Intro:

I am Mrs. Hoekstra. I am looking forward to getting to know your child and to exploring Algebra this year! It is important that we all work together as a team in order to help your child succeed. This syllabus is intended to help you at home. However, if you have any questions, the best way to reach me is by email. I can be reached at: KatrinaHoekstra@u-46.org.

Room: A104

Course Description:

Middle School Algebra 1 is the equivalent of high school Algebra 1. The mathematics in this course sets the foundation for all high school mathematics and includes topics of equations and graphs, linear and exponential functions, quadratics and polynomials, modeling, and statistics. Students do not receive a high school math credit for completing this course.

Algebra 1 will be utilizing standards-based learning and assessment (SBLA) which measures students’ proficiency on a set of standards for the grade/content level. The Standards Based Learning and Assessment approach:

Indicates what students know and can do

Shows student progress toward meeting a standard

Communicates expectations ahead of time

Is based on complex tasks, as opposed to memorization

Focuses on recent evidence of learning.

Algebra Standards​:

* Foundations of Algebra​
* Equations and Inequalities​
* Functions​
* Graphs of Functions​
* Systems of Equations and Inequalities​
* Exponential Functions​
* Polynomials​
* Quadratic Expressions and Equations​
* Graphs of Quadratic Functions​
* Descriptive Statistics
* Nonlinear Functions​

Textbook / E-Book:

Discovery Math Techbook- <https://app.discoveryeducation.com/learn/signin>

District Website: <https://www.u-46.org/Page/10320>

Chromebook: Charged Chromebooks are to be brought to class daily. If a student does not bring his or her Chromebook, the student is expected to continue participating in class and complete all class work.

Specific Course Requirements

 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, ask questions, 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.

Student Evidence/ Assessments:

Assessments based on SBLA demonstrate that students have the knowledge and skills necessary for success in the next grade, next course, and finally for college and career. Scores do not compare one student to another. They measure how students are doing on the grade/course level standards. Evidence of learning (summative) and evidence for learning (formative) include any artifact that indicates whether or not a student has achieved proficiency in a standard. This can occur through in-class work, formative events, mid-unit, end of the unit, and end of course assessments.

Homework:

Homework assignments will be given every night. Homework will be uploaded into Google Classroom every day, along with the lesson. Students will need to access the homework problems to complete every night. Homework must be completed in the graphing notebook and will be checked every day. Late work will be accepted until the end of the unit.  Students missing 3 assignments will be assigned to the Homework Recovery Program (HRP) during lunch until the work is completed.

Reassessments:

 Students will have the opportunity to complete a reassessment after completing a Summative Assessment (test), provided all homework is submitted prior to the assessment and/or reassessment. ​ Students will have the opportunity to complete one retake per assessment.  Students must complete a Relearning Log and Summative Retake Reflection, with teacher approval prior to completing the reassessment. ​ Students will be given a date by which these requirements must be completed.  This is usually one week from students receiving the test back. ​ After a reassessment, the most current grade will show in Infinite Campus. For example, if a student starts with a 2 and then earns a 1 on a reassessment, the 1 will be the score reflected within Infinite Campus and in grade determination. If the student instead earns a 3, the 3 will be the score reflected.

Grades and Missing Work:

Grades will be updated 24-48 hours within due date. To access grades, login to: [www.campus.u-46.org/campus/portal/u46.jsp](http://www.campus.u-46.org/campus/portal/u46.jsp)

Students will have two school days to make up missing classwork. Summative assessments that are missed will be marked “missing” or “not evaluated” in the grade book until completed. Students have five school attendance days to complete a missed assessment. Incomplete assessments result in a lack of evidence of student’s understanding and may cause a student to fail.

Extra Credit and Bonus Points:

To ensure that grades reflect progress toward and achievement of the standards, giving extra credit points or bonus points will not occur in this class. The vision of U-46 is that behavior/participation will be reported separately from academic achievement and is not a component of a student’s academic grade

Proficiency Scale:

Standards-based rubrics will be used to determine students’ level of proficiency, using the 0-4 scale based on set criteria. Rubrics will be distributed at the beginning of a unit of study and referred to throughout the learning progression for the purpose of providing feedback. Rubrics for the course can be found on the math website.



Grade Determination:

Infinite Campus is used to communicate students’ proficiency in each assessment, overall reporting strand, and the predicted semester letter grade. The semester letter grade will be informed by the student’s learning proficiencies throughout the semester. Mastery of standards leads to mastery of the reporting strands, which in turn leads to mastery of the course.

Standards-based rubrics will be used to determine students’ level of proficiency, using the 0-4 scale, on individual standards and assessments.

A predicted in-progress letter grade for each reporting strand will be calculated within Infinite Campus by averaging each of the proficiency scores in the strand.

A predicted semester letter grade for the course will be calculated within Infinite Campus by averaging each of the reporting strands.

The equal incremental grading scale to determine a letter grade is below.



Supplies:

Fully Charged Chromebook

Graph Paper Notebook

Pencils

4-color pen

Calculator

Course Completion Requirement:

One of the benchmarks for projected readiness in college-level math, as required by the PWR Act, is earning an overall grade of B or better in Algebra. For students to move forward to Honors Geometry next year, students must provide evidence of learning at an overall proficient level (3) all year.  Students unable to meet this requirement will be recommended for either regular geometry or repeating algebra.  This is to ensure mathematical succeed for the rigor in the higher-level math courses in high school. ​

Academic Dishonesty/ Plagiarism:

Academic dishonesty refers to cheating, copying, plagiarizing, or otherwise representing the work of others as one’s own through verbal, written, graphic, electronic, or other means. Students determined to have been academically dishonest are subject to disciplinary action. Consequences will depend on the severity of the offense, the number of offenses, the impact on other students and teacher, and/or the curriculum. Academic dishonesty undermines the learning process and will not be condoned.