



## **Tefft Middle School (2024-2025)**

### **Middle School Algebra Course Syllabus**

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Algebra is a High School class so students need to be proficient or more (B or A) to earn High School credits and move on to Geometry next year. Algebra provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. Students will review basic math concepts such as creating equations from verbal scenarios, and solving general equations for a missing variable, and functions. They will also be introduced to linear, quadratic, and exponential equations.

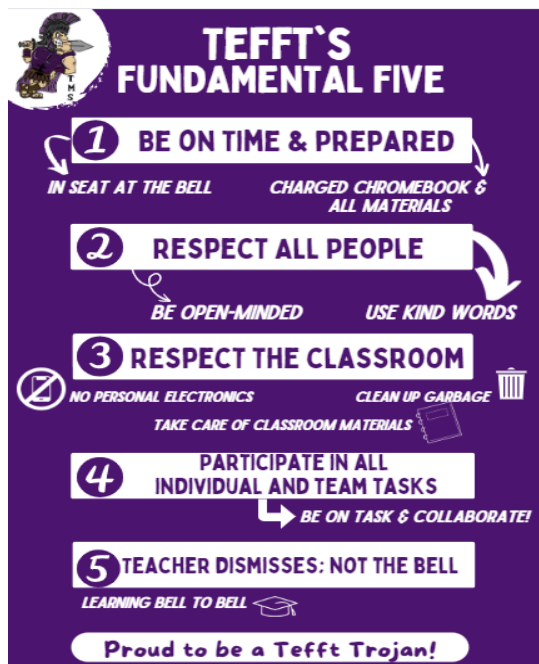
#### **Course Rationale**

This course is the foundation for all other math classes and is a prerequisite for Geometry and Algebra II. It covers material that is tested on the Illinois Assessment Readiness (IAR) test. The successful completion of this course is a requirement by the State of Illinois as a High School graduation requirement.

Take advantage of free **Extra Help** before or after school and sometimes at lunch. Please make sure you arrange help in advance as I might have a meeting.

#### **Classroom Expectations**

#### **Tefft's Fundamental FIVE:**



#### **Cell Phones**

There is **NO CELL PHONE USE** in this class. Cell phones **MUST** be put away.

## **Required Daily Supplies/Course Materials**

1. Workbook
2. Chromebook
3. MATH binder with 4 tabs
4. Pencils
5. Color Pens & Highlighters
6. Calculator
7. Loose Leaf Paper
9. A Great Attitude for Math!!!

## **Attendance**

The biggest key to success is attendance. Please ensure that your child attends each and every school day unless he or she is ill. Time off for vacations or traveling sports teams are marked as unexcused absences. All work must be made up. Contact the school each time your child is absent, and provide advance notice to teachers whenever possible for unexcused absences.

### **➤ Absences:**

- If you are absent, it is **YOUR RESPONSIBILITY** to find out what you missed. I will not approach you.
- Homework assignments of the current week are posted in Canvas.
- You are to refer to this list and write down homework assignments from the day(s) you were absent.
- If you miss a quiz/test you have one week to make it up and then it becomes a 0.

## **Online Resources for Students and Parents**

1. Check **Canvas** daily.
2. Check your Infinite Campus at least once a week to monitor your missing assignments and grades
3. **Tefft Middle School** Website: <https://www.u-46.org/Domain/55>
4. District **U-46** Website: <https://www.u-46.org/Domain/4>
5. Log in to **Clever** (<https://clever.com/schools/>) for access to district-provided applications, including [Khan Academy](#) for [Official SAT® Practice](#) and [Naviance](#) (for career exploration).
5. **Student Points** account for real-time updates on positive behaviors.

## **Student-Learning Outcomes**

- Analyze and apply expressions and equations, solve equations, and rewrite literal equations.
- Understand and interpret functions and compare graphs of linear and exponential functions.
- Solve systems of equations.
- Investigate rational exponents and represent exponential functions.
- Perform operations on polynomials and factor polynomials.
- Solve quadratic equations and analyze quadratic functions.
- Create and analyze non-linear functions.
- Represent and analyze data and scatter plots.

**Discipline Policy:** You will earn a “check” for each time you are unprepared, tardy, or for inappropriate behavior.

1<sup>st</sup> time = warning

2<sup>nd</sup> time = teacher detention

3<sup>rd</sup> time = referral to the student office




## **Student Evidence/Assessments**


In order to demonstrate proficiency in course standards, students will need to:

1. Participate in class activities: take notes, contribute to group work, complete in-class tasks, etc.

2. Complete assigned homework as needed in order to practice and improve learning.
3. Use formative assessments to track learning progress and identify strengths and weaknesses with the course content and complete outside practice in activities when necessary.
4. Complete all assessments (formative and summative).
5. Create and follow through on a plan of improvement when demonstrating little to no understanding of learning targets.

## Grading and Retakes per our School District S-46:

Intentional Practice	Formative	Summative
		
Intentional Practice 10% of a student's grade	Informs Instruction 20% of a student's grade	Proficiency of Learning 70% of a student's grade



**10% of a student's grade**

### Intentional Practice

Examples:


- o Group Tasks
- o Classwork
- o Projects
- o Anything receiving feedback

Late Work:

- o Accepted without penalty until the unit summative
- o Missing work will turn to 0 when the unit is completed

Scoring:

- o 0-4 scores based on the target and/or success criteria for the lesson



**20% of a student's grade**

### Formative Assessment

Mirrors and aligns to the summative assessment

Examples

- o District Formative Assessments - Expected
- o Individual Project/Performance Task

Reassessment

- o Allowed only until the unit summative

Late Work:

- o Accepted without penalty until the unit summative
- o Missing work will turn to 0 when the unit is completed

Scoring:

- o 0-4 score based on the learning target/success criteria for the day



Proficiency of Learning

**70% of a  
student's  
grade**

## Summative Assessment

### End of Unit Assessment

- Created by the District and expected
- Count toward a student's grade
- No additional teacher created assessments

### Reassessment:

- All students are allowed one reassessment before the next unit summative assessment is completed
- District created version for reassessment
- Students will be provided relearning opportunities

### Scoring:

- 0-4 scores based on the District scoring guidance

## U-46 Grading Scale

<b>4 Mastery</b>	Full competency and knowledge of the standard
<b>3 Proficiency</b>	Solid understanding and skills of the standard
<b>2 Basic</b>	Familiarity with basics, struggles with advanced material
<b>1 Below Basic</b>	Limited understanding of the standard, requiring support
<b>0 No Evidence</b>	Insufficient amount of understanding of the standard