Crook County High School

Course Title: Intensified Algebra 1

Instructors: Kersey Booster

Mrs. Booster 541-416-6900 ext 3148

Contact times: Before and after school

E-mail Addresses: kersey.booster@crookcounty.k12.or.us

Course Length: Year Long

Course Description:

. In this intensified class, your student will meet with the same class two periods in a row. They will still be learning Algebra 1 skills, while receiving extra mathematics support. This class will act as an Algebra 1 and Algebra 1 support class combined into one. Intensified Algebra 1 is viewed as one class, but it takes up two class periods. Not only will students be learning Algebra 1 skills, but they will also discuss and learn growth mindset and problem solving skills – how to positively focus on the process and not just the outcome – along with collaboration and communication skills through several partner/group activities and projects.

This course is designed to formalize and extend the mathematics that students learned in middle school. Students will deepen and extend understanding of constructing graphs, functions, rate of change, solving equations and inequalities, solving systems of equations, operations on polynomials, linear models for data, descriptive statistics and exponential functions. The standards used to assess students in this course are from the Oregon State adopted Common Core State Standards.

Goals

(SMART-specific, measurable, achievable, relevant, timeline-a reflection of specific critical content mastery): By the end of the 2018 school year 100% of students will meet or exceed subject level learning standards in Algebra 1 as measured by a score of 60% or better on final grades.

Grading Policy:

Your grade for the class will be calculated from the following categories:
80% Standards Assessments (Exams), Projects
10% Formative Assessments, Activities, Group Work, Notebooks, Assignments, Openers
10% Final Exam

Corresponding Letter Grade	Proficiency Scale	Percentage Scale
A	Exceptional Mastery	90 - 100
B	Mastery	80 - 89
C	Proficient	70 - 79
D	Minimal Proficiency	60 - 69
F	Does Not Meet	Below 60

Students must earn a minimum grade of a D to move on to the next mathematics class.

Assignment Requirements:

- Name, date and heading.
- Write neatly and legibly.
- Copy the problem or write the critical information needed to solve the problem.
- Show Work!!!!
- Graphs and sketches always include scale numbers.

Makeup Policy/Test Retake

Work missed due to absences must be made up outside of class. When returning to school after an excused absence, students are allowed **one more than the number of days absent** to complete and hand in any assigned make-up work for excused absences. No makeup opportunity will be afforded to students who are unexcused or deliberately truant from class. Check the calendar posted in the classroom for missed work.

In order to retake an assessment, students must either have all homework assignments completed or have 90% or higher on assignment quizzes. Retakes must be completed before the next assessment.

Mastery Quizzes may be retaken as often as needed to demonstrate mastery of a topic.

Classroom Supplies

- Pencils (PLENTY)
- Notebook for notes
- Graph Paper for Homework
- Highlighter
- Scientific (Ex: TI-30) or Graphing Calculator: *TI-84 Plus is recommended and will be useful throughout college & can be used on ACT/SAT/AP exams (Rentals are available.)*

Behavior Guidelines:

Be on time (in your seat when the bell rings)
Be prepared (pencil, paper, notebook)
Readiness to learn
Daily homework completion
Be prepared for assessments

Extra Credit Policy

Extra credit will not be offered on a regular basis.

Notification of the Right to Object to the Use of Materials

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.
The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Critical Areas	**Standard Clusters** (Clusters are the overriding Standard)	**Mathematical Practice Standards** (imbedded all year in each unit)
Critical Area 1 Polynomial, Rational, and Radical Relationships	*****Interpret the structure of expressions *****Write expressions in equivalent forms to solve problems *****Perform arithmetic operations *****Understand solving equations as a process of reasoning and explain the reasoning. *****Represent and solve equations and inequalities graphically -Perform arithmetic operations with complex numbers -Use complex numbers in polynomial identities and equations -Understand the relationship between zeros and factors of polynomials -Use polynomial identities to solve problems -Rewrite rational expressions -Analyze functions using different representations	* Make sense of problems and persevere in solving them * Reason abstractly and quantitatively * Construct viable arguments and critique the reasoning of others * Model with mathematics * Use appropriate tools strategically * Attend to precision * Look for and make use of structure * Look for and express regularity in repeated reasoning
Critical Area 2 Trigonometric Functions	+Extend the domain of trigonometric functions using the unit circle +Model periodic phenomena with trigonometric function +Prove and apply trigonometric identities	
Critical Area 3 Modeling with Functions	*Create equations that describe numbers or relationships *Interpret functions that arise in applications in terms of a context *Analyze functions using different representations +Build new functions from existing functions +Construct and compare linear, quadratic, and exponential models and solve problems	
Critical Area 4 Inferences and Conclusions from Data	*Summarize, represent, and interpret data on single count or measurement variable +Understand and evaluate random processes underlying statistical experiments +Make inferences and justify conclusions from sample surveys, experiments and observational studies. -Use probability to evaluate outcomes of decisions	