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Algebra I

COURSE OVERVIEW:

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Emphasis is placed on active participation through modeling and communication in mathematics.

The honors section will encompass an extended understanding with emphasis on self-driven exploration of concepts.

COURSE CREDIT:

Upon successful completion of this course, you will earn 1.0 credit.

COURSE MATERIALS NEEDED:

Students will need #2 pencils, erasers, pens, college-ruled loose-leaf paper, **a graph paper notebook**, and a 1.0" binder or a 3-Prong folder with pockets to **be prepared for class each day**. In addition, we will use the following:

TECHNOLOGY: TI-84 Graphing Calculator, Interactive Whiteboard and Notebook™ software (In class), ASPEN™, Desmos™, Kahoot™, ALEKS™, Delta Math

*We will be using the TI-84 Graphing calculator in class daily. There is a classroom set

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that will not leave the room. It is not required that students purchase one, however, we strongly encourage that you do. They can be used on the SAT and ACT exams, and will be used in future science and math classrooms both in high school and college. **These are wise investments in a student's education.**

STUDENT OUTCOMES:

At the end of the course students should be able to:

1. Interpret the structure of expressions
2. Perform arithmetic operations on polynomials
3. Create equations that describe numbers or relationships
4. Understand solving equations as a process of reasoning and explain the reasoning
5. Solve equations and inequalities in one variable
6. Represent and solve equations and inequalities graphically
7. Understand the concept of a function and use function notation
8. Interpret functions that arise in applications in terms of the context
9. Interpret linear models

TOPICS OF STUDY

Module 1: Relationships Between Quantities and Reasoning with Equations and Their Graphs
Module 2: Descriptive Statistics
Module 3: Linear and Exponential Functions
Module 4: Polynomial and Quadratic Expressions, Equations, and Functions
Module 5: A Synthesis of Modeling with Equations and Functions

CLASSROOM MANAGEMENT (THE 4 P'S)

1. **Be Prompt.** Be in your seat with your materials ready at the beginning of your class. Tardiness interrupts learning, which is unfair to your fellow classmates.
2. **Be Prepared.** Always have your course materials with you when you come to class. Be prepared to learn. Whenever possible, use the restroom between classes.
3. **Be Patient.** Respect yourself and others. Give your fellow students the time they need to answer questions. Only one person speaks at a time. Minimize classroom distractions, as they interrupt the learning environment.
4. **Be Persistent.** Everybody learns more when they are actively involved. Make sure you are on task, taking notes, **asking questions**, and working cooperatively with your classmates.

DISCIPLINARY RESPONSES BASED ON DCMR CHAPTER 25:

Expectations for student behavior are posted in the room. Failure to meet these expectations will be handled as follows:

- A. Verbal redirection

- B. Verbal warning
- C. Private conversation
- D. Phone call home
- E. Teacher/student conference
- F. Teacher/Student/Parent Conference
- G. Temporary removal of student from classroom
- H. Referral to office/administration
- I. Behavior Contract
- J. In-School Suspension (ISS)
- K. Out-of-School suspension (OSS)

****There may be situations that call for more serious action or immediate attention; in such cases some steps may be skipped.****

MAKE-UP WORK:

- **EXCUSED ABSCENCES:** Students absent when an assignment is due will be expected to submit the assignment on the day of their return for full credit (Students will be notified of any exceptions to this policy). If a student is in school at any point on a day an assignment is due, the work **MUST** be turned in that day. Missed tests will be taken immediately upon a student's return. No extensions will be granted for tests on the basis of a student's absence the day **BEFORE** a test. If a student is absent for an extended period of time or has other extenuating circumstances, the instructor may make appropriate accommodations.
- **In ALL cases, it is the student's responsibility to initiate make-up work.** In the absence of other arrangements, the above deadlines apply. Teacher's discretion is advised.

LATEWORK:

Late work may be handed in for 50% **within one week** of original due date. After a week that work will **no longer be accepted**. If a student has an unexcused absence but turns the work in later, it will still be considered late and subject to penalty.

ASSESSMENTS:

Students will be **assessed** for comprehension of the material via exit tickets and class discussions. Formal quizzes may be given as frequently as once per week. Unit tests will be given after each unit. Tests will be announced at least 2 class periods in advance. ***Quizzes may be announced or unannounced.*** Test or quiz corrections may be assigned for assessments at the discretion of the instructor. There will also be a Midterm and Final Exam. There are no retakes for the Midterm or Final Exam.

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Standardized Assessments: There will be three MAP™ assessments given at the beginning, middle, and end of the year designed to measure the growth of a student. There is also PARCC testing in the Spring to measure mastery of the Algebra I curriculum. These assessments are a part of the course and students will receive grades for their participation accordingly.

PORTFOLIOS:

Students will maintain a portfolio for each module that will hold all classwork and related handouts during that unit. The portfolio will be maintained in either the binder or the folder and is designed to be a study tool along with class notes. **Portfolios will be checked 3x each advisory.** If a student misplaces an assignment, it **is their responsibility** to replace it prior to a check. If a student misplaces the portfolio, it is their responsibility to replace it.

EXTRA CREDIT:

Extra credit is a privilege. Only students who have completed all of their regular assignments are eligible to receive extra credit. Extra credit assignments will be announced by the teacher in class. Extra credit may also be earned on assessments.

HOMEWORK POLICY:

Students will be provided with meaningful homework activities to reinforce lessons taught in the classroom. Homework must be completed at home or some other location away from the classroom, if it is to achieve its purpose. Homework must be handed in at the beginning of class with name, date, and period. **Assignments handed in with no name will be recycled!**

EXTRA HELP:

Do not let yourself fall behind! This is a fast moving class that builds on itself, so you cannot afford to let a few days go by without doing the homework or attending class. That said, there are many resources for you to achieve your best. **Tutoring is available Thursdays and Fridays during lunch and other times by appointment.** Ellington also offers Saturday Tutoring. The website www.khanacademy.com has vast amounts of free material. There are also free online graphing calculators at www.geogebra.org or www.desmos.com that are as good as owning one. Help is out there; it is **your responsibility** to seek it.

ATTENDANCE POLICY:

Regular attendance is essential to success in this course. Attendance is taken at the **beginning** of class. Students who are not present at the beginning of class are marked **absent**. If a student arrives after attendance has been taken, they will be marked **tardy**

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at the **END OF CLASS**. Regular tardiness or absences will result in calls home or other appropriate disciplinary action.

Attendance Affects the Final Grade!!!

- If a student has ten **(10) unexcused absences** in an advisory shall receive a grade of "FA" (failure due to absences) in the course.
- **Thirty (30)** or more unexcused absences in the school year will result in an F in the course .

Please refer to the new DCPS Grading and Reporting Guide for special circumstances.

DCPS GRADING SCALE

This course follows the official DCPS grading scale:

Grade	Percentage	Grade	Percentage
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	64-66
B-	80-82	F	63-0
C+	77-79		

COURSE GRADING POLICY:

Participation	Includes: Warm-ups, portfolio checks, class discussions, class preparedness	10%
Practice & Application	Includes: Classwork and homework	50%
Assessments	Includes: Quizzes, tests, projects	40%
Cumulative Assessments	Includes: MAP Assessments, PARCC	to be factored into advisory grades

I have read and understand the policies defined in this syllabus:

(Student Signature)

(Parent/Guardian Signature)

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Maintain this document in your portfolio to reference during the year.