



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Algebra 1-2		
<i>Instructor Info</i>	Name: Dylan Cohen	Contact Info: dcohen@pps.net	
<i>Grade Level(s)</i>	9th		
<i>Room # for class</i>	Rooms: S-026 (periods 3,4) S-245 (period 8)		
<i>Credit</i>	Type of credit: Math	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	n/a *Students need 3 math credits to graduate*		
<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>	I just moved to Portland from NYC and this is my 3rd year of teaching. I'm very excited to have you in my class and I look forward to learning this year with you!
<i>Course Highlights (topics, themes, areas of study)</i>	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
<i>Course Connections to PPS ReImagined Vision</i>	<ul style="list-style-type: none"> ● Partnerships & Collaboration ● Excellence ● Joyful Learning & Leadership ● Creativity & Innovation
Section 3: Student Learning	
<i>Prioritized Standards</i>	The following standards will be explored in the course: <u>HSA-REI.B.3. Solve linear equations in one variable, including equations with coefficients represented by letters.</u> <u>HSA-CED.A. Create equations that describe numbers or relationships.</u> <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> <u>HSF-BF.A.1. Write a function that describes a relationship between two quantities.</u>





	<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"> ● 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.
<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. 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</p>



	<p>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.</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 <h3 style="margin: 0;">Section 4: Cultivating Culturally Sustaining Communities</h3>	
<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 brainstorm their top 3 agreements in groups, and then we will share together as a class.
<p><i>Shared Agreements</i></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 brainstorm their top 3 agreements in groups, and then we will share together as a class. ● <p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> ● Conversations with students ● Communication through the Remind App as well as email and Canvas
<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"> ● Making connections through 1:1 interaction and supporting students in groups and the whole class. ● Trying to align the students interest outside of math to what we do inside of the classroom ● Making sure to include at least two real-world applications for each unit we are learning.



	<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 ● Remind App ● Google Voice
<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 ● I will ask students how to best celebrate them. ● 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"> ● Surveying students via google forms and using exit tickets. ● Having conversations with students ● Asking students for anonymous tips on what is working and what isn't <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"> ● With empathy and individually. ● 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"> ● Presenting to the class or allowing me to share work anonymously to the class or another period ● Small group share outs
<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: <ul style="list-style-type: none"> ● Enter and exit quietly. ● Ask for permission before leaving so that I can keep track of where students are for safety and health concerns
<i>Submitting Work</i>	I will collect work from students in the following way: <ul style="list-style-type: none"> ● On paper or in Canvas as indicated. ● On Desmos
	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: <ul style="list-style-type: none"> ● Create a plan with student to complete assignments & check in with student periodically ● Late work will not count against a students grade.
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline:</i> Within 3 class periods <i>What to look for on your returned work:</i> Feedback <i>Revision Opportunities:</i> Revisions are allowed for all tests
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: n/a
<i>Attendance</i>	If a student is absent, I can help them get caught up by: <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"> ● Handouts
<i>Materials Needed</i>	Please have the following materials for this course:



	<ul style="list-style-type: none"> ● Notebook or Binder ● Writing utensil ● Folder or place for paper ● Laptop (Will be notified in advance if this will be necessary) <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: Khan Academy - Algebra 1
<i>Empowering Families</i>	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	
<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"> ● 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>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: <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.
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:



	StudentVUE or ParentVUE
	I will update student grades at the following frequency: At least biweekly.
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <p><i>Mark: D/F-Level Meaning of the mark: Needs revision or recompletion</i></p> <p><i>Mark: C-Level Meaning of the mark: basic understanding</i></p> <p><i>Mark: B/A Meaning of the mark: Enhanced understanding</i></p>
<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> <p>Total points for all summative assessments</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following:</p> <p>I do not think formative assessment should be included in the final grade.</p>
Other Needed info (if applicable)	

