formatting Work (if applicable)	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: n/a
Attendance	If a student is absent, I can help them get caught up by: I can meet with them before or after school or in tutorial.
Section 6: Course Resources & Materials	
Materials Provided	I will provided the following materials to students: Writing utensils as needed
Materials Needed	Please have the following materials for this course: Paper and writing utensil. *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: Khan Academy - Algebra 1
Empowering Families	The following are resources available for families to assist and support students through the course: Khan Academy - Algebra 1 Canvas (I will post all notes)
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: Feedback on formative and summative assessments.
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: Summative Assessments
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Students will have an opportunity to show me what else they learned that I did NOT ask them about on an assessment.

Section 8: Grades Progress Report Cards & Final Report Cards	
Accessing Grades	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: StudentVUE or ParentVUE
	I will update student grades at the following frequency: At least biweekly.
Progress Reports	I will communicate the following marks on a progress report: *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*
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: Total points for all summative assessments
	I use this system for the following reasons/each of these grade marks mean the following: I do not think formative assessment should be included in the final grade.
Other Needed info (if applicable)	