Spaulding High School
2021-2022 Course Syllabus Required Elements

Course Title: Algebra 1 Part A
Department: Mathematics
Teacher Contact Information: Ryan Dunlea, rdunlshs@buusd.org, 476-4811 x 2101
Department Chair Contact Information: Erin Carter, ecartshs@buusd.org , 476-4811 x 2100

Course Description:

In this course, students examine such topics as proportions, direct and inverse variation, linear equations, systems of equations, inequalities. The examination of the topics is embedded in real-life situations and applications, and includes investigations where students construct their own understanding of the mathematical concepts. Algebra students will be expected to follow directions and be disciplined to read, listen and think on their own. To be successful, the student must complete daily assignments and be able to work cooperatively in groups as well as independently.

Topics:

Creating Equations and Inequalities, Solving Equations and Inequalities, Graphing, Multiple Representations, Statistics, and Modeling

Unit 1: 1 Variable Data (Indicators **F1P**, **F2P**, F5E, and F6E)
Unit 2: 2 Variable Data (Indicators **G1P** and **G2P**)
Unit 3: Linear Patterns (Indicators **C1P** and **D1P**)
Unit 4: Solving Linear Equations (Indicators **A1P**, **B1P**, B7E, B8E, **D2P**, **G3P**, and G6E)
Unit 5: Systems of Equations (Indicators **B2P**, **C2P,** and C7E)
Unit 6: Inequalities (Indicators **A2P**, A7E, A8E, **B3P**, **C3P**, C8E, C9E, G7E)

Note: all bold indicators are required proficient indicators to pass the course. All unbolded indicators are exemplary and above and beyond.

Materials:
Graphing Calculator: TI-83 Plus or TI-84
3-Ring Binder (1 ½-2")
Pencils and erasers
Loose-leaf Paper
Ruler
Composition Book (graph paper if you can find it)
Laptops

Text: None

Practice:
- Classwork and homework are not assessed for proficiency but will help students practice and learn standards for future assessments. The classroom will be a combination of traditional, Virtual (synchronous), Vertical Classroom. This means that students will be working in groups of their peers while also having whole class discussions.
- Students are expected to participate in class work, group work, projects, extra practice, and check-ins (mini-quiz). These are not counted towards assessment, but merely as practice to strengthen their abilities.

Assessment/Reassessment:
Students will have multiple opportunities to show proficiency on each standard during "class time." Assessments will be given at the end of each Unit as outlined below.

Additional opportunities are available and may be arranged on a case by case basis outside of class time on WEDNESDAYS. Students will need to correctly complete a Re-assessment Plan and have it completely checked by an instructor before reassessing. Therefore, Reassessment Plans that need to be checked must be turned in by Monday at 3pm to schedule a reassessment for Wednesday.

In order to be eligible for callback day at the end of the semester, students need to be within 3 indicators to come in if the work to reassess has been completed.

Academic Expectations
- Be Respectful. Not being respectful will result in a warning. If it continues, then a write up will follow.
- Bring your chromebook to in person class. We will be using it to supplement learning.
- Cell phones are to remain in pockets or bags throughout class. If there is an emergency, please let me know ahead of time. Otherwise, we will have a cell phone holder.
- If you are going to be absent from class I expect you to go to the google classroom to get the notes and the homework assignment. Please contact me if you're confused about the material and we can set up advisory time to work together.
- Every student is expected to make mistakes, but to succeed, students must learn from them.
- If you are interested in exploring a different way of doing something, feel free to try it and let me know about it! We are always open to finding new and interesting ways to work together and create activities.
- Students are expected to work with peers and teachers within the class respectfully and productively.
- If you find you're struggling with the content, I expect you to reach out to me so I can either arrange a time for us to talk or arrange some tutorial times for you with Mr. Willis in Tide Pool.
- Cheating could result in inability to earn Exemplary in the class.

Students/Parents/Guardians: Please accept the google classroom invite as a guardian to see weekly updates, assignments, and acknowledge you have read this syllabus.

Spaulding High School

2021-2022 Overall Course Performance Grading Guideline

COURSE PERFORMANCE RATING	GPA Value	GRADING CRITERIA
Exemplary	4.0	● **All** standards are Exemplary or Proficient, **AND** ● **Majority** of standards are Exemplary
Partially Exemplary	3.5	● **All** standards are Exemplary or Proficient, with at least one standard being Exemplary
Proficient	3.0	● **All** standards are Proficient
Partially Proficient	2.5	● **All required** standards are Exemplary or Proficient, **AND** ● **Majority** of standards are Proficient, **AND** ● **No** standards are Beginning or Insufficient Evidence
Developing	2.0	● **Majority** of standards are Developing.
Beginning	1.0	● **Majority** of standards are Beginning.
Insufficient Evidence	0.0	● **Majority** of the standards are Insufficient Evidence.

*Honors and AP courses would add an additional 0.33 to the GPA score

List of Assessed Course Standards: see below

Algebra 1(a) Standards Checklist 21-22

Standards	Code	Performance Indicators	Proficiency
A. ★ Creating Equations and Inequalities	1P	Create equations for linear relationships	
	2P	Create inequalities in one variable	
	7E	Create linear equations in point slope, intercept and standard form **and** recognize the most efficient form given the context	
	8E	Create inequalities in two or more variables	
B. ★ Solving Equations/ Inequalities	1P	Solve 1-variable linear equations, with at least 2 steps, and justify your reasoning	
	2P	Correctly solve a system of 2 linear equations using an algebraic method	
	3P	Solve 1-variable linear inequalities including negative coefficients, and justify your reasoning	
	7E	Solve 1-variable linear equations with multiple distributions, fractions, and negative numbers	
	8E	Solve multivariable equations for any single variable in any form (Literal Equations) with at least 3 steps.	
C. ★ Graphing	1P	Graph and describe Linear functions in terms of their features including intercepts, maximums, minimums, increasing/decreasing	
	2P	Solve linear systems by graphing	
	3P	Graph one variable and two variable linear inequalities	
	7E	Graph and label linear functions in any form	
	9E	Define feasible regions for a system of inequalities	
D. ★ Multiple Representations	1P	Write linear sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms	
	2P	Convert between Point-Slope and Intercept Form	
F. ★ Statistics	1P	Represent a data set with 3 or more models using appropriate units and scales	
	2P	Compare 2 or more data sets using measures of center, spread, and 5-number summaries, to make reasonable observations.	
	5E	Choose an appropriate model for a data set(s) and justify why	
	6E	Use IQR and outliers when comparing data sets	
G. ★ Modeling	1P	Identify a function from a graph or table, with explanation, and create examples of relations and functions	
	2P	Define the elements and boundaries of a relationship's domain and range	
	3P	Fit a linear function to a scatter plot and derive an equation to make predictions	
	6E	Explain why the line of fit is appropriate	
	7E	Linear programming	

In order to receive credit for Algebra 1 Part A, students must be proficient in all 6 standards (indicated by a ★). Indicators that include a P are all required for Proficiency in that standard.
Indicators that include an E are all required for Exemplary in that standard.

Choosing Your Calculator

These calculators will be used all 4 years of high school (and college), so choosing the right tool and keeping it in good condition is important.

Good Choices:	**TI-83 Plus** The basic workhorse for a reason. Getting the job done for 20 years. $75-$100	**TI-84 Plus** Not much different from the 83 Plus. A little faster, but essentially the same. $70-$110	**TI-84 Plus CE** Rechargeable batteries Different colors on graphs Better picture quality Super thin Requires charging by cable! $99-$150
Poor Choices:	**Beware**: students would have to teach themselves to use it. Otherwise, a good calculator. **TI-Nspire CX** Rechargeable batteries Picture quality colors Requires charging by cable! $125-$150	**Beware**: This one has had some charger/battery issues in the past couple years, so I **don't recommend** it...plus it's more expensive... TI-84 Plus C Silver Edition $112	**Beware**: **Others** You can purchase Casios but **beware** that students would have to teach themselves to use it.

If purchasing a calculator presents a financial hardship, there will be scholarship forms available in August. *Please be sure you have free lunch forms filled out prior to applying for a scholarship calculator.*

Scholarship Calculator Request Form

The Spaulding math department can provide some graphing calculators for students who qualify for free or reduced lunch (this also means the lunch forms must be filled out and returned to school). These funds are limited, and will be distributed on a first come - first serve basis.

Please return this form to Assistant Math Department Chair: Ms. Coleman

Student Name: _____

Teacher Name: _____

Date Requested: _____

I hereby authorize Spaulding High School to release the Free & Reduced Lunch status for my child to Elisha Coleman, the assistant math department chair, for the sole purpose of determining eligibility in receiving a scholarship calculator.

Parent Signature: _____

For Office Use Only

Math Department Chair: _____

Student has been determined eligible _____

Student has been determined NOT eligible _____

For Math Department Use

Calculator Number Assigned: _____

Date Assigned: _____