

## Algebra 1 Dobyns-Bennett High School



Mariann Duff

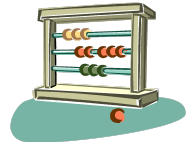
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**Success in Algebra 1 requires the ability to successfully demonstrate mastery of the following topics** by using the facts and skills learned in class to solve problems on tests, quizzes, and homework.

The student will be able to:

1. Solve equations, inequalities, systems, and contextual situations
2. Graph equations, inequalities, systems, and contextual situations
3. Write equations given a graph, table of values, sequence of numbers, and contextual situations
4. Rewrite quadratic, linear, and exponential equations from one form to another specific form
5. Interpret solutions, ordered pairs, rates of change, behaviors of graphs and equations
6. Determine the average rate of change given equations, graphs, tables, and contextual situations
7. Evaluate expressions and functions
8. Perform arithmetic computations with proficiency in number sense
9. Determine the constraints (domain and range) of graphs, tables of values, equations, and contextual situations
10. Understand and use the similarities of the following functions, equations, or expressions: linear, absolute value, piecewise, quadratic, exponential, statistical data, square root, cube root, and higher degree polynomials



\*Algebra 1 detailed list of the curriculum topics is available at the [TN Dept. of Education Website](#) on pages 85-95.

### Final Grade Determination Policy

A reference guide for grade determination is shown below, however, the **evidence** produced from each assessment is the ultimate indicator of what grade a student earns. Please converse with your teacher about the evidence presented in this segment to properly determine your grade.

- A: Scores of 3s and 4s in every target
- B: Scores of mostly 3s and 4s with a small pattern of 2 scores
- C: Scores with some 3s and 4s with large pattern of 2 scores
- D: Scores of mostly 2s, 3s, and 4s with small pattern of 1 or 0.5 scores
- F: Large pattern of 1 or 0.5 scores (**regardless of other scores**)



*Note: If a student has **incompletes** in any amount, then the **teacher may not have enough evidence to determine proficiency and ultimately determine a grade.** Therefore, the student runs the risk of failing the course.* Important Note: Grades are determined by the teacher's professional interpretation of the student-produced evidence of growth and mastery. The teacher reviews all evidence during the learning process and compares that evidence to each learning target. The student's grade depends on how well the student is demonstrating proficiency on **ALL** of the learning targets. A simpler way to think about it is that a teacher looks at a student's body of work with consideration to growth. Conversations about student evidence are essential to remain informed of progress and grade trajectory.

### Final Grade Determination Reference Guide

At the beginning of every unit, the teacher will break down the standards for the unit into smaller targets using a detailed rubric. During the unit, the student is assessed to see if they truly know the material using a variety of assessments. **The class grade will be based on all of the evidence the teacher collects demonstrating mastery of the targets.**

In **Proficiency-Based Reporting (PBR)**, frequent ongoing assessment of students' progress in the target is essential. Formative assessments take place at regular intervals during the instructional stage to check for understanding and

mastery of the course material. Throughout the semester, student performance is collected on each Learning Target and ultimately the Strand Score based on the following proficiency scale:

- 4 Demonstrates Mastery of Learning Target
- 3 Demonstrates Proficiency of Learning Target
- 2 Progressing Toward Proficiency of Learning Target
- 1 Not Yet Making Progress Toward of the Learning Target
- 0.5 No Evidence of Understanding (No Work Submitted)



### **Proficiency/Targeted Remediation/Extension**

Students should use a variety of skills and resources to be proficient in Algebra 1: attend class every day, be prepared to learn, give their best effort, ask questions, be present with participation, complete all independent practice – both in and out of class, seek help, and check Aspen weekly to determine progress and next steps. We will also offer MathXL remediation opportunities for extra help.

### **Abbreviations for the Algebra 1 Targets that will be covered this year**

SL – Solve linear equations	WQ – Write quadratic equations
SP – Solve piecewise equations	IL – Interpret (linear)
SQ – Solve quadratic equations	IO – Interpret (other)
SS – Solve systems of equations	IQ – Interpret (quadratic)
GL – Graph linear equations	RL – Rewrite linear equations
GP – Graph piecewise equations	RQ – Rewrite quadratic equations
GQ – Graph quadratic equations	RO – Rewrite (other)
WL – Write linear equations	AROC – Average Rate of Change
WE – Write exponential equations	EV – Evaluate
WP – Write piecewise equations	STAT - Statistics

**NOTE:** Equations may also include inequalities, expressions, and/or contextual situations.

### **Final Semester Exam (second Semester only which is the EOC)**

The final exam will still be a required portion of the course. It will be evidence of students' mastery of each academic standard accounting for 15% of the semester grade.

### **Class Goals**

1. Each student will learn Mathematics using a growth mindset.
2. Each student will demonstrate mastery of the Algebra 1 curriculum through varying modalities.
3. Each student will be prepared to move into the next math class and understand Mathematics as a holistic discipline.

### **Behavior and Expectations**

We expect each student to be familiar with, and follow, all guidelines and rules listed in the Kingsport City Schools student handbook. We will handle all issues according to these guidelines.

#### **EFFORT, NOT TALENT!!!**

When students give an effort in my class, they will see results! Do not waste your talent if you have it! Also, remember that hard work beats talent when talent does not work hard. Math class is a class in which hard work is required, and I expect everyone to give their best at all times. We are all here to educate and to be educated. I will expect your support and hard work this year.

#### **RESPECT**

Respect yourself and your future. Respect your fellow classmates and their right to learn. Respect your teacher. Respect your school and community. Our classroom will be a place of learning, honesty, trust, support, and encouragement.

#### **LEARN**

Dare to challenge yourself and each other! Be engaged and learn something new! In life, you cannot control the past or future; the only thing you can control is the present, so work in the moment to learn!!!

Six Pillars of Success in Math World

1. Have a vision – Hope and dream!
2. Be a learner, not a finisher – Growth over grades!
3. Lean into struggle – Do hard things!
4. Feed your passion – Do fun things!
5. Own your education – Invest in yourself!
6. Own our culture – help others grow!

### Materials


- Folder for math papers
- Pencils and Erasers
- Graphing Calculator TI-84 Plus
- Chromebooks, Chargers, Earbuds
- Loose-Leaf Notebook Paper

### Optional Purchases

- Graph Paper (Small Pack)
- Expo Markers
- Highlighter
- Color Pencils
- Ruler
- Tissues (~Donations Appreciated)
- Hand Sanitizer (~Donations Appreciated)


**10 Growth Mindset Statements**

**FIXED MINDSET**



What can I say to myself?

**GROWTH MINDSET**



<b>INSTEAD OF:</b>	<b>TRY THINKING:</b>
<p>I'm not good at this.</p> <p>I'm awesome at this.</p> <p>I give up.</p> <p>This is too hard.</p> <p>I can't make this any better.</p> <p>I just can't do Math.</p> <p>I made a mistake.</p> <p>She's so smart. I will never be that smart.</p> <p>It's good enough.</p> <p>Plan "A" didn't work.</p>	<ol style="list-style-type: none"> <li>1 What am I missing?</li> <li>2 I'm on the right track.</li> <li>3 I'll use some of the strategies we've learned.</li> <li>4 This may take some time and effort.</li> <li>5 I can always improve so I'll keep trying.</li> <li>6 I'm going to train my brain in Math.</li> <li>7 Mistakes help me to learn better.</li> <li>8 I'm going to figure out how she does it.</li> <li>9 Is it really my best work?</li> <li>10 Good thing the alphabet has 25 more letters!</li> </ol>

### **Math Department Tutoring**

Department tutoring will be available before and after school.

Students will be provided with a tutoring schedule of times and it will be posted on the school's website.

Times and Locations - TBA

### **Cell Phones, Earbuds, Electronics, Etc.**

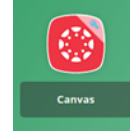
Cell phones, earbuds, electronics, etc. should be turned off and out of sight unless the teacher directs you to use them for math instruction. We have assigned pockets to store your cell phones during class.

### **Responsibilities**

If you are absent, you must assume responsibility for the activities and assignments that you miss. Make-up work is the responsibility of the student! If you are absent, you are responsible for doing the assignments in a timely manner.

### **Online Course**

\*All work, assignments, and daily-completed notes will be posted in Canvas.



### **Personal Statement**

If you are having difficulties with any of the topics covered in this course, see me as soon as possible. A Math Department tutoring schedule for before and after school tutoring will be released soon. In addition, keep the following thoughts in mind:

- ✓ When you worry, "I can't do it," tell yourself, "I can do it, and I just need to figure it out."
- ✓ You can always ask for help.
- ✓ Set goals every week and recognize your accomplishments.
- ✓ Bring a positive attitude and a smile to class.

Remember to login to Aspen to access your child's grades throughout the nine-weeks and never hesitate to call or email with concerns. I look forward to working with you and your child this year!

### **Contact Information**

Mariann Duff

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Planning: Block B

Phone: 423-378-8400



**Student-Parent Acknowledgement**

By signing below, you acknowledge that you have read and understand the information stated in the syllabus. Please fill out the information below and return to your Algebra 1 teacher.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_



Library Use Only  
Teacher



Library Use Only  
Student

**To the parent and student:**

Checked-out calculators must be returned before the summer break of each school year. You are responsible for keeping the calculator in good working order. You have the same obligation as with your textbook, if the calculator is lost, damaged, stolen, etc. you will be obligated to pay for the calculator. **Bring this signed form with you to the library with an ID to check out a calculator. Do not turn in this form to your homeroom teacher.**

Replacement cost for **Ti-84**.....\$120

Replacement cost for **Ti-83/Ti-83 plus**.....\$100

Math Teacher's Name \_\_\_\_\_

*Student signature* \_\_\_\_\_

*Guardian signature* \_\_\_\_\_

(Must have guardian signature before issuing unless 18 or older)

- Space below for library use only -

**Calculator Barcode Number Ends With**

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Date Calculator Returned \_\_\_\_\_ Library Staff Initials \_\_\_\_\_