

Algebra 1C/Selected Algebra Topics

Kalani High School, School Year 2010–2011

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OBJECTIVES: Through the vehicle of a first course in algebra, you will develop the fundamental skills and habits of mind essential for the study of higher mathematics. You will deepen and extend your understanding of numbers and their application through the study of linear and quadratic functions, equations, and inequalities. As a result, you will be able to do all of the following upon successful completion of this course.

- Understand numbers, ways of representing numbers, relationships among numbers, and number systems.
- Understand meanings of operations and how they relate to one another.
- Compute fluently and make reasonable estimates.
- Understand patterns, relations, and functions.
- Represent and analyze mathematical situations and structures using algebraic symbols.
- Use mathematical models to represent and understand quantitative relationships.
- Analyze change in various contexts.
- Specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- Apply transformations and use symmetry to analyze mathematical situations.

MATERIALS: It is expected that you come to class prepared with the following materials each day.

- Several pencils and an eraser
- A quad ruled (graph paper) composition book for notes and homework
- A folder or binder with a specific section for this class for you to store your loose handouts and papers

STANDARDS AND GRADING: In spite of all the hype and hoopla surrounding educational standards and benchmarks, they are nothing more than statements of what everyone should know and be able to do at the end of a course of study: Standards describe what you should understand and benchmarks are the skills that demonstrate that understanding. While there have been many different sets of standards proposed and adopted for secondary school mathematics, those that have been consulted for the Algebra 1 curriculum at Kalani High School are the Hawaii Content and Performance Standards III (HCPS3, the American Diploma Project (ADP) standards of Achieve, Inc., the Common Core State Standards Initiative (CCSI), and the standards of the National Council of Teachers of Mathematics (NCTM). These standards have been aligned, consolidated, and arranged in a weekly sequence upon which a true standards-based Algebra 1 course has been built, with lessons, assignments, activities, and assessments geared towards your achievement of the standards and aligned across all sections and teachers.

While standards and benchmarks may not be entirely new, standards-based grading is. As we make the transition from a traditional to a standards-based grading system, some aspects of how your grade will be computed may be new, while many will continue to be familiar and conform to what you have come to expect from a mathematics class.

- Your grade will be computed quarterly, with all four quarters averaged to produce a final year grade. Because of the sequential and cumulative nature of mathematics, students who are not successful in Algebra 1 inevitably experience great difficulty in subsequent mathematics classes. Thus, semester and final year grades of C or better are required for advancement to the next mathematics course in sequence.

Average	Grade
90%–100%	A
80%–89%	B
70%–79%	C
55%–69%	D
0%–54%	F

- Being committed to your success, the Kalani High School Mathematics Department will provide you with all of the resources at its disposal to help you reach this level of achievement, and will assist you every step of the way. In particular, you can expect to be supported in the following ways.
 - **Additional opportunities to meet each standard.** Should you not be able to demonstrate proficiency on a benchmark on your first attempt on its weekly gateway exam, you will have two weeks during which you may retake another version of that exam.¹ Only one retake assessment will be allowed during this two-week period, and your score on that retake will be averaged with your original score on that particular gateway exam. Beyond this two-week period, no retakes will be administered.
 - **A note about homework.** Independent practice outside of class—homework—remains an indispensable part of learning mathematics, and it will continue to be assigned and checked daily, with this information provided to parents, counselors, coaches, or administrators should the need arise. It is important to remember that homework and classwork account for 20% of your quarter grade, and that they provide one measurement of your attainment of the Department of Education’s General Learner Outcomes (GLOs).

ABSENCES: Occasional absences, whether planned or unplanned, are inevitable, and you will find that as long as you are proactive—you discuss things with your teacher *before* your absence if possible, or *before* class on the day of your return if not—reasonable accommodations and arrangements can usually be made.

- If your absence is anticipated (field trip, athletic competition, doctor’s appointment, etc.), you must make prior arrangements for all work that is due on the day of the absence to be turned in on that day—give it to a friend, ask that it be put in your teacher’s box in the main office, or submit it in person before you leave. You will be expected to make up any tests or quizzes given on the day of your absence by the end of the next school day, and you will be expected to take any tests or quizzes given on the day following your absence along with the rest of the class.
- If the absence is unanticipated (illness, accident, family emergency, etc.), you are expected to see your teacher *before* class on the day of your return to make specific arrangements for completing missed work. As a general rule of thumb, you will have as many days to make up missed work as you were absent.

EXPECTATIONS AND CONSEQUENCES FOR BEHAVIOR: Please remember that this is *your* class. The behavior and participation of each of you will shape the type of learning that will occur. Since

¹Retakes are administered at the convenience and direction of each individual teacher.

your behavior affects everyone else's experience, each one of you is expected to assist with classroom management. In order to maintain a smoothly running, efficient, and effective classroom in which everyone has an opportunity to succeed, it is expected that you do the following while in class (in addition to following all school and Department of Education rules as well as the Golden Rule²).

- Turn off and securely stow all electronic equipment and accessories with the exception of scientific calculators or computers when specifically allowed.
- Refrain from eating and drinking anything except water during class.
- Be seated and ready to begin working once the bell rings and remain seated within the classroom for the duration of the period unless given permission by me.
- Be attentive, quiet, and courteous during instruction and class discussions.
- Use language that is considerate and classy: Do not swear or conduct yourself in a manner that is offensive or suggestive.

Those who choose not to meet these expectations can expect to receive a consequence commensurate with the severity of their actions to possibly include one or more of the following.

1. A warning
2. Parents or guardians contacted
3. A disciplinary referral
4. When applicable . . .
 - An outstanding obligation for lost, damaged, or destroyed school property
 - Contraband articles confiscated
 - Loss of the privilege of participating in, and receiving credit for an in-class activity

EXTRA HELP: You are strongly encouraged to seek frequent extra help as needed on an informal or formal basis by arrangement with your teacher. **Please be aware, however, that extra help is not intended to replace in-class effort and participation—the level of assistance you will receive outside of class will be dependent upon your attitude (positive), attentiveness (awake and alert), engagement (actively listening and taking notes), commitment (trying hard every day), and behavior (good) while in class.**

²Do unto others as you would have them do unto you.