GREENVILLE EARLY COLLEGE

Developing A College State of Mind

COLLEGEBOUND CAREER READY CREATIVE COLLABORATIVE CIVIC MINDED

WELCOME TO ALGEBRA 1 CP
MS. MCFARLANE

Welcome to Algebra I CP. I am delighted to be your student's math teacher this year. I believe that teaching is a privilege as well as a great responsibility. I will do my best this year to provide motivating and engaging learning experiences in the classroom. The course of instruction is designed to ensure that students have success in subsequent math courses and in careers. I ask that you partner with me in this endeavor. Here are some ways:

- Talk with your student about what he or she is learning in class.
- Encourage them to ask questions in class.
- Provide time and space for homework completion.
- Share with me anything about your child that may help me to better support their learning.

COURSE DESCRIPTION, GOAL AND OUTCOME

Course Description: Algebra 1 CP is a semester long course of instruction based on the South Carolina College-and Career-Ready (SCCCR) standards for Algebra 1. The course is designed to build upon prior mathematical understanding and give learners a solid foundation for success in all future math courses. At the honors level, learning experiences with greater complexity are provided with the expectation that students will consistently demonstrate advanced thinking and accelerated performance on all tasks. Students in this course must take a state-mandated End-of-Course (EOC) exam. The EOC counts 20% of the student's final grade.

Goal: The goal of the course is to provide students with challenging, standards-based math instruction in an environment that is respectful, collaborative, and engaging preparing students for success in subsequent high school and college math courses.

Outcome: The outcome is for students to be able to think critically, persevere in designing solutions to complex problems, and communicate their mathematical ideas with accuracy and precision.

SUPPLY LIST:

- **Notebook**: A binder or notebook with lined paper and graph paper.
- **Pencils and erasers:** Work needs to be done in pencil.
- **Ti-84 Graphing Calculator –** This is optional. The school provides calculators for in-class use.

COMMUNICATION

My email address is smcfarlane@greenvile.k12.sc.us I will respond to your emails as quickly as possible, typically 24-48 hours. My telephone number is **(864) 355 -7532** or you may reach me by calling the Main Office. This phone number will directly connect you to my voicemail. Please leave your name, message, and a phone number so I can address your needs when I am finished teaching. Backpack is an essential tool for accessing grades. Additionally, Google Classroom will be your greatest asset for staying up to date with student assignments and deadlines.

CLASSROOM EXPECTATIONS

In addition to our school's policies and rules, the following expectations, the "5 P's" will guide our work.

The 5 P's

- Prompt
  - Be on Time
  - Enter the Classroom Quickly and Quietly
  - Begin Posted Assignment
  - Turn in assignments on or before the due date.
- Prepared
  - Have all Materials, Supplies, and Assignments with You
  - Be Dressed in Proper School Attire with ID
- Productive
  - Maximize Learning Time by Engaging Fully in All Task
  - Remain Engaged Until Teacher Dismisses Class
- Polite
  - Keep Phones Put Away and in Courtesy Mode at All Times
  - Be Respectful to Teacher and Peers
  - Ensure Your Work Area is Left Clean and Orderly
- Positive
  - Maintain a Growth Mindset
  - Celebrate the Success of Self and Others for Hard work

Failure to adhere to classroom expectations will result in one or more of the following based on the severity of the violation:

1. Student-Teacher Conference
2. Parent-Teacher Conference
3. Lunch Detention
4. Disciplinary Referral

GRADING

DISTRICT GRADING POLICY

Greenville Early College will follow the District Grading Policy. Students will be assessed as described below.

Math	**(12 assignments) 40%** Grades based on discipline-specific content knowledge and process skills including problem solving and communication; examples include class work, homework, quizzes, writing assignments, extending/refining assignments, presentations, performance assessments. Communication skills include written, oral, and technology-related communication.	**(3-4 assignment) 60%** Grades should be based on discipline-specific content knowledge and process skills including problem solving and communication, examples include major tests, culminating projects, performance assessments, portfolios. Communication skills include written, oral, and technology-related communication.

A student's final grade will be calculated as follows:

- The final semester grade for academic courses with an EOC will be determined by the calculation of
  - Q1 - 40%
  - Q2 - 40%
  - EOC - 20%
- The final semester grade for academic courses without and EOC will be determined by the calculation of
  - Q1 - 45%
  - Q2 - 45%
  - Final Exam - 10%

COMMON GRADING POLICIES

Student achievement and college readiness are two of our main focuses at Greenville Early College. While it is the responsibility of each student to inquire about late work upon returning from an absence or asking for feedback to revise an assignment, we want to establish common practices for all students and teachers to work harmoniously towards student achievement and college readiness.

LATE WORK POLICY

Classwork Assignments Only

- Students are responsible for notifying the teacher of their absence to receive information on missed assignments.
- Communication of an absence must be submitted by **EMAIL** only.
- Students have **THREE** (3) days from the Backpack/Powerschool due date to complete and submit their assignment.
- Students should

REVISION AND FEEDBACK POLICY

Classwork Assignments Only

- Allow the teacher up to **SEVEN** (7) days after an assignment's due date to grade and provide feedback for the assignment.
- Once the student has received their grade and feedback, students must request by **EMAIL** to revise their assignment for **FULL CREDIT**.
- Students have **THREE** (3)

TEST/RETEST POLICY

Summative Assessments Only

- **ONLY ALLOWED FOR ASSESSMENTS THAT MARK THE CONCLUSION OF A LEARNING UNIT.**
- After the grading and return of the Summative Assessment, the student must request by email the opportunity to retake their assignment.
- The teacher and student will follow the terms of the **TEST/RETEST CONTRACT AND CALENDAR**.
- The student will retake their assessment at the next Test/Retest Session.

communicate by email their submission of their work.
- The teacher will provide assignment feedback to the student within **SEVEN** (7) days to allow the student an opportunity to utilize the **REVISION AND FEEDBACK POLICY**.

days from their return date to submit revisions to their teacher. Teachers will grade and return the submission **WITHIN A WEEK** of the submitted work.
- The number of revisions on assignments are at the discretion of the teacher.
- **THE REVISION AND FEEDBACK POLICY DOES NOT APPLY FOR ASSIGNMENTS WITHIN TWO (2) WEEKS OF THE CLOSING OF A GRADING QUARTER.**

- The teacher will grade the new assessment within **THREE** (3) days.
- The student will receive the averaging of the old and new assessment grade.
- **THE REDO/RETAKE CONTRACT AND SESSION MUST BE COMPLETED PRIOR TO STORING OF GRADES FOR A GRADING QUARTER.**

ALGEBRA 1 CP OVERVIEW

2nd Semester	UNITS	TOPICS
QUARTER 3	**SEARCHING FOR PATTERNS - 15 DAYS** This topic builds on students' prior work with patterns to introduce the concept of functions and their representations. The functions that students will investigate during the course are introduced in this first topic.	Quantities and Relationships Sequences Linear Regressions
	EXPLORING CONSTANT CHANGE - 30 DAYS In this module, students work with linear functions and their transformations.. They represent linear functions in multiple ways (tables, graphs, equations, scenarios), solve linear equations and inequalities,and expand on their understanding of a basic linear function to explore other functions exhibiting constant change.	Linear Functions Solving Linear Equations and Inequalities Systems of Equations and Inequalities Functions Derived from Linear Relationships
QUARTER 4	**INVESTIGATING GROWTH AND DECAY - 15 DAYS** Exponential functions are the focus of this topic. Here students will model constant growth or	Introduction to Exponential Functions Using Exponential Equations

	decay in graphs, tables, equations, and real world contexts.	
	MAXIMIZING AND MINIMIZING - 45 DAYS The concepts of quadratic functions and their transformations are introduced and developed in this topic. Students will model maximizing and minimizing real world situations with quadratic equations, tables, and graphs.	Introduction to Quadratic Functions Solving Quadratic Equations