

Algebra I Course Syllabus

Welcome to Algebra I! We are really looking forward to the upcoming school year. This will be a great year in math as we work to ensure that every student graduates with the mathematics skills they need to be college and career ready. Ohio's learning standards for mathematics consist of two parts: the practice standards and the content standards. The mathematical practice standards indicate "HOW" students will demonstrate their understanding and the content standards detail "WHAT" mathematical concepts and procedures students will learn. If you would like more information regarding the state standards, please visit: education.ohio.gov/Topics/Ohios-Learning-Standards.

Course Website

Throughout the school year, visit **wnalgebra.weebly.com** for access to upcoming due dates and test dates, the complete course calendar (including daily homework assignments), the electronic version of the student textbook, homework help for students, resources for parents, and more.

Supplies

- 1½- or 2-inch, 3-ring Binder with dividers, exclusively for math, to keep classwork and tests organized
- Spiral Notebook to be used as a learning log
- Graphing Calculator (TI-84 Plus is recommended)
- Pencils

Course Content

The course will focus on five critical areas: (1) relationships between quantities and reasoning with equations; (2) linear and exponential relationships; (3) descriptive statistics; (4) expressions and equations; and (5) quadratic functions and modeling.

QUARTER 1	QUARTER 2
<ul style="list-style-type: none">• Functions• Modeling with Algebra Tiles• Linear Relationships	<ul style="list-style-type: none">• Simplifying & Solving• Systems of Equations• Sequences
SEMESTER EXAM	
QUARTER 3	QUARTER 4
<ul style="list-style-type: none">• Modeling Two-Variable Data• Exponential Functions• Quadratic Functions	<ul style="list-style-type: none">• Solving Quadratics & Inequalities• Solving Complex Equations• Functions & Data
FINAL EXAM	

Textbook

The course textbook is *College Preparatory Mathematics*. You can visit www.cpm.org for more information on the CPM curriculum. The text is structured to actively involve every student in the process of learning mathematics. The problem-based lessons provide a balance of basic skills, conceptual understanding, and problem-solving strategies. Each lesson has a mathematical content objective and focuses on one or more of the

mathematical practices. The course contains all of the content and practice standards required in the state standards, which in turn will be reflected in the state assessments students will take this spring. There is a parent section on the website with additional information about the design of the text, its research base, Parent Guides, Homework Help and much more.

Classroom Routine

The mathematics classroom will be designed to help students take responsibility for their learning. Students will be expected to work in study teams on a daily basis. Roles will often be assigned within the study teams, which will not only help students to master the mathematical concepts, but will also promote development of the 21st Century skills needed to be successful in college and the work force. In their teams, students will complete the classwork for the day in the form of a handout or packet, with guidance from the teacher. Occasional lessons will be more teacher-directed. Each lesson will conclude with a question addressing the “big idea” of the lesson, that students will answer in their learning logs.

Homework

Homework is designed to offer students spaced practice with past material and to help lay a foundation for future learning. Homework will be assigned in packets consisting of problems from the *Review and Preview* sections of the textbook. Each packet will include the homework problems for a set of lessons, and students will be informed of the due date for the packet when it is assigned. Homework packet due dates will also be posted on the course website, wnalgebra.weebly.com. The homework problems are designed to spread the practice over several days and weeks so that students have time to become proficient with ideas and skills. This promotes retention of the big ideas throughout the course. *Students should check their homework and access helpful hints through the "Homework Help" link on the course website.* In each homework packet, a few problems will be selected to be graded for correctness, and the rest will be graded for completion.

Assessments

Team Tests: Team tests are designed to inspire in-depth conversations and collaboration around essential mathematics. They promote higher-level thinking, collaborative skills, and self-assessment. The team test provides each individual student with necessary insights to help them prepare for the individual test.

Individual Tests: Individual tests are given two or three days after the completion of the team test. In many cases, a new unit will be introduced before the individual test is administered. This allows students time between the team test and the individual test to prepare sufficiently. To promote long term retention of concepts, all individual assessments will be created using approximately 50% previously learned material and 50% new material from the current chapter. Recently introduced material will most likely not be assessed until the next unit test to allow ample time for students to achieve mastery.

To help students prepare for each individual test, a closure packet consisting of problems addressing the big concepts that will be assessed on the individual test will be assigned as homework leading up to the individual test, and will be due the day of the test. Solutions to the closure packets will be provided on the course website, wnalgebra.weebly.com.

***Students will have the opportunity to retake any individual test and have their original score replaced by their retake score. To be eligible for this opportunity, the student must have completed and turned in the closure packet for that test by the due date, must go to math help to go over the problem(s) they did incorrectly on the original test, and must schedule with their teacher a time outside of normal class time to retake the test. If a student wishes to retake a test, they should discuss this with their teacher as soon as possible after receiving the graded test.*

Math Help

Math help with a math teacher will be available daily in the gallery (open area between the auditorium and media center, at the south end of the commons) during most class periods. All students are welcome to attend math help during their study hall and/or lunch.

Grading

Ultimately, a student's grade needs to reflect the level of mathematical knowledge and ability acquired. To reflect the level of student mastery, the majority of a student's grade will be comprised of the individual test average.

QUARTER GRADE	
Participation	5%
Homework	15%
Team Tests	15%
Individual Tests	65%

FINAL GRADE	
Quarter 1	20%
Quarter 2	20%
Semester Exam	10%
Quarter 3	20%
Quarter 4	20%
Final Exam	10%

The **participation** grade will consist of students' daily participation scores (2 points each day, students will lose points for being off task), students' scores on collected classwork, and students' completion of their learning logs, which will be collected and checked periodically.

The **homework** grade will consist of students' scores on homework packets and closure packets. *For packets turned in late, 10% of the total points for the assignment will be deducted for each day of lateness.*

The **team test** grade will be the average of the students' scores on team tests.

The **individual test** grade will be the average of the students' scores on individual tests.