



EMMAUS HIGH SCHOOL COURSE SYLLABUS

COURSE INFORMATION

Course Title: **Algebra 1**

Class Location: **231**

Teacher: **Miss Kira Kern**

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Phone: **610-965-1650**

COURSE DESCRIPTION

This course is recommended as the first course for high school students and is a continuation of the topics that were started in Middle Level Algebra. The content includes solving equations and inequalities, linear graphs and functions, systems of equations and inequalities, exponents, polynomials, radicals and an introduction to data analysis. Students will complete the Keystone Exam at the end of this course. (Fulfills STEM requirement for graduation) Prerequisite: Recommended "C" or higher in Math Course 3 or successful completion of Fundamentals of Algebra.

COURSE LEARNING OBJECTIVES

Students who complete this course successfully will:

- Review and practice concepts as listed above
- Be exposed to Keystone type questions and content
- Have been taught test taking skills and strategies

TEXTS, MATERIALS, EQUIPMENT:

Schoology class page, notes and practices will be provided to students, TI-84 Graphing calculators (provided in class for student use) and TI-36X Pro (this is worth purchasing)

INSTRUCTIONAL STRATEGIES AND HOMEWORK EXPECTATIONS

A variety of instructional strategies will be used in this course which may include direct instruction, collaborative groups, and partner assignments. If class time to complete assignments is not utilized properly, students are expected to complete the assignment at home.

EXTRA HELP

All EHS teachers are available to students needing extra help Monday, Tuesday, Wednesday and Friday during Hornet Homeroom.

EMMAUS HIGH SCHOOL GRADING INFORMATION

Emmaus High School recognizes the importance of our grading practices and the impact they can have on our students and families. In an effort to clarify and align our approaches, we have compiled the information below. Relevant information will be included on course syllabi.

The purpose of our grading practices is:

- To communicate academic achievement status to students, parents, and others
- To provide information that students can use for self-evaluation and growth
- To encourage student growth and progress in learning
- To identify students for available educational opportunities and supports
- To evaluate the effectiveness of curricular, instructional, and assessment practices and programs at EHS and throughout EPSD



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Grades are summary statements of student performance and must be attached to clearly defined, course performance levels and expectations. These expectations will be clearly outlined in the course syllabi, rubrics and assignment explanations which will be consistent between teachers of the same course.

Below are the agreed upon grading expectations for all students in Emmaus High School. Some are consistent for the entire school and others are department specific.

SCHOOLWIDE GRADING AGREEMENTS

Minimum Number of Grades per Marking Period (in every course) = 9

Maximum Number of Grades per Marking Period (in every course) = 40

Distribution of Grades: *Weighted Categories for all courses and will be defined in the syllabus for each course*

- No more than 20% of each marking period can be “compliance” grades
- A minimum of 80% of each marking period must be assessment grades with feedback
- All teachers of the same course must have the same distribution or breakdown of grading categories.
- Common assessments for major assignments should be utilized within the same course.
- Grades must be updated WEEKLY in PowerSchool
- Examples of Types of Grades:

<u>Compliance Grade Examples</u>	<u>Assessment Grade Examples</u>
<ul style="list-style-type: none">• Completion points for homework• Signatures on forms• Participation points• Punctuality, Following Rules• Notebook Checks without feedback or corrections	<ul style="list-style-type: none">• Graded tests, quizzes, warm ups, exit tickets• Graded Lab Reports• Graded Writing Samples, Research Papers, Essays, etc.• Graded Projects and / or Presentations• Graded Group Assignments• Graded Speaking in World Language classes

FAILING GRADES

- Teachers will call home to notify families of a failing grade

COURSE GRADING POLICY

The grading policy and PowerSchool categories for this course are as follows:

Compliance Grades	Assessment Grades
Practice - 10%	Assessments - 90%



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SCHOOL WIDE MAKE-UP WORK POLICIES

General Information:

- Make-up work is defined as work that was assigned and/or covered in classes on the day(s) a student was absent. This implies that all work assigned through the student's last day of attendance is due on the first day of the student's return to classes or on the previously indicated due date with no extra time allotted. This includes previously scheduled tests, reports, projects, essays, etc. All work is due upon return unless the student has communicated and received approval from the teacher for an extension.
- While the teacher is responsible for providing necessary materials for the missed work, it is incumbent upon the student to obtain all needed materials from the teacher.
- Students are required to submit their work on the teacher-determined due date. Report card comments will indicate whether students meet submission deadlines.
- For extended excused absences, students should only be required to make up essential work (for example, not exit tickets).
- Students are allowed, **at minimum, two (2) class days of make up time for each day of an excused absence.** One day to get and understand the material, the second day to turn it in to the teacher. Additional days are allowed per teacher discretion.
- For pre-approved absences such as vacations, field trips and college visits (where work was provided in advance), students have **one (1) class day for every day of the pre-approved absence.**
- If students do not meet this deadline, the work falls under the category of LATE WORK (see below).
- Extenuating circumstances will be addressed by the building administrator and/or counselor.

SCHOOL WIDE LATE WORK POLICIES

General Information:

- If a student has not submitted required work by the due date, escalating consequences **may** include:
 - Student meets with the teacher during Hornet HR to discuss missing assignments
 - Teachers should mark the assignment as "Missing" and enter a zero in PowerSchool and parents or guardians should be checking PowerSchool for missing assignments
 - In the event of habitual violations (more than 2 late assignments per marking period or 3 late assignments per semester), at the discretion of the building administrator, the student may become ineligible for co and extracurricular commitments until work is completed satisfactorily.
 - For summative tasks that are essential to determining a student's grade, the student may be required to attend compulsory work session(s) at a time determined by the teacher or principal/designee. This could be during Hornet HR or after school or during the student's study halls.
- All work must be submitted by the end of the unit with a 20% point deduction unless the assignment has been reviewed and returned to the class. At this point, the teacher has discretion to allow an alternate assignment. ● Long term projects and assignments with multiple checkpoints will be accepted until the end of the unit or marking period, whichever comes first, with a 20% deduction when submitted late.

SKIPPING CLASSES

- For instances when the students are verified to be skipping class (verified class cut), students are still responsible for completing the work (including assessments) and then the student will receive 50% of their earned grade. No Second Chance learning on skipped assignments. The ability to complete the skipped assignments is the SCL.



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SECOND CHANCE LEARNING SCHOOL-WIDE EXPECTATIONS

General Information:

- We believe that all students must demonstrate mastery of content in all classes. EHS is committed to holding learning as the constant while recognizing that the time it takes for each student to master objectives may vary and there may be conflicting demands on students during assessments in school.
- Second Chance Learning (SCL) is intended to provide an additional opportunity to demonstrate understanding and shall not be used solely to bring up a student's grade. SCL should support student learning and comprehension of the learning targets.
- The practice of providing multiple opportunities does not mean second chances should automatically be given to students for every assessment or performance task. Students must provide evidence that they have completed some type of remediation (e.g., personal study or practice, peer tutoring, study guides, or review classes) before they are allowed second chance opportunities. Any re-teaching, review, or reassessment should be done at a time prearranged with the teacher. Requirements are listed below.
- When second chance opportunities are made available, they should be made available to all students who have met the reassessment criteria within the guidelines listed below. Students must initiate the SCL discussion with their teacher.
- Second Chance Learning (SCL) opportunities given to an entire class should be consistent across all sections of a course and all teachers of the course.
- Bonus points or extra credit will not be used to compensate for or replace SCL opportunities.
- Work submitted late is not eligible for second chance learning.

Students will be allowed to utilize SCL on summative assessments based on the following conditions: 1. Students may utilize a SCL opportunity on an assessment only if they score lower than 100%. 2. The higher score will be the documented grade in the teacher's grade book with a maximum score of 100% 3. Students may utilize SCL on an assessment only one time per assessment.

4. Students may utilize up to 1 SCL opportunity per marking period per class.
5. SCL opportunity amounts do not carry over from one semester to the next (no banking).
6. The teacher will determine if the student needs to retake a portion or the entire assessment.
7. To take advantage of the SCL, students are required to:
 - a. Meet with the teacher to discuss the errors from the initial assessment
 - b. Complete all assigned work required by the teacher before the initial assessment
 - c. Correct all errors on the original assessment
 - d. Determine a date and time with the teacher for the SCL opportunity.
8. The SCL assessment may be different in questions but equal in rigor. The structure of the assessment may change at the teacher's discretion. Example: multiple-choice exam to essay or multiple-choice exam to student interview.

Time and Responsibility Factors:

- Students are required to take initiative in their learning process and also initiate the SCL process with the teacher.
- The SCL must be scheduled within 2 weeks from the day the original summative assessment was graded.
- All SCL opportunities must be completed before the last week of the marking period
- With teacher permission, students may utilize SCL up to the end of the marking period



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- NOTE: Teachers may extend deadlines due to extenuating circumstances: student absences, schedule conflicts, inclement weather days, etc.

Please Note:

- Midterm and final exams are not available for retakes.
- Due to the compact nature of credit recovery courses, HIVE or summer school courses are not available for SCL. ● Advanced Placement (AP) summative assessments are available for SCL at the teacher's discretion. ● Assignments such as essays, research papers, multi-step projects, labs, and other performance assessments with multiple check-ins, semester-long assignments, or assignments that have segmented due dates are not available for SCL.
- Teachers reserve the right to increase the availability of SCL based on individual student needs. The expectations listed above are the most restrictive for SCL for EHS. Teachers may allow students to reassess more frequently at their discretion.

CLASS EXPECTATIONS

All Emmaus High School Students are expected to follow the [East Penn School District Code of Conduct Discipline Code](#).

ACADEMIC HONESTY POLICY

Cheating, otherwise called Academic Dishonesty, is a serious offense that can have both short-term and lasting consequences which can be found in the EPSD Code of Conduct. Academic Dishonesty includes actions such as: ● Forgery is the act of intentionally representing one's own work as another's.

- Plagiarism/Cheating is the act of presenting, either intentionally or unintentionally, another person's work as one's own or sharing one's work with another without explicit permission.
- Copying another's work and submitting it as one's own
- Using information from a research source, whether word for word or paraphrased, in a written assignment without citing the source as a reference. This is known as *plagiarism*. Using the words or ideas of another, be it a friend, relative, or published writer, without giving credit to that person is unacceptable in all types of writing assignments.
- Providing one's work to be copied or submitted by another student
- Gaining access to part or all of a test, quiz, or assignment ahead of time without teacher permission and using it to gain an unfair grading advantage
- Providing access to part or all of a test, quiz, or assignment to another student without permission
- Falsifying a student record
- Collaborating on work assignments without prior approval to do so
- No cheat sheets of any kind



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ELECTRONIC DEVICE EXPECTATIONS

In an effort to create an environment more conducive to academics and learning, Emmaus High School will be recommitting itself to upholding best practices for the use of cell phones in the school setting. The following classroom cell phone policy will be enforced in all classrooms:

Cell Phone Policy	Consequences for Non-Compliance
<ul style="list-style-type: none">• Students are welcome to use their phones, earbuds and smart watches until <i>the bell rings for the start of class</i>. Once the class begins, all students are to place their phones on their desk pouches, or in cell phone caddies provided in classrooms. The pouch must be sealed and remain on the student's desk and cell phones may not be accessed for the remainder of the class.• All devices must be on silent.• Teachers may not have their cell phones visible during instructional time as well.• There are times when we may use cell phones as a part of a class activity. The expectation is that students will not be using this time to access social media, games, etc.• When going to the bathroom or anywhere else in the building, the electronic device pouch must remain on the desk and electronic devices must stay in the classroom while you are out.• Students may not take cell phones to the bathrooms regardless of the class they are leaving.• Upon finishing classwork <u>and</u> teacher's discretion, students may be entitled to access your electronic devices during a break (less than 3 minutes of class time).• If the student is using electronic devices during class, outside of what has been stated above, a verbal warning will be issued first and subsequent violations will follow the consequences outlined below<ul style="list-style-type: none">• Accommodations will be made for students ir required by a student's SDI or behavior plan• Students who monitor health issues using	<ol style="list-style-type: none">1. 1st Use: Verbal warning will be issued by the teacher.2. 2nd Use: By the end of the class period, before leaving the classrooms, the student will email their parents/guardians and copy their assistant principal and teacher on the email explaining the situation regarding the electronic device in class.3. 3rd Use: Teacher will provide an email or phone call to a parent/guardian within 24 hours and the teacher may direct the student to place the phone on the teacher's desk until the end of the block. In the email, the teacher must request a response from the parent/ guardian to acknowledge receipt of the email or phone call.4. 4th Use: The teacher may refer the student to their administrator for disciplinary action under the Insubordination infraction (Level 2).5. Continued Insubordination or Disrespect:<ol style="list-style-type: none">a. Students who become seriously disrespectful (foul language, refusal to comply, disruption in class, etc.) with a teacher about the electronic device procedure will be issued an immediate referral.b. If the teacher feels the student should be removed, they will call the Assistant Principal and then send the student with a pass to the AP office. The teacher will write the referral immediately after class. The administrator will code this as Continuation of a Level 2 infraction.c. Teachers should not physically remove or



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their phones will be provided a clear pouch
to view
their cell phones at all times.

take a device from a student or their
desk.

STUDENT AND PARENT ACKNOWLEDGEMENT AND SIGNATURE:

Students and Parents/Guardians, by signing this page, you are acknowledging that you have received, read, and understand the expectations of this course and will adhere to the information included in this syllabus.

STUDENT

I have read, understand and will adhere to the information in this syllabus.

PRINT NAME: _____

BLOCK: _____

STUDENT SIGNATURE: _____

DATE: _____

PARENT/GUARDIAN

I have read and reviewed this syllabus with my student and we understand and will adhere to the information in this syllabus.

PRINT NAME: _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

Relationship to Student: _____

*****Please return THIS page ONLY to Miss Kern and keep the syllabus for your records*****