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Algebra I (Semester 1 & 2) Syllabus

COURSE INFORMATION:

- Credits to be earned: 0.5
    - *To earn the entire 1 credit, you must successfully complete Algebra I semester 1 & 2.*
- Grade Level: 9th-12th grade
- Prerequisites: A passing grade in either 8th grade Math, Foundations of Algebra, or Teacher Recommendation/Placement.

COURSE DESCRIPTION:

Algebra I is organized around the families of functions, with special emphasis on linear and quadratic functions. Students will learn to represent them in multiple ways as verbal descriptions, equations, tables, and graphs. These functions will be applied and used to model real-world situations in order to solve arising problems. Students will also learn data analysis and apply geometric properties in the algebraic realm. This course is a prerequisite for Geometry or Geometry Honors. Students receiving credit for this course cannot also receive math credit for Accelerated Algebra I.

COURSE SCOPE AND SEQUENCE:

Unit 1: Foundations of Algebra
Unit Overview: In this unit you will continue to increase your understanding of constants, variables, coefficients, and exponents to develop and interpret algebraic expressions and equations in both linear and nonlinear contexts, including dimensional analysis and graphical reasoning. You will interpret data and explore the structure of equivalent algebraic expressions in various representations. Lastly, you will build algebraic models to represent real-world scenarios and use these models to solve problems in context.

Missouri Learning Standards: You will know you have achieved the learning goal when you can:

Concept 1: Analyze Expressions and Equations

- Use units of measure as a way to understand and solve problems involving quantities. (A1.NQ.B.3)
    a. Identify, label and use appropriate units of measure within a problem.
    b. Convert units and rates.
    c. Use units within problems.
    d. Choose and interpret the scale and the origin in graphs and data displays.
- Define and use appropriate quantities for representing a given context or problem. (A1.NQ.B.4)
- Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions. (A1.SSE.A.1)

Concept 2: Reason with Expressions and Equations

- Use units of measure as a way to understand and solve problems involving quantities. (A1.NQ.B.3)
    a. Identify, label and use appropriate units of measure within a problem.
    b. Convert units and rates.
    c. Use units within problems.
    d. Choose and interpret the scale and the origin in graphs and data displays.
- Define and use appropriate quantities for representing a given context or problem. (A1.NQ.B.4)
- Create equations and inequalities in one variable and use them to model and/or solve problems. (A1.CED.A.1)

Concept 3: Apply and Evaluate Expressions and Equations

- Use units of measure as a way to understand and solve problems involving quantities. (A1.NQ.B.3)
    a. Identify, label and use appropriate units of measure within a problem.
    b. Convert units and rates.
    c. Use units within problems.

    d. Choose and interpret the scale and the origin in graphs and data displays.
- Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions. (A1.SSE.A.1)
- Create equations and inequalities in one variable and use them to model and/or solve problems. (A1.CED.A.1)
- Create and graph linear, quadratic and exponential equations in two variables. (A1.CED.A.2)

Unit 2: Equations and Inequalities

Unit Overview: In this unit you will create and solve multistep linear equations and linear inequalities to model and solve a variety of problems. You will interpret the solution sets of equations and inequalities in the context of real-world problems, and distinguish viable from nonviable solutions. You will begin to explore how to find the points of intersection of two functions. You will investigate compound inequalities in one variable and their relationship to absolute value equations and inequalities. You will then solve and graph the equations. You will extend your ability to distinguish between situations with 0, 1, and many solutions, and apply this understanding to compound inequalities and absolute value equations and inequalities. You will recognize that solutions can be verified by substituting them into the original equation and use this strategy to find extraneous solutions.

Missouri Learning Standards: You will know you have achieved the learning goal when you can:

Concept 1: Solve Equations and Inequalities

- Create equations and inequalities in one variable and use them to model and/or solve problems. (A1.CED.A.1)
- Represent constraints by equations or inequalities and by systems of equations or inequalities, and interpret the data points as a solution or non-solution in a modeling context. (A1.CED.A.3)
- Explain how each step taken when solving an equation or inequality in one variable creates an equivalent equation or inequality that has the same solution(s) as the original. (A1.REI.A.1)

- Explain that the graph of an equation in two variables is the set of all its solutions plotted in the Cartesian coordinate plane. (A1.REI.C.6)

Concept 2: Rewrite Literal Equations

- Use units of measure as a way to understand and solve problems involving quantities. (A1.NQ.B.3)
    a. Identify, label and use appropriate units of measure within a problem.
    b. Convert units and rates.
    c. Use units within problems.
    d. Choose and interpret the scale and the origin in graphs and data displays.
- Define and use appropriate quantities for representing a given context or problem. (A1.NQ.B.4)
- Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions. (A1.SSE.A.1)
- Represent constraints by equations or inequalities and by systems of equations or inequalities, and interpret the data points as a solution or non-solution in a modeling context. (A1.CED.A.3)
- Create equations and inequalities in one variable and use them to model and/or solve problems. (A1.CED.A.1)

Concept 3: Solve Inequalities

- Represent constraints by equations or inequalities and by systems of equations or inequalities, and interpret the data points as a solution or non-solution in a modeling context. (A1.CED.A.3)
- Create equations and inequalities in one variable and use them to model and/or solve problems. (A1.CED.A.1)
- Explain that the graph of an equation in two variables is the set of all its solutions plotted in the Cartesian coordinate plane. (A1.REI.C.6)

Unit 3: Functions

Unit Overview: In this unit you will broaden your understanding of functions, use function notation, and interpret function notation in context. You will deepen your understanding of domain and range and analyze

functions in context to determine which values for the domain and range make sense in the problem. You will discover that arithmetic sequences are linear functions defined over a subset of the set of integers and compare properties of functions represented in different ways. You will identify the common difference as the average rate of change either from a table or a graph. You will create arithmetic sequences from a description of a relationship and interpret the parameters in context. You will learn that geometric sequences are exponential functions defined over a subset of the integers and will write exponential functions in next-now, recursive, implicit, and explicit forms. You will be able to distinguish between the average rate of change and the growth rate of geometric sequences.

Missouri Learning Standards: You will know you have achieved the learning goal when you can:

Concept 1: Understand and Interpret Functions

- Understand that a function from one set (domain) to another set (range) assigns to each element of the domain exactly one element of the range. (A1.IF.A.1)
    a. Represent a function using function notation.
    b. Understand that the graph of a function labeled f is the set of all ordered pairs (x, y) that satisfy the equation y=f (x).
- Use function notation to evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (A1.IF.A.2)
- Compare the properties of two functions given different representations. (A1.IF.C.9)
- Interpret the parameters of a linear or exponential function in terms of the context. (A1.IF.B.6)

Concept 2: Analyze Linear Functions

- Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the set of integers. (A1.LQE.B.5)
- Determine the average rate of change of a function over a specified interval and interpret the meaning. (A1.IF.B.5)

- Interpret the parameters of a linear or exponential function in terms of the context. (A1.IF.B.6)
- Compare the properties of two functions given different representations. (A1.IF.C.9)
- Construct linear, quadratic and exponential equations given graphs, verbal descriptions or tables. (A1.LQE.A.3)
- Write arithmetic and geometric sequences in recursive and explicit forms, and use them to model situations and translate between the two forms. (A1.LQE.B.4)
- Distinguish between situations that can be modeled with linear or exponential functions. (A1.LQE.A.1)
    a. Determine that linear functions change by equal differences over equal intervals.
    b. Recognize exponential situations in which a quantity grows or decays by a constant percent rate per unit interval.

Unit 4: Graphs of Functions

Unit Overview: In this unit you will expand upon your prior understanding of linear and nonlinear functions. You will represent the functions in different forms and identify and interpret key features of the functions. You will also combine linear or exponential functions to form new functions. In addition, You will apply your prior experience with transformations of plane figures as you investigate transformations of these functions. You will determine the average rate of change over an interval for both linear and exponential functions and identify the meaning of various function parameters in context, including the domain, range, and appropriate scale. You will also represent arithmetic and geometric sequences as linear and exponential relationships in the form of tables of values, equations, and graphs.

Missouri Learning Standards: You will know you have achieved the learning goal when you can:

Concept 1: Analyze Arithmetic Sequences and Graphs of Functions

- Explain that the graph of an equation in two variables is the set of all its solutions plotted in the Cartesian coordinate plane. (A1.REI.C.6)

- Use function notation to evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (A1.IF.A.2)
- Using tables, graphs, and verbal descriptions, interpret key characteristics of a function that models the relationship between two quantities. (A1.IF.B.3)
- Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes. (A1.IF.B.4)
- Determine the average rate of change of a function over a specified interval and interpret the meaning. (A1.IF.B.5)
- Graph functions expressed symbolically and identify and interpret key features of the graph. (A1.IF.C.7)
- Construct linear, quadratic, and exponential equations given graphs, verbal descriptions, or tables. (A1.LQE.A.3)
- Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the set of integers. (A1.LQE.B.5)
- Distinguish between situations that can be modeled with linear or exponential functions. (A1.LQE.A.1)
    - Recognize exponential situations in which a quantity grows or decays by a constant percent rate per unit interval.
- Describe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically. (A1.LQE.A.2)
- Interpret the parameters of a linear or exponential function in terms of the context. (A1.IF.B.6)

Concept 2: Compare Graphs of Linear and Exponential Functions

- Using tables, graphs and verbal descriptions, interpret key characteristics of a function that models the relationship between two quantities. (A1.IF.B.3)
- Graph functions expressed symbolically and identify and interpret key features of the graph. (A1.IF.C.7)
- Compare the properties of two functions given different representations. (A1.IF.C.9)

- Distinguish between situations that can be modeled with linear or exponential functions. (A1.LQE.A.1)
    a. Determine that linear functions change by equal differences over equal intervals.
    b. Recognize exponential situations in which a quantity grows or decays by a constant percent rate per unit interval.
- Describe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly or quadratically. (A1.LQE.A.2)
- Interpret the parameters of a linear or exponential function in terms of the context. (A1.IF.B.6)

Unit 5: Systems of Equations and Inequalities

Unit Overview: In this unit you will be able to explain the intersection of the two equations on a graph as the ordered-pair solution to the system. You will be able to explain the linear combination method and prove that replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. You will apply your understanding of systems of linear inequalities to represent real-world contexts involving constraints and interpret whether the solutions are viable or nonviable options in context. You will graph various inequalities, determine the feasible region for solutions, and recognize that the solutions at the vertices represent the extreme points of the solution set.

Missouri Learning Standards: You will know you have achieved the learning goal when you can:

Concept 1: Solve Systems of Equations and Graphing Inequalities

- Create equations and inequalities in one variable and use them to model and/or solve problems. (A1.CED.A.1)
- Create and graph linear, quadratic and exponential equations in two variables. (A1.CED.A.2)
- Represent constraints by equations or inequalities and by systems of equations or inequalities, and interpret the data points as a solution or non-solution in a modeling context. (A1.CED.A.3)

- Solve literal equations and formulas for a specified variable that highlights a quantity of interest. (A1.CED.A.4)
- Justify that the technique of linear combination produces an equivalent system of equations. (A1.REI.B.5)
- Solve a system of linear equations algebraically and/or graphically. (A1.REI.B.3)
- Explain that the graph of an equation in two variables is the set of all its solutions plotted in the Cartesian coordinate plane. (A1.REI.C.6)
- Solve problems involving a system of linear inequalities. (A1.REI.C.8)

Unit 6: Descriptive Statistics

Unit Overview: In this unit you will learn how to represent data on a number line and use appropriate measures of center and spread to make conclusions about the data. You will also learn how to use scatter plots and the line of best fit to describe trends of data in real life situations. Lastly, you will learn how to use two-way frequency tables to discover associations between two-variable data.

Missouri Learning Standards: You will know you have achieved the learning goal when you can:

Concept 1: Represent and Analyze Data

- Analyze and interpret graphical displays of data. (A1.DS.A.1)
- Use statistics appropriate to the shape of the data distribution to compare the center and spread of two or more different data sets. (A1.DS.A.2)
- Interpret differences in shape, center, and spreads in the context of the data sets, accounting for possible effects of outliers. (A1.DS.A.3)

Concept 2: Analyze Scatter Plots

- Construct a scatterplot of bivariate quantitative data describing how the variables are related; determine and use a function that models the relationship. (A1.DS.A.5)
    a. Construct a linear function to model bivariate data represented on a scatterplot that minimizes residuals.

- Interpret slope (rate of change) and the y-intercept (constant term) of a linear model in the context of the data. (A1.DS.A.6)
- Determine and interpret the correlation coefficient for a linear association. (A1.DS.A.7)
- Distinguish between correlation and causation. (A1.DS.A.8)

Concept 3: Interpret Two-Way Frequency Tables

- Summarize data in two-way frequency tables. (A1.DS.A.4)
    a. Interpret relative frequencies in the context of the data.
    b. Recognize possible associations and trends in the data.

Unit 7: Nonlinear Functions

Unit Overview: In this unit you will write and define piecewise functions. You will rely on your understanding of key features and interpretations of graphs to explore other nonlinear function families, including piecewise, absolute value, and step functions and will explore the effects of vertical and horizontal transformations to the functions. You will use approximations of rational and irrational numbers to solve square root and cube root equations. You will relate the importance of restricted domain and range of the functions to its graph and to the context of the problem. You will extend the properties of rational and irrational numbers, as well as integer exponents, to that of rational exponents. You will learn how to rewrite fractional exponents in radical form and learn two different methods for simplifying radicals. You will rewrite radical expressions using rational exponents. You will use the properties of exponents to write equivalent expressions, providing insight into the structure of the expression.

Missouri Learning Standards: You will know you have achieved the learning goal when you can:

Concept 1: Create and Analyze Piecewise Functions

- Create and graph linear, quadratic and exponential equations in two variables. (A1.CED.A.2)
- Graph functions expressed symbolically and identify and interpret key features of the graph. (A1.IF.C.7)

- Compare the properties of two functions given different representations. (A1.IF.C.9)

Concept 2: Investigate Square Root and Cube Root Functions

- Analyze the effect of translations and scale changes on functions. (A1.BF.A.1)
- Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes. (A1.BF.A.4)
- Graph functions expressed symbolically and identify and interpret key features of the graph. (A1.IF.C.7)

Concept 3: Investigate Rational Exponents

- Explain how the meaning of rational exponents extends from the properties of integer exponents. (A1.NQ.A.1)
- Rewrite expressions involving radicals and rational exponents using the properties of exponents. Limit to rational exponents with a numerator of 1. (A1.NQ.A.2)

Unit 8: Exponential Functions

Unit Overview: In this unit you will broaden your understanding of exponential functions to model real-world scenarios. You will learn how to interpret domain, range, and growth factor, and initial value in an exponential context. You will recognize situations that can be represented by exponential functions and will write and graph the equations that model exponential behavior. You will go further into interpreting the parameters of the equations in the context of real-world problems and use laws of exponents to rewrite the functions. You will also see complicated expressions by viewing one or more of their parts as a single entity as they explore compound interest.

Missouri Learning Standards: You will know you have achieved the learning goal when you can:

Concept 1: Represent Exponential Functions

- Construct linear, quadratic and exponential equations given graphs, verbal descriptions or tables. (A1.LQE.3)
- Analyze the effect of translations and scale changes on functions. (A1.BF.A.1)
- Relate the domain and range of a function to its graph and, where applicable, to the quantitative relationship it describes. (A1.IF.B.4)
- Determine the average rate of change of a function over a specified interval and interpret the meaning. (A1.IF.B.5)
- Graph functions expressed symbolically and identify and interpret key features of the graph. (A1.IF.C.7)

Concept 2: Analyze Exponential Growth and Decay Models

- Create and graph linear, quadratic and exponential equations in two variables. (A1.CED.A.2)
- Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions. (A1.SSE.A.1)
- Explain that the graph of an equation in two variables is the set of all its solutions plotted in the Cartesian coordinate plane. (A1.REI.C.6)
- Graph functions expressed symbolically and identify and interpret key features of the graph. (A1.IF.C.7)
- Translate between different but equivalent forms of a function to reveal and explain properties of the function and interpret these in terms of a context. (A1.IF.C.8)
- Distinguish between situations that can be modeled with linear or exponential functions. (A1.LQE.A.1)
    a. Recognize exponential situations in which a quantity grows or decays by a constant percent rate per unit interval.
- Interpret the parameters of a linear or exponential function in terms of the context. (A1.IF.B.6)

Unit 9: Polynomials

Unit Overview: In this unit you will work with linear expressions and integer exponents as you begin to explore more complex polynomial expressions. You will interpret different parts of polynomials in context and begin to see expressions as sums, products, and factors instead of different

entities. You will add, subtract, and multiply polynomials to create equivalent expressions that will allow them to interpret different forms of quadratic functions. You will deepen your knowledge of properties of rational exponents and will use these properties to simplify variable expressions. You will further explore algebraic expressions that can be expressed as products of factors. You will discover patterns to identify factors, leading to the examination of the structure of quadratic equations. You will find different methods for factoring quadratic expressions.

Missouri Learning Standards: You will know you have achieved the learning goal when you can:

Concept 1: Perform Operations on Polynomials

- Rewrite expressions involving radicals and rational exponents using the properties of exponents. Limit to rational exponents with a numerator of 1. (A1.NQ.A.2)
- Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions. (A1.SSE.A.1)
- Add, subtract and multiply polynomials, and understand that polynomials follow the same general rules of arithmetic and are closed under these operations. (A1.APR.A.1)

Concept 2: Factor Polynomials

- Interpret the contextual meaning of individual terms or factors from a given problem that utilizes formulas or expressions. (A1.SSE.A.1)
- Analyze the structure of polynomials to create equivalent expressions or equations. (A1.SSE.A.2)
- Choose and produce equivalent forms of a quadratic expression or equations to reveal and explain properties. (A1.SSE.A.3)
    a. Find the zeros of a quadratic function by rewriting it in factored form.
    b. Find the maximum or minimum value of a quadratic function by completing the square.

Unit Overview: In this unit you will use prior knowledge of functions and equations as you solve quadratic equations. You will use the properties of rational and irrational numbers to solve quadratic equations with rational or irrational solutions. In addition, you will begin to investigate some of the properties of quadratic functions. You will apply the quadratic formula to solve quadratic equations, and you will identify the type and number of real solutions given by the formula. You will continue your exploration of quadratic functions and key features of the functions' graphs.

Missouri Learning Standards: You will know you have achieved the learning goal when you can:

Concept 1: Solve Quadratics

- Solve problems involving quadratic equations. (A1.REI.A.2)
    a. Use the method of completing the square to create an equivalent quadratic equation.
    b. Derive the quadratic formula.
    c. Analyze different methods of solving quadratic equations.
- Translate between different but equivalent forms of a function to reveal and explain properties of the function and interpret these in terms of a context. (A1.IF.C.8)
- Choose and produce equivalent forms of a quadratic expression or equations to reveal and explain properties. (A1.SSE.A.3)
    a. Find the zeros of a quadratic function by rewriting it in factored form.
    b. Find the maximum or minimum value of a quadratic function by completing the square.
- Graph functions expressed symbolically and identify and interpret key features of the graph. (A1.IF.C.7)

Concept 2: Analyze Quadratic Equations

- Solve problems involving quadratic equations. (A1.REI.A.2)
    a. Use the method of completing the square to create an equivalent quadratic equation.
    b. Derive the quadratic formula.
    c. Analyze different methods of solving quadratic equations.

- Create equations and inequalities in one variable and use them to model and/or solve problems. (A1.CED.A.1)
- Graph functions expressed symbolically and identify and interpret key features of the graph. (A1.IF.C.7)
- Translate between different but equivalent forms of a function to reveal and explain properties of the function and interpret these in terms of a context. (A1.IF.C.8)

ADDITIONAL IMPORTANT INFORMATION:

We encourage all students to speak to the instructor if they have problems or questions concerning the course. Do not wait to seek assistance – we are very willing to help each student in any way to perform to the very best of his or her abilities. Do not hesitate to ask questions throughout the class about projects, assignments, tests, etc.

Discussion shall be in an open and honest academic environment where all thoughts and ideas can be equally shared in a respectful manner. ***Respect*** all others, even when their opinions differ. Appreciate the diversity around you and be courteous to everyone.

This course will follow the 8 block schedule with grades being added to transcripts at the end of the semester. Please remember, this course is like any other course in your schedule. You will receive a grade that will be on your permanent transcript.

IEPs and 504s will be honored.

ORIENTATION:

All students are required to complete the Test Your Knowledge orientation quiz at the beginning of every course.

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SCHEDULE CHANGE:

All online students follow the regular schedule change policy outlined in the school handbook. If a student drops an online course after the drop date, an "F" will be recorded on the transcript and will be included in the student's GPA calculation. Students will not be permitted to drop an online course and enter a seated course after the schedule change deadline.

ADD/DROP DATES:

- 4 Block Fall/Spring sessions - Students have 10 school days to add a class. Students have to drop by the end of the 10th day of the class in order
  to drop the course without a grade. After this, the student will receive an "F" if they drop the course.
- 8 Block Fall/Spring sessions - Students have 20 school days to add class. Students have to drop by the end of the 20th day of the class in order to drop the course without a grade. After this, the student will receive an "F" if they drop the course.
- Explore/Summer 2-week session - Students can add a course through the end of the first day of class. Students have to drop by the end of the first day in order to drop the course without a grade. After this, the student will receive an "F" if they drop the course.
- Explore/Summer 4-week session - Students can add a course through the end of the second day of class. Students have to drop by the end of the second day in order to drop the course without a grade. After this, the student will receive an "F" if they drop the course.
- **EXCEPTIONS** - **Credit Acquisition Courses:**
  - Fall/Spring (4 block and 8 block) - Students can add a course as credit acquisition up to 2 weeks prior to the course ending.
  - Explore/Summer 2-week session - Students can add a course as credit acquisition through the first week of the course.
  - Explore/Summer 4-week session - Students can add a course as credit acquisition through the second week of the course.

ACCESS FOR ALL:

If students need a hotspot, please contact the librarian at your home site. If you have questions, or need support with your SPS-issued laptop, please call the IT Help Desk at 417-523-0417.

Out-of-district Launch students can contact their Launch Liaison for technology needs.

LAUNCH TECHNOLOGY REQUIREMENTS:

All students taking an online course will need access to a computer, which meets the minimum requirements below. Students will also need access to the Internet. Courses will operate through Canvas Learning Management System. Students can access an Online Resources course on their Dashboard for help navigating the features of Canvas.

Minimum technology requirements:

- Screen size minimum: 1024x768
- Operating system: Windows 7 or newer / Mac OSX 10.10 or newer / ChromeOS (currently supported version)
- 1 GB of RAM
- 2 GHz processor
- Internet speed minimum of 512kbps (1.5mbps recommended)
- Webcam or Smart Phone with video capability
- Firefox or Chrome Internet browser (please update to current version)

DISTRICT TECHNOLOGY RESOURCES - ACCEPTABLE USE:

The purpose of the Springfield Public School's network, including access to the Canvas Learning Management System, is to support and enhance communication, learning and teaching. All students enrolled in an online course must follow the policies and procedures outlined in the District's Acceptable Use Policy. See pg. 75-76 of the School Handbook for more information.

ACADEMIC HONESTY:

Using someone else's work and claiming it as your own, even if it is unintentional, is considered being academically dishonest. Examples of academic dishonesty include, but are not limited to, using Artificial Intelligence programs or apps on assignments, online translators for world language courses, plagiarism, parents completing work for a child, and cheating. It is important that students cite sources and use quotation marks appropriately to avoid violating the Launch Academic Honesty policy. **Students who are suspected of violating the Launch Academic**

Honesty policy will receive reduced points on the assignment, and are expected to conference with the teacher and/or guardian before the grade can be modified.

If a student violates the guidelines, they will face the following consequences:

1st offense: Following teacher conference, student will be allowed to redo assignment for full credit and a formal warning will be issued.
2nd offense: Following teacher conference, student will be allowed to redo the assignment for a maximum grade of 50% and a second formal warning will be issued.
3rd offense: Following teacher, parent, student, and administrator conference, student will receive a zero for the assignment.

Students and parents should be aware that a teacher will reach out regarding a student's coursework if there is a question of academic integrity. These conversations are not meant to be an accusation, but rather an opportunity for students to discuss the process of completing the assignment and demonstrate mastery of the concept. If a teacher requests a meeting with a student and/or parent, a grade will not be finalized on the assignment until the conversation occurs.

CYBERBULLYING:

Cyberbullying is sending or posting harmful and cruel text or images using the Internet or other digital communication devices. Cyber threats are online materials that threaten or raise concerns about violence against others, suicide or self-harm. Discipline for such actions will follow the guidelines found in the School Handbook.

Online courses will follow the same rules, policies and procedures established in the Springfield Public School Handbook, regardless of time of day or where students access Canvas.