

Algebra I

Full Year
2022-2023

COURSE DESCRIPTION

Effective mathematics education provides students with a balanced instructional program. In such a program, students become proficient in basic computational skills and procedures, develop conceptual understandings, and become skilled at problem solving. Standards-based mathematics instruction starts with basic material and increases in scope and content as the years progress.

EXPECTATIONS

All school rules and policies apply to this class:

- Be PRESENT:** Class time is too valuable to miss so be there and be focused.
- Be PREPARED:** Have everything with you that may be necessary for class.
- Be PROMPT:** Be on time for class with all due assignments completed to full potential.
- Be POLITE:** Treat others and yourself with respect in and outside of the classroom.
- Be POSITIVE:** Positive thinking creates positive outcomes and I will always be here to help.
- Be PRODUCTIVE:** Come ready to learn, stay organized, and always give your very best.

ATTENDANCE

Regular and prompt class attendance is an essential part of the educational experience. The Barnegat Township School District expects students to be responsible and exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that they complete any/all work missed due to absences.

CLASS SUPPLIES

Each student should supply:

Pencils | Folder/Binder


BHS will supply:

Chromebook & TI 84-Plus Calculator



KW

Ms. Wilson

 Barnegat High School
180 Bengal Blvd. Barnegat, NJ 08005
Room C109A

 kwilson@barnegatschools.com

MARKING PERIODS

1st Marking Period

September 7 - November 4, 2022

2nd Marking Period

November 14 - January 27, 2023

3rd Marking Period

January 30 - March 31 2023

4th Marking Period

April 3 - June 21, 2023

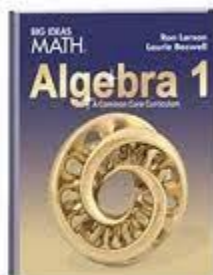
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COURSE CONTENT

The curriculum is aligned to the NJSLA for Mathematics. Activities outlined in this curriculum infuse the Standards for Mathematical Practice. In alignment to the content and practice standards, algebra students will extend their knowledge of mathematics as they learn to represent and compare complex numbers, polynomials, periodic models and inference making.

ALGEBRA COURSE OVERVIEW				
MAPPING MARKING PERIOD (MP) WITH BIG IDEAS				
#	UNIT 1	BIG IDEAS CORRELATION	MONTH	MP
1	CHAPTER 1 SOLVING EQUATIONS	CHAPTER 1	SEPTEMBER	1
2	CHAPTER 2 INEQUALITIES	CHAPTER 2	SEPTEMBER	1
3	CHAPTER 3 LINEAR FUNCTIONS	CHAPTER	OCTOBER - NOVEMBER	1+2
#	UNIT 2	BIG IDEAS CORRELATION	MONTH	MP
4	CHAPTER 4 WRITING LINEAR FUNCTIONS	CHAPTER 4	NOVEMBER - DECEMBER	2
5	CHAPTER 5 SOLVING SYSTEMS	CHAPTER 5	DECEMBER - JANUARY	2
#	UNIT 3	BIG IDEAS CORRELATION	MONTH	MP
7	CHAPTER 7 POLYNOMIALS	CHAPTER 7	FEBRUARY - MARCH	3
8	CHAPTER 8 GRAPHING QUADRATICS	CHAPTER 8	MARCH - APRIL	3
#	UNIT 4	BIG IDEAS CORRELATION	MONTH	MP
8	CHAPTER 9 SOLVING QUADRATICS	CHAPTER 9	APRIL - MAY	4
9	CHAPTER 6 EXPONENTIAL FUNCTIONS	CHAPTER 6	MAY - JUNE	4
10	CHAPTER 12 DATA ANALYSIS	CHAPTER 12	JUNE	4



BIG IDEAS Textbook

[Big Ideas Textbook Link](#)

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COURSE GRADES

- Each marking period, students will have a **minimum of three (3) Major Assessments** and **seven (7) Minor Assessments** (explained below).
- Course Participation is assessed **twice (2x) per marking period** using the district rubric.
- Benchmark assessments will be recorded in Genesis for **Marking Periods 1, 2 and 3**.

The grading system for this course is based on the category weights listed in each department's policy. For this course, those weights are listed below:

Major Assessments	50% of marking period grade
Minor Assessments	30% of marking period grade
Course Participation	15% of marking period grade
Benchmark Assessments	5% of marking period grade

Please note: the above areas are used as the basis for 80% of your grade for the course; the Midterm and Final exam will constitute the remaining 20% of your grade.

Additional Grade Information

- ❑ Examples of Major Assessments include items that are summative in nature, such as: tests, projects, research papers, prose-constructed response timed writings, formal presentations, reports, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study.
- ❑ Examples of Minor Assessments include items that are formative in nature, such as: quizzes, reading comprehension checks, response journals, exit tickets, small-scale research activities, in class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.
- ❑ Note: grades for individual assignments are entered into Genesis for the marking period in which the assignment is collected, and not a subsequent marking period.
- ❑ Extra Credit will only be available for assignments that have been approved ahead of time by the teacher and department supervisor.
- ❑ In this course, it is expected that students will submit only their best work, and teachers reserve the right not to accept work that is substantially below what a student is capable of producing.
- ❑ There is an opportunity for earned Second Chances on certain Major Assessments.

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COURSE PARTICIPATION RUBRIC

	Academic Social Skills	Readiness to Learn / Study Skills	Online Discussions	Classwork	21st Century College and Career Readiness
Meeting Expectations	<p>20 points</p> <ul style="list-style-type: none"> - Takes initiative in completing tasks in the online classroom. - Communicates needs to the teacher in an appropriate manner. - A role model for others in the online classroom. - Appropriately seeks support and/or assistance from the teacher. 	<p>20 points</p> <ul style="list-style-type: none"> - Produces notes and other materials that demonstrate effort and insight. - Is motivated and takes ownership of his/her learning. - Takes steps to better himself/herself through Google Meets, emailing, etc. 	<p>20 points</p> <ul style="list-style-type: none"> - Consistently completes the assigned discussion questions and rarely misses a question, if at all. - Responses consistently reflect high levels of care and pride in work. - Replies and interacts with peers in a meaningful manner. 	<p>20 points</p> <ul style="list-style-type: none"> - Consistently completes assigned tasks in a timely manner. - Actively participates in classroom activities on a daily basis. - Contributes to class discussions in a meaningful way (asking questions or adding to class discussion). 	<p>20 points</p> <p>Student <u>consistently</u> shows the following:</p> <ul style="list-style-type: none"> - Responsible and contributes to our online community. - Clearly and appropriately communicates with the teacher via email. - Understands the consequences of actions. - Responsibly uses technology.
Approaching Expectations	<p>15 Points</p> <ul style="list-style-type: none"> - Completes tasks in the online classroom. - Sometimes communicates needs to the teacher. - Frequently on-task, but may need some redirection from the teacher. 	<p>15 Points</p> <ul style="list-style-type: none"> - Often produces notes and other materials that demonstrate effort, but may also require direction. - Is mostly motivated and takes ownership of his/her learning. - Often takes steps to better himself/herself through Google Meets, emailing, etc. 	<p>15 Points</p> <ul style="list-style-type: none"> - Frequently completes the assigned discussion questions, but may have missed a few. - Responses sometimes reflect high levels of care and pride in work, but not always. - Replies and interacts with peers. 	<p>15 Points</p> <ul style="list-style-type: none"> - Usually completes assigned classwork tasks. - Frequently participates in classroom activities but sometimes requires re-direction. - Usually contributes by responding, and/or asking questions. 	<p>15 Points</p> <p>Student <u>frequently</u> demonstrates the following:</p> <ul style="list-style-type: none"> - Responsible and contributes to our online community. - Clearly and appropriately communicates with the teacher via email. - Understands the consequences of actions. - Responsibly uses technology.
Not Meeting Expectations	<p>10 Points</p> <ul style="list-style-type: none"> - Rarely completes tasks in the online classroom. - Does not communicate needs to the teacher. - Frequently needs redirection from the teacher. 	<p>10 Points</p> <ul style="list-style-type: none"> - Produces notes and other materials that lack effort to learn. - Unmotivated and does not take ownership of his/her learning. - Does not take appropriate steps to better himself/herself. 	<p>10 Points</p> <ul style="list-style-type: none"> - Rarely completes the assigned discussion questions. - Responses do not reflect care and pride in work. - Little to no replies and interactions with peers. 	<p>10 Points</p> <ul style="list-style-type: none"> - Rarely completes assigned tasks and does not produce his/her best work. - Usually does not participate in classroom activities and often requires teacher redirection. - Usually does not contribute by responding and/or asking questions. 	<p>10 Points</p> <p>Student <u>rarely</u> demonstrates the following:</p> <ul style="list-style-type: none"> - Responsible and contributes to our online community. - Clearly and appropriately communicates with the teacher via email. - Understands the consequences of actions. - Responsibly uses technology.

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Plagiarism, Cheating, and Academic Integrity

The Barnegat Township School District places a strong emphasis on students' integrity, and the district will not tolerate instances of academic dishonesty. Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and are subject to consequences described in the Student Handbook and Board Policy #5701.

Honor Code

The purpose of this Honor Code is to communicate the meaning and importance of academic integrity to all members of the school community and to articulate and support the interest of the community in maintaining the highest standards of conduct in student learning. Barnegat High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning, and represents the highest possible expression of shared values among the members of the school community. The core values underlying and reflected in the Honor Code are:

Academic honesty is demonstrated by students when the ideas and the writing of others are properly cited; *students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately.*

Respect for others and the learning process to demonstrate academic honesty.

Trust in others to act with academic honesty as a positive community-building force in the school,

Responsibility is recognized by all to demonstrate their best effort to prepare and complete academic tasks.

Fairness and equity are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty.

Integrity of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

- This Honor Code summarizes the Honor Policy, which defines the expected standards of conduct in academic affairs.
- The student body and faculty at Barnegat High School will not tolerate any violation of the Honor Code.
- Any violation of the Honor Code will result in Administrative Consequences and be detrimental to student grade.

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ACKNOWLEDGEMENT

EXTRA HELP & SUPPORT

Occasionally, students will require additional help to master the content and skills in Algebra. As your teacher, I am committed to your success. If you need help, please ask!

CELL PHONES USAGE

Cell phones are **not** to be used in class unless directed otherwise. Students must keep their phones put away on silent or they may make use of the phone charging station. During any assessment, all phones must be placed 'out of site'.

If a student has excessive cell phone use in class, the student will have to leave their cell phone on the Teacher's desk for that class. Additional discipline issues will be discussed with Vice Principal & parent.

This year is unlike any other year. Please understand procedures, schedules, assignments, etc are subject to changed.

I have read and understand the syllabus for Algebra I
for the 2022-2023 School Year.

Student Signature

Parent/Guardian Signature

<https://forms.gle/VTPBo4psnc3mho6i9>