Riverside University High School
1615 E. Locust St. Milwaukee, WI 53211 (414) 906-4900

Algebra 1 2025 - 2026

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Mathematical Focus for Algebra 1 Semester 1:

Students begin the semester with one-variable statistics, building on ideas from middle school. Starting with data collection and analysis sets a tone for the course of understanding quantities in context. It also allows students to access grade-level mathematics that isn't as dependent on prior skills as some other topics. Gathering and displaying data, measuring data distribution, and interpreting statistical results encourages students to collaborate, communicate, and explore new tools and routines.

From there, students move on to expand their understanding of linear equations, inequalities, and systems of linear equations and inequalities. They use these representations to model relationships and constraints but also reason with them abstractly. Students write, rearrange, evaluate, and solve equations and inequalities, explaining and validating their reasoning with increased precision. They then take these insights to a unit on two-variable statistics, where they extend their prior knowledge of scatter plots and lines of best fit. Students use residuals and correlation coefficients to assess linear models, interpret quantitative data, and distinguish correlation and causality. They also determine associations in categorical data, by using two-way tables and relative frequencies.

Finally, students study functions, continuing the work begun in grade 8. They will deepen their understanding of functions and deepen their ability to represent, interpret, and communicate about them. They see categories of functions starting with linear functions (including inverses) and piecewise-defined (including absolute value) functions

Mathematical Focus for Algebra 1 Semester 2:

To begin Semester 2, students continue their work on functions. Over the next few units, they deepen their understanding of functions and deepen their ability to represent, interpret, and communicate about them—using function notation, domain and range, average rate of change, and features of graphs. They also see categories of functions, focusing on exponential and quadratic functions. For each function type, students begin their investigation with real-world and mathematical contexts, look closely at the structural attributes of the function, and analyze how these attributes are expressed in different representations.

The course ends with a close look at quadratic equations. Students extend their ability to use equations to model relationships and solve problems. They develop their capacity to write, transform, graph, and solve equations—by reasoning, rearranging equations into useful forms, and applying the quadratic formula. In solving quadratic equations students encounter rational and irrational solutions, providing an opportunity to deepen their understanding of the real number system.

Within the classroom activities, students have opportunities to engage in aspects of mathematical modeling. Additionally, modeling prompts are provided for use throughout the course. Modeling prompts offer opportunities for students to engage in the full modeling cycle. These can be implemented in a variety of ways. Read more about how, when, and why to use the mathematical modeling prompts in the Curriculum Guide.

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Materials

The following materials are important for the teaching-learning process to take place properly in the classroom.

- Notebook or 1.5-inch binder with pockets and notepaper
- 2-pocket folder
- Calculator (see the attached calculator recommendations sheet)
- Ruler or straight edge instrument
- Pencils and Eraser
- Workbook (will be provided for the school and may remain in classroom most of the time)

Units Covered * Semester 1

Semester 1			
Unit 1: One Variable Statistics	**Unit 2: Linear Equations, Inequalities, and Systems**	**Unit 3: Two-Variable Statistics**	**Unit 4: Functions, part 1**
19 Instructional Days	**27 Instructional Days**	**17 Instructional Days**	**22 Instructional Days**
9/2/2025 - 9/26/2025	**9/29/2025 - 11/6/2025**	**11/10/2025 - 12/9/2025**	**12/10/2025 - 1/23/2026**

Units Covered * Semester 1

Semester 2			
Unit 4: Functions, part 2	**Unit 5: Introduction to Exponential Functions**	**Unit 6: Introduction to Quadratic Functions**	**Unit 7: Quadratic Equations**
11 Instructional Days	**25 Instructional Days**	**23 Instructional Days**	**29 Instructional Days**
1/27/2026 - 2/10/2026	**2/11/2026 - 3/19/2026**	**3/23/2026 - 4/29/2026**	**5/4/2026 - 6/15/2026**

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Grading & Assignments

Students will complete two types of assignments: Preparation and Performance.

Students will be assigned preparation activities on a regular basis which are designed to move students towards achievement of the course standards. Preparation work and activities are an expected component of the course. On these pieces, you will only receive feedback so you can adjust your practice to improve on the next opportunity. There is no need to revise a preparation activity; just make changes and improvement based on the feedback so you gradually improve at the skill.

Performance assignments are how students demonstrate their level of mastery of the course standards. Performance assignments will require students to apply the skills they have gained from completing the preparation activities. These performance activities could be tests, quizzes, discourse, projects, presentations, or some other demonstration of understanding. The final grade will be the comprehensive pattern of student achievement of all the submitted performance work. Performance tasks may address multiple standards at a time. Students may re-attempt (review-revise-redo) a performance activity on a case-by-case basis after sending me an email or meeting with me during office hours to discuss the revision or reimaging of the assignment.

Grading Policies

Grade Entered into I.C.	Meaning of Grade
Advanced (AD)	• The student exhibits exceptional mastery of the course objective. • It means that you understand and solve problems with *no errors.* • Exceeding grade level expectations.
Proficient (PR)	• The student provides evidence of mastery of the course objective. • It means that you understand but make *computational errors.* • Meeting grade level expectations.
Basic (BA)	• The student provides evidence of a beginning understanding of the course objective. • It means that you almost understand but make *conceptual errors.* • Just below grade level expectations.
Minimal (MI)	• The student attempts the task but provides no evidence of mastery of the objective. • It means that you are still learning and making some major errors. • Far below grade level expectations.
No Evidence (O)	• There was no attempt or work was plagiarized. • It means that you were absent or copied off someone else.

The content of this course will be broken down into main content standards or objectives. Within each standard, assessments will be given one of the following grades: **AD, PR, BA, MI, or O**. As new pieces of evidence in each standard will be collected through tests, projects, portfolios, presentations, assignments, etc., older grades may be replaced or averaged to show proficiency/mastery in the standard. This is to help ensure that final grades reflect current knowledge of the student, rather than a student's early efforts.

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Infinite Campus (IC) Gradebook

All graded assignments, class activities and assessments/projects will be posted as soon as possible in Infinite Campus Gradebook, no later than two weeks. The overall running grade may be found in Term 2 and Term 4. Individual grades with assigned dates can be found under standards taught.

Attendance

Attendance will not be included directly in the grade, but daily attendance is required and vital to success in any course. The nature of some of the evidence (group work and presentations) will lead to difficulties in being able to make up missed grades.

Students that are absent should:

- Get notes from the Geometry Google Classroom,
- Talk to teacher about content covered the previous class,
- Seek after school tutoring

Students with an excused absence have the number of days absent to make up any work. **Students will be expected to participate in any assessments and presentations on the assigned dates regardless of absences/tardiness**, except for an excused absence of 2 or more classes in a row.

What is expected of me during class?

The general expectations are:

- Arrive on time and attend the entire class.
    - If you are late for class, you must go to room 219 to get a tardy pass. Excessive tardiness and truancy will result in a phone call home or further disciplinary action.
- Avoid distractions and do not be a distraction to others.
- Use appropriate language.
- Show respect for your peers as we don't want to make anyone feel unsafe or unwelcome.
    - All students deserve respect and the opportunity to learn.
- Practice empathy.
    - This is not easy for anyone; be patient and be kind.

We will be doing a variety of activities in class, so the expectations will be tweaked and adjusted as needed to make sure we are getting the most out of the assignment or activity. The expectations above are what we always want to ensure that our classroom community is strong and respectful of everyone.

How can I get extra help?
You can meet with me after class or make an appointment to see me at Hr. 5-1, you may leave a voicemail at (414) 906-5081, you can send me a message via Remind or email romany1@milwaukee.k12wi.us

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Daily discussion/practice and homework

Math practice/homework are graded using a four-point system. In order to earn all four points, the work must be on time with **every** problem attempted and **all** work shown.

1. First, I check if all problems are done (I just quickly walk around while students work on a warm-up). An assignment that is missing a few problems earns a 3/4 and a paper that is only halfway completed earns a 2/4.

2. Then, I subtract an additional point if the assignment is late or the student did not show all work when solving. This means that if it was already only halfway done, and then the problems that were answered have no evidence of work, the assignment only earns a 1/4.

3. Occasionally, I also will consider an assignment incomplete if the directions were not followed correctly (if they were asked to explain in complete sentences and did not, for example).

   Examples:
   -Complete, with all work shown, but late: 3/4
   -Skipped the last few problems: 3/4
   -Complete, but only showed work on half: 3/4
   - Skipped more than 50%: 2/4
   -Late AND skipped the last few: 2/4
   -Late AND skipped more than 50%: 1/4
   -No complete or missing: 0/4

I do allow students to fix up / re-do any assignment with a score of 2/4 or lower. However, they cannot earn a perfect score, because the revisions are late compared to a perfect assignment. An original score of 2/4 can become a 3/4, which makes a big difference in the grade. This encourages students to go back and get the practice that they need instead of giving up.

I use the footnotes shown below in my gradebook. These helped to make students accountable. Parents can see these online next to the score and are aware that the score was for one of these reasons, and not for lack of understanding.

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Mathematics at Riverside & the Graphing Calculator

In order to successfully participate in any of the mathematics courses at Riverside, **students MUST have their own graphing calculator**. Students will use their graphing calculator regularly in all high school math courses as use of appropriate technology such as graphing calculators is a standard students are expected to show proficiency in. For the 2022-2023 school year, it is very important that all students bring to their math classes one of the recommended **Graphing Calculators** below.

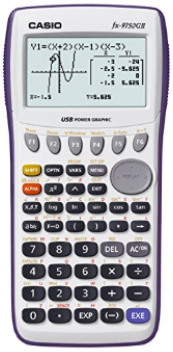
Calculators must have graphing functions!!!

Which calculator to purchase? *

CASIO fx-9750GIII

This is the most basic and least expensive graphing calculator available. Suggested retail is between $35 and $50 depending on where you look. This calculator is a perfect fit for all 4 years of high school math and science classes and is also able to be used on important assessments such as the ACT.

#1 RECOMMENDED CALCULATOR!!!



CASIO fx-9750GII

This calculator has recently been discontinued by Casio but does everything you would need a calculator to do. Suggested retail is about $50. For the majority of high school math students, this calculator will be sufficient for 4 years of high school math.

CASIO fx-9860GII

This calculator has all of the functionality of the fx-9750GII with 1.5MB flash memory, natural display capability, backlighting, and more. This device allows students to download information for classes other than math – e.g. the Periodic Table for Chemistry. This calculator is recommended for students very interested in mathematics. Suggested retail is $80.

*Returning students may continue to use a previously purchased TI or Casio graphing calculator. Teachers will continue to support students with TI-83, TI-84, Casio fx-9750G, or Casio fx-9860G calculators. It is **NOT** recommended that students purchase a TI-86, TI-89, or Casio calculator other than the ones listed.

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Cell Phones & Other Electronic Equipment

Administrative Policy 8.51 states "students are prohibited from activating, using, or displaying electronic devices while on school premises." This also includes school-related activities off the school premises, such as field trips. To ensure compliance with this policy, all electronic devices will be collected upon entry to the school building and stored in a secure location throughout the day. Students following the new Electronic Device School Procedure will have their devices returned to them at the end of the school day during Period 7

Students must be in all classes daily. Period 7 is the designated class period for students to retrieve cell phones before the end of the school day. Failure to be present in your Period 7 class for the full class hour will result in retrieving your cell phone after school from an administrator.

Tardy to Class:

a. Class starts when the bell rings.

b. Students in the hall after the class bell rings will report to room 215. Any student not in class, cafeteria, or study hall during any period and does not have a legitimate pass; will be referred to the tardy room and possibly administration.

c. Student attendance that reflects frequent hall walking will be referred to administration and/or guidance/Social work team for further intervention.

d. Punctuality will be recognized through the citizenship grade and school-wide incentives.

e. Tardy passes are distributed to students who are late to class in Room 215. Tardy passes will be issued for 5 minutes after the bell rings during periods 2-6.

Tardy Pass Stages of Intervention: One-week cycle

Procedures for interventions for excessive tardiness, are charted below

Intervention 1: (Verbal Warning)
First tardy pass issued, a verbal warning is given to the student.

Intervention 2: (Phone Call)
Tardy pass three issued, a phone call home to parents advising them of three tardy passes to class.

Intervention 3: (Counselor Intervention Conference)
Tardy pass five issued, student will meet with their grade level counselor. Student is banned from the time of the infraction until the end of the following week from attending or participating in all extracurricular and athletic events.

Intervention 4: (Behavior Contract w/Administrator)
Second week that student behavior elevates intervention to the third level the tardy pass issued, the student meets with the grade level administrator and puts on a behavior contract. Students are banned from the time of the infraction until the end of the following week from attending or participating in all extracurricular and athletic events.

Intervention 5: Warning 5 (Administrator Suspension Issued)
Student behavior is in violation of the behavior contract. The student meets with the grade level administrator and suspension is issued.