

Welcome!

Welcome to Algebra 1! In this course, we will deepen our knowledge and help the development of your critical thinking skills. That includes linear equations, functions, and inequalities. You will also study systems of equations, real-world applications of rates and proportional relationships, problem solving, logic, patterns, and reasoning. Algebra is the focal point of all the math classes you have taken prior and shows how it is all connected and can work together! I hope you feel excited and curious about learning math this year. If you are feeling scared, unprepared, or alone, please let me know what I can do to support your growth!

Grading:

- | | |
|----------------------------------|------------------------------|
| • Tests/Quizzes: | 60% |
| • Homework: | 15% |
| • Class and Group Participation: | 20% |
| • Retrieval Practices: | 5% |
| • Semester Exam | 10% of semester grade |

REMEMBER that 8th grade algebra is a high school credit required for graduating high school. If your grade is an F for the semester **OR if your test average is below 60%**, you will not receive the credit and will need to make it up at your own expense via summer school or other means.

Materials Needed:

- Workbook (teacher will provide day 1)
- Notebooks
- Binder (1-2 inch) to store notes and homework handed out by the teacher.
- Pencils, 2 or 3 **colored pens**, ruler, eraser, mini pencil sharpener, and markers.
- Graphing calculator. **Having your own calculator is essential!** (TI-84 is recommended)

Problem Solving

Math *is* problem solving. A great impediment to success in problem solving is the failure to attend to and regulate your emotions.

1. When you read the problem, you will have an emotional reaction. You may feel scared, or annoyed, or confused, or hopeless. Or you may feel confident, or hopeful, or even exhilarated. Allow yourself to feel what you feel, and attend to that emotion, naming it for yourself so that you are aware of your feelings.
2. Remind yourself that every student that has come before you has had success, and that no matter how hard it seems now, you will be successful. Allow yourself to trust the process and try something.

Course Goals:

1. Cultivate a growth mindset.
2. Create and refine a toolbox of mathematical skills to use in problem-solving scenarios.
3. Develop a love of the pursuit of that which is true, beautiful, and good as well as intuition, evidence, justification, and proof, in the mathematical contexts.
4. Learn and relearn a variety of mathematical concepts including multi-step equations, linear equations, functions, systems of equations, and quadratics.
5. Create and foster a collaborative classroom environment where all math explorers feel safe and empowered to play math.

Means to Achieve the Course Goals:

- Keep a neat record of problems and their solutions. If you make a mistake or get stuck on the homework, make sure to fill in the correct solution during class.
- Stay engaged throughout class by asking questions and proposing new ideas.
- Do your fair share with the group.
- Attend tutoring during Lyceum when you need extra support.

Expectations:

- Participate in solving the problem.
- Have your materials. Homework, workbook, pencil, and calculator!

Homework:

- Use previous problems for guidance, show all the work that you did, and strive for understanding.
- It is your responsibility to check the class website whenever absent and communicate with me about missed content - ahead of time if possible.
- To receive full points I should be able to see what you have attempted and your solutions.

Expectations for all Arete community members:

1. Align Your Behavior with Truth, Beauty and Goodness
2. Follow the Golden Rule:
Treat Others the Way That You Would Like to Be Treated
3. You Have the Liberty to Make Choices as Long as They Do Not Cause a Problem for Anybody Else

Participation

	100~91%	90~80%	79~70%	Below 70%
Individual Focus	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Needs reminders to stay on task.	Rarely focuses on the task and what needs to be done. Rarely does the work.
Large Group Discussion	Plays an active role in discussions (ongoing). Comments advance level and depth of dialogue.	Participates constructively in discussions (ongoing). Relevant comments are based on assigned material.	<i>When prepared</i> , participates constructively in discussions and provides relevant comments based on assignments.	Comments vague if given; frequently demonstrates a lack of interest in the discussion.
Small Group Work	Group dynamic and level of discussion are often better because of student's presence.	Group dynamic and level of discussion are occasionally better, but not worse, because of student's presence	Group dynamic and level of discussion are sometimes disrupted by student's presence	Group dynamic and level of discussion are often interrupted by student's presence

Mr. Chen – 8th Algebra

email: dchen@areteprepacademy.org

Tutoring: _____

Email: dchen@areteprepacademy.org

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Materials to Bring Each Day:

- notebooks
- Binder (1-2 inch) to store notes and homework handed out by the teacher.
- Pencils, 2 or 3 **colored pens**, ruler, eraser, mini pencil sharpener, and markers.
- graphing calculator. **Having your own calculator is essential!** (TI-84 is recommended)

I have read Mr. Chen's course description and I understand the expectations and policies within.

Student Name (print) _____ Section _____

Student Signature _____

Parent or Responsible Party

Name _____

Phone # _____

Email _____

Signature _____

***** Return this signature page to Mr. Chen and put the rest in your math binder.