



Algebra 1
2023-2024
Lincoln Hill High School
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"If you put a limit on everything you do, it will spread into your work and into your life. There are no limits. There are only plateaus, and you must not stay there, you must go beyond them" – Bruce Lee

RATIONALE: This course will build on previous knowledge from mathematics and arithmetic. Students who take this course can hope to gain skills that can be applied to diverse contexts that are prevalent both during and beyond life in school. This course prepares students for success in Geometry and subsequent math courses.

TOPICS:

- Foundations for Algebra
- Solving Equations
- Inequalities
- Functions
- Linear Functions
- Systems of Equations and Inequalities
- Exponents and Polynomials
- Factoring Polynomials
- Quadratic Functions and Equations
- Probability
- Exponential Functions

*For more standards and detailed descriptions that fall under the category of “Algebra 1” that will also be areas of focus in this course please see: <http://www.corestandards.org/Math/>

EXPECTATIONS:

From you:

- Read and follow the guidelines of the student handbook
- Be on time in assigned seat and ready to learn
- No bathroom breaks for the first and last 10 minutes of class
- Turn off cell phones and other electronic devices

*In addition to these expectations, students will participate in creating more specific learning norms as a group activity in class. These learning norms will be designed to help ensure a safe and meaningful classroom experience. For reference, learning norms will be posted on the wall of my classroom.

From me:

- Be on time and prepared
- Timely feedback on assignments
- Have an organized but flexible plan for the period
- To show respect for your ideas and provide appropriate instruction

Don't meet the classroom expectations? Expect intervention from me, it's not my goal to be an authoritarian figure in our classroom, but for the safety of others and cohesiveness of our learning it is necessary for me to warn you when you're stepping out of bounds. The process of intervention will begin with me referring you to the expectations and norms of the classroom. If the behavior continues **at any point in the school year** you can expect:

- Loss of privileges
- Parent/Guardian contact
- Behavior plans
- Referral to the office

TEXTBOOK: Holt Algebra 1

ONLINE RESOURCES:

- Holt Online Textbook: <http://my.hrw.com>
Username: saa10
Password: p7z8

* Here you will be able to view the entire textbook, as well as access a variety of additional resources to aid your understanding of the material that include video demonstrations.

- Mr. Baugh's website: <http://mrbaugh.wix.com/mymath>

*Here you will be able to view information about your class that includes; background information about Mr. Baugh, class updates and reminders, letters to students and parents, and links to additional resources that can be used to ensure success in this class.

MATERIALS NEEDED:

- A spiral or composition notebook
- Pencil and pens
- Calculator (there will be access to calculators in class but I recommend that you bring your own)
- A folder with loose leaf paper, college ruled (graphing paper recommended as well)

GRADE BREAKDOWN:

Homework – 10%
Learning Target Journals – 20%
Quizzes – 20%
Tests – 50%

GRADING SCALE:

100 ≥ A ≥ 93	77 > C ≥ 73
93 > A- ≥ 90	73 > C- ≥ 70
90 > B+ ≥ 87	70 > D+ ≥ 67
87 > B ≥ 83	67 > D ≥ 60
83 > B- ≥ 80	60 > F ≥ 0
80 > C+ ≥ 77	

HOMEWORK: Homework will be assigned and collected in a way that is responsive to the present learning needs of the class. When homework is assigned a due date will be issued and you will be expected to turn complete work in on time. Homework turned in after a due date will be accepted as long as it is turned in before the first review date of the corresponding unit test. Scores on late homework will be 80% that of what they would have been turned in on time. Participation in completion of the homework is critical to your success in this class.

LEARNING TARGET JOURNALS: In each unit of study we will have daily learning targets. These “targets” are a statement of mathematic skills that should be gained as a product of the lessons. Learning target journals will be the place for students to record the learning targets as well as reflect on to what degree the target was met. The reflection component will ask students to rate their comprehension of the learning target on a scale of 1 to 5 as well as set goals for improvement. For each target it is possible to score:

0 - Reflection is absent

1 – Reflection is present but lacks critical thought

2 – Reflection justifies comprehension score and sets goals for necessary improvement

Remember that these points add up quickly and comprise 20% of your grade. In class time will be given daily to complete the learning target journals. If you are absent for a lesson it is your responsibility to get the missed learning target from me or one of your peers. Please note in journals that you had either an unexcused or excused absence for the corresponding learning target. If you have an excused absence and recorded the learning target you will be awarded the full 2 points.

QUIZZES: There will generally be at least one quiz per unit covered. Quizzes will be designed to measure the ability to achieve the goals of the relative learning targets. Quizzes are allowed to be retaken one time up to 20 school days after the original quiz was given.

TESTS: Tests will be given after each unit is complete. Before the tests, we will have at least one full day dedicated to review of the material. Students will be strongly encouraged to refer to their class notes, learning target journals, and quizzes to guide their study for a test. Students with excused absences are responsible for scheduling a retake. Students with unexcused absences may not make up a test. Occasionally, to re-take a test to receive a better score, students may be required to make test corrections on a separate piece of paper. Students may be asked to complete a brief performance task in addition to test corrections.

GENERAL CLASS STRUCTURE: At the beginning of each class, time will be given to go over any remaining questions from previous lessons. After that, new learning targets will be introduced and recorded into learning target journals by students. From there we will dive into the lecture that will usually have a variety of opportunities for student participation. After the lecture, there will be time given to complete homework and other problems aligned with learning targets. The last 5 minutes of class will be given to students to complete the reflection component of their learning target journals and turn them in.

GETTING HELP: I am available most days for after school tutoring sessions to aid in comprehension of topics covered in class. Please schedule a time in advance in person or by phone or email.

HIGHLIGHTS FROM STATE REQUIREMENTS AND STUDENT HANDBOOK

ATTENDANCE: Regular attendance is vital to student success at LHHS. Excessive absences will make it difficult for students to learn, grow and attain credit. Six or more absences from a class in one session, or twelve absences in a semester may result in removal from LHHS for the duration of the semester along with the Attendance Officer filling a court petition. Students withdrawn for attendance issues will be eligible to reapply for admission the following semester. Re-enrollment decisions will be made by the faculty and administration of LHHS and will be based on the student's commitment to improved attendance along with the behavior and productivity of the student while in school. Attendance letters will be sent home after 2, 5 and 10 unexcused absences. Additionally, five unexcused tardies will count as one absence for the purpose of this policy.

*Students will be considered tardy if they arrive to class up to 5 minutes after the second bell rings. If a student beyond 5 minutes after the second bell rings it will constitute an unexcused absence. If you are late, sign in on the late sheet hung by the door and quietly take your seat.

GRADUATION REQUIREMENTS: According to Washington State legislation, the graduating class of 2013 and all subsequent classes are required to pass 3 years of math courses. At LHHS this usually means Algebra 1, Geometry, and Personal Finance. Students must also pass an End of Course or SBAC exam (EOC Algebra 1 and EOC Geometry) in order to graduate high school. The EOC testing takes place during the last 3 weeks of the school year.

HARASSMENT/ANTI-BULLYING STATEMENT: It is the policy of the Stanwood-Camano School District to maintain a safe, respectful and secure learning environment that is free from harassment, intimidation and bullying. Harassment, intimidation, and bullying of students by other students, staff members, volunteers, parents or guardians are prohibited.

It shall be a violation of this policy and the District's student discipline policy for any student of the District to harass, intimidate or bully another student through electronic, written, verbal, nonverbal, or physical conduct on school property (or in reasonable proximity thereto), school transportation, or at school-sponsored activities off school property.

Such behavior will result in disciplinary action and may be grounds for immediate suspension or expulsion. Any unwanted behavior should be reported to a counselor, administrator, or other staff member without fear of retaliation. Refer to the school district policies on the website at www.stanwood.wednet.edu (policy 3207/3207P) for more information.

SEARCHES OF STUDENT AND PERSONAL PROPERTY: All students shall be free from unreasonable searches of their persons, clothing, and personal property. However, a student may be subject to search by school officials if reasonable suspicion exists to suspect that the search will yield evidence of a student's violation of the law or school rules governing student conduct. Two (2) adults must be present for all personal searches.

~Syllabus subject to change as teacher seems necessary

Student Name: _____

It is my goal to make this year a successful and meaningful experience for all students. Furthermore, I believe that it is possible for every student in my class to succeed with hard work and determination. Collecting information about my students and providing opportunity for student/parent input only helps achieve this goal. Your responses will in no way limit me from supporting your education to the best of my ability. **PLEASE BE READY TO SHARE YOUR RESPONSES FOR AN IN-CLASS DISCUSSION.**

First of all, do you have any questions regarding the syllabus?

Would you consider yourself someone who enjoys mathematics? Explain why.

What kind of mathematics classroom experiences in the past have you found especially beneficial, interesting, meaningful or describe experiences that hindered your ability to learn mathematics?

Other comments/suggestions:

The grade I expect to get in this class is (circle one): **A** **B** **C** **D** **F**

I have read the Algebra 1 Syllabus and understand the expectations that I/my child will be held to.

Student Signature: _____ Parent Signature: _____

Parent Email Address: _____