

Course Overview and Requirements

SSUSD Vision: *Growing a community of engaged Learners connecting to future opportunities through innovative education.*

Math Mission: An educated person knows how to think and communicate well. The purpose of this course is to enhance students' foundational math skills, expose students to mathematical concepts and procedures, promote students' critical thinking and problem-solving abilities, and empower students to communicate with reason and sound judgement.

Supplies: Each day, you need to have in class a pencil, paper (lined and graph), a dry erase marker, earbuds, and a simple calculator.

Classroom Expectations: 1) Students are in their seats working quietly when the bell rings. 2) Cell phones are put away at all times. 3) Be on task and participate. 4) ***Keep our classroom organized and neat.*** 5) Be respectful in language and actions.

Requirements:

Performance Task/Assessments: A practice where you will work individually or in small groups to apply your math knowledge, understanding, and skills.

Formative Assessments: Activities and assignments that you will use to measure your knowledge and understanding of learning targets.

Summative Assessments: Assessments that are used to measure your learning.

Life Skills: You will be graded on your participation in class, your work ethic, your respect for the learning environment, and your ability to collaborate with others.

Grading: Your grade is based on learning targets and performance scales. A rubric will be used to score formative and summative assessments and behavior. Each math standard will be chunked into specific learning targets. See the grading and performance scales below for an example of how you will be assessed.

| | | |
|-------------------|------------------|--|
| Advanced | Score 4.0 | In addition to Score 3.0 performance, in-depth inferences and applications that go <i>beyond what was taught</i>. |
| Proficient | Score 3.0 | No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. |
| Basic | Score 2.0 | No major errors or omissions regarding the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes. |

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| Below Basic | Score 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |
| | Score 0.0 | Even with help, no understanding or skill demonstration. A lack of work to provide a score. |

| Conversion Chart | |
|----------------------------|-------------------------|
| 4 Point Scale Score | Percentage Score |
| 4.0 | 100% |
| 3.5 | 90% |
| 3.0 | 80% |
| 2.5 | 75% |
| 2.0 | 70% |
| 1.5 | 65% |
| 1.0 | 60% |
| Below 1.0 | 50% |

Example of a performance scale for standard A-REI.1

| | |
|--|---|
| A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. | |
| 4.0 | Use a given profit formula to determine number of items purchased then explain what happens to a profit if expenses are increased. |
| 3.0 | Mathematicians will be able to: <ul style="list-style-type: none"> • Explain each step in solving simple equations. • Follow equality of numbers. • Construct a viable argument. • Justify a solution method. • Explain the meaning of each Property of Equality. |
| 2.0 | Mathematicians will recognize and recall specific vocabulary: absolute value, algebraic expression, coefficient, constant, numeric expression, simplify, solution, term, and variable. Mathematicians will be able to: <ul style="list-style-type: none"> • Use order of operation. • Simplify an expression. • Evaluate an expression. • Solve an equation with inverse operations. |
| 1.0 | With help, partial success at level 2.0 and 3.0. |
| 0.0 | Even with help, no success. |

| Life Skills Performance Scales | | | | |
|--------------------------------|--|---|---|---|
| | Participation | Work Completion | Behavior | Collaboration |
| 4.0 | Answers questions asked by teacher. Volunteers ideas. Pays attention to presentations. | Completes work timely. Follows established formats. | Follows all established class expectations. Works independently without disturbing others. Follows group work guidelines. | Actively participates in accomplishing group goals. |
| 3.0 | Meets level 4.0 expectations most of the time. | | | |
| 2.0 | Seldom meets level 4.0 expectations. | | | |
| 1.0 | Refuses to work within the expectations of the classroom. | | | |

Attendance: A student not seated and working when the bell rings is tardy. Tardy students must go to the attendance office and pick up a tardy slip. This record reduces attendance errors.

No late work is accepted. Students are responsible for material covered on the day of their absence. Google classroom and the class website will be updated with learning targets. Students may make up assessments but not classwork. Student must schedule a time to retake or make-up assessments outside of their normal class time. Excessive absences will result in a failing grade.

Staying Informed: The following formats will be used to keep students and guardians informed and up to date on all classroom activities, expectations, and progress:

- Parent Square
- Remind
- Google Classroom
- Email
- Class Website
- Aeries

Students and guardians without internet access may request print copies of all classroom information.

Electronic Device Policy: Cell phone use is not allowed during class. Please do not text your parents during class. If you need to be picked up early, check them out at the attendance office. If it is an emergency, administrators will come and get you. Cell phones may not be used as a calculator or for any other online apps. Cell phones that are used in class will be collected in a sealed envelope and delivered to the office at lunch or at the end of the school day. No warning will be given. Consequences for cell phone use include phone sent to office, detention, removal from class, and/or reduced behavior grade.

Chromebooks will be used for educational purposes only. Students may not use Chromebooks for social media, games, or off task searching. Consequences for inappropriate Chromebook use include detention, removal from class, and/or reduced behavior grade.

Food & Drink Policy: Water is permitted. Water must be in a container with a sealable lid. No food or other drink is allowed. Food or drink brought into class will be thrown away!

Measurement Topics:

| | Algebra A | Algebra B |
|--------------|--|---|
| 1st Semester | Quantitative Reasoning Algebraic Models Functions and Models Patterns and Sequences | Rational Exponents and Radicals Geometric Sequences and Exponential Functions Exponential Equations and Models Adding and Subtracting Polynomials Multiplying and Dividing Polynomials |
| 2nd Semester | Linear Functions Forms of Linear Equations Solving Systems of Linear Functions Modeling with Linear Systems | Graphing Quadratic Functions Connecting Intercepts, Zeros, and Factors Using Factors to Solve Quadratic Equations Using Square Roots to Solve Quadratic Equations Linear, Exponential, and Quadratic Models |

Other Items of Interest:

- No extra credit.
- You may schedule time with me at lunch or before or after school for extra help.
- Homework will consist of questions that review the learning target for the day.

Please contact me if you have any questions, concerns, or comments.

Thank you,

Mrs. Holm