

# ALGEBRA I COURSE SYLLABUS

## 2016 - 2017

**Teacher:** Mrs. Diane Baker  
**Room:** G303

**E-mail:** [dbaker@hoover.k12.al.us](mailto:dbaker@hoover.k12.al.us)  
**Phone:** (205) 439-1200

**Class Website:** [www.dbakeralgebra1.weebly.com](http://www.dbakeralgebra1.weebly.com)

Please check the website for notes, assignments, and announcements concerning quizzes/tests, especially if you are absent. Information, such as the syllabus, supply list, etc. is also posted on the website.

### Resource Materials

**Textbook:** Carnegie Learning Algebra I, 3<sup>rd</sup> Edition

**Website:** [www.carnegielearning.com](http://www.carnegielearning.com)

Students will receive a hard copy of the textbook in class. An electronic copy of the textbook and online lab activities are accessible from the Carnegie Learning website via the Internet.

### Supply List

- 1½ or 2" 3-ring binder
- college/wide ruled paper
- graph paper
- binder pouch
- 2 or more sharpened pencils and an eraser
- pen (any color)
- 8 or more colored pencils
- highlighter (any color)
- 12-inch ruler
- scissors
- glue stick
- scientific calculator, preferably a TI-30X IIS
- Chromebook and earbuds
- box of tissues
- Clorox wipes

*If you have any difficulty getting supplies, please let me know.*

### Course Description

The Carnegie Learning Algebra I course offers a blended curriculum that is designed to engage students in active learning, increase academic motivation, connect Algebra I concepts to real world problem-solving, and promote individual and collaborative work.

This course will cover the following topics:

- Quantities and Relationships
- Graphs, Equations, and Inequalities
- Linear Functions
- Sequences
- Exponential Functions
- Systems of Equations
- Systems of Inequalities
- Analysis of Data Sets for One Variable
- Correlation and Residuals

- Polynomials and Quadratics
- Solving Quadratic Equations and Inequalities

Algebra I also includes an end-of-course assessment.

### Grading System

#### **Every Nine Weeks:**

50%	Tests
30%	Quizzes/Projects
20%	Classwork/Homework/Lab Activities

#### **Each Semester:**

40%	1 <sup>st</sup> /3 <sup>rd</sup> Nine Weeks Grade
40%	2 <sup>nd</sup> /4 <sup>th</sup> Nine Weeks Grade
20%	Semester Exam

Tests are usually worth 100 points each and given at the end of the chapter. Tests are cumulative and cover all the material presented in the chapter. There will be 2 – 3 tests in a nine-week grading period. Students will receive **two bonus points** if they come prepared with a pencil, scratch paper, and scientific calculator on the day of the test.

Quizzes are usually worth 50 points each and given midway through the chapter. Quizzes are also cumulative and cover all the material presented midway through the chapter. There will be 2 – 3 quizzes in a nine-week grading period. Students will receive **two bonus points** if they come prepared with a pencil, scratch paper, and scientific calculator on the day of the quiz.

Projects are usually worth 50 points each and assigned periodically throughout the year. Projects will consist of individual and/or group work done in and outside of class. Details about the project and a grading rubric will be provided when it is assigned.

Classwork/Homework is usually worth 10 points each, assigned daily, and due the following school day. Students will have an opportunity to check their answers and ask questions during class. Assignments should be completed in pencil. Late work can be turned in for ½ credit up to the day of the chapter test subject to the teacher's discretion. If a student misses **4 or more** assignments, the parent/guardian will be contacted.

Lab Activities are usually worth 10 points, but occasionally they may be worth as much as a quiz grade. Activities will vary in length, taking one to several days to complete. Students will spend 1 class period per week working on their Chromebooks in the lab so they have an opportunity to ask questions and/or seek help. The remainder of their lab work will be completed outside of class.

*Schoolwork is graded for both accuracy and effort, so please **SHOW ALL YOUR WORK** to receive full credit.* Students and parents are encouraged to check iNow regularly to keep track of students' grades.

### Classroom Code of Conduct/Expectations

I have high expectations for each and every one of my students. Now that we are in high school, students will be expected to act like young adults. As your teacher, I will treat the students with the same respect and consideration that I expect of them. We will work together to create a classroom community built on trust, encouragement, and positive thinking that will serve as a springboard to their success in mathematics.

Some of the most important expectations for student behavior in the classroom are as follows:

1. **Be Considerate.**  
Follow directions. Take turns speaking. Raise your hand if you wish to participate or ask a question. Be willing to help others. Volunteer when the opportunity presents itself.
2. **Be Prepared.**  
Arrive on time. Come to class with all your supplies. Be prepared to start class when the bell rings.
3. **Be Respectful.**

Show respect for your teacher, your classmates, and the property of others. Accept responsibility for your own behavior. Think before you act so you can make the best decision possible. Encourage your classmates to do the same.

4. ***Be Successful!***

Strive to do your very best. Stay on task and get as much work done as possible. Ask for help when needed. Take pride in your accomplishments.

Students are in the classroom to learn and should remain in class during the entire period. Going to the bathroom, getting a drink of water, running personal errands, etc. should occur between classes and/or during advisory.

Having food and/or drink (water only) in the classroom is a privilege. If you must eat a snack, please dispose of the trash immediately after consumption. This privilege can be taken away at any time.

Students are also expected to follow all school policies and regulations. If a student chooses not to conduct him/herself appropriately, the following disciplinary actions will be taken:

1. I speak with the student informally letting him/her know that a particular behavior is inappropriate.
2. If the behavior continues, the student and I will have a private conversation about the behavior and more appropriate ways to act.
3. If the behavior continues to disrupt the learning environment, I will contact the student's parent/guardian.
4. If the student's conduct does not improve, I will refer the matter to an administrator.

If a student wants to speak privately, please see me towards the end of class, after school, or at a time when we both can meet. Parent(s)/guardian(s) are welcome to contact me any time with questions and/or concerns. The best way to reach me is [dbaker@hoover.k12.al.us](mailto:dbaker@hoover.k12.al.us).

### **Classroom Procedures**

The following procedures are meant to serve as guidelines for appropriate student behavior during class:

- Enter the classroom and be in your assigned seat by the time the bell rings.
- Complete the bell ringer. You may be asked to check your homework answers, review the previous day's lesson, complete a Global Scholar Algebra I practice test question, or work on a warm up activity for the day's lesson. The bell ringer will often serve as a lead in to the day's lesson.
- Once the bell ringer is completed, take out your homework, if you have not done so, and check your answers. Please make any corrections to the assignment. If you do not understand how to solve a problem, ask a fellow classmate for help. There will be a brief question and answer period to address any questions or resolve any difficulties students have solving the problems. Assignments will be checked for accuracy and completion.
- Lessons will be presented using a variety of formats, including PowerPoint presentations, guided notes, and/or cooperative learning activities. You should take notes throughout the lesson and use your notes as a reference for completing classwork/homework assignments.
- We will begin working on most assignments in class. You will have the opportunity to interact with your peers, work collaboratively to solve problems, and explore Algebra I concepts. Any unfinished work will be completed as homework. Use your time wisely and maximize what you can accomplish in class.
- During the last few minutes of class, copy down your homework assignment and pack your bag so you are ready to proceed to your next class. Always clean up any trash around your desk area. Leave the area as neat and clean as you would want it left for you. Remain seated until you are dismissed.

## Technology Use

Every student is expected to bring his/her **fully charged** Chromebook and a calculator to class daily. Most days, these are the only electronic devices that will be used or needed in the classroom.

Communicating electronically while a teacher or student is addressing the class is extremely disrespectful.

*Use of an electronic device for other than its intended purpose in the classroom will result in a verbal warning for the first offense and a request to place the electronic device in the student's backpack, book bag, and/or purse. The second offense will result in the electronic device being taken up by the teacher for the remainder of the class period.*

## Tardy Policy

When the bell rings, students are expected to be in their seats. Students who are less than 10 minutes late to class must sign the Tardy Log. Students who are 10 or more minutes late will need to go to the Attendance Office and obtain a pass before they can enter the classroom. School policy dictates that after 3 tardies, a student's parent/guardian will be contacted to make arrangements for the student to attend Saturday School.

## Absences

*If a student is absent, it is his/her responsibility to make up missed work.* Students will have **1 day per day missed** to makeup their daily assignments. Arrangements to makeup quizzes and tests must be made in advance and completed **1 week** after a student returns to school under most circumstances. Quizzes and tests are usually made up during 4<sup>th</sup> period lunch/advisory or after school. Check the class website for class notes, assignments, announcements about quizzes and/or tests, etc. that occurred on the days a student was absent. Please feel free to contact me with any questions or concerns you may have, especially when work is due near the end of a chapter or if work requires more than a day to complete.

## Math Help

If you are having difficulty understanding the material presented in class, please seek help. There are several options available. Speak to either myself or a classmate if you have questions or concerns about the material covered in class. You can also meet with me during 4<sup>th</sup> period lunch/advisory or after school, but please make arrangements in advance so I can give you my undivided attention. Students can also attend Math ER during lunch/advisory. Staffed by math teachers, it is an excellent resource for help. Peer tutoring in A109 is another option for students who can come during 0 period. The math department also maintains a list of paid tutors. Please contact me or any of the other math teachers for this information.

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Mrs. Diane Baker  
Algebra I  
Hoover High School

Dear Parent/Guardian,

The students and I reviewed the syllabus today so we are fully aware of our responsibilities and expectations for appropriate behavior in the classroom. Please take a moment to review this material for yourself and discuss any matters of concern with either myself and/or your student.

If a student's conduct inhibits the learning environment or my teaching ability, appropriate disciplinary measures will be taken. In these situations, I will discuss the matter with both you and your student.

Please feel free to contact me any time you have concerns regarding your student, the class, or my teaching. If you need me, I can be reached at [dbaker@hoover.k12.al.us](mailto:dbaker@hoover.k12.al.us).

I look forward to working with you and your student.

Thank you in advance for all your help and support,

Mrs. Baker

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Please sign and date this form acknowledging that you have read and understand the syllabus. It is due back to me by Friday, August 19<sup>th</sup>, 2016.

Student's Printed Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Preferred Contact Information: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_

Preferred Contact Information: \_\_\_\_\_

Is there anything you would like to tell me about your child or are there any concerns you have about the class?

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