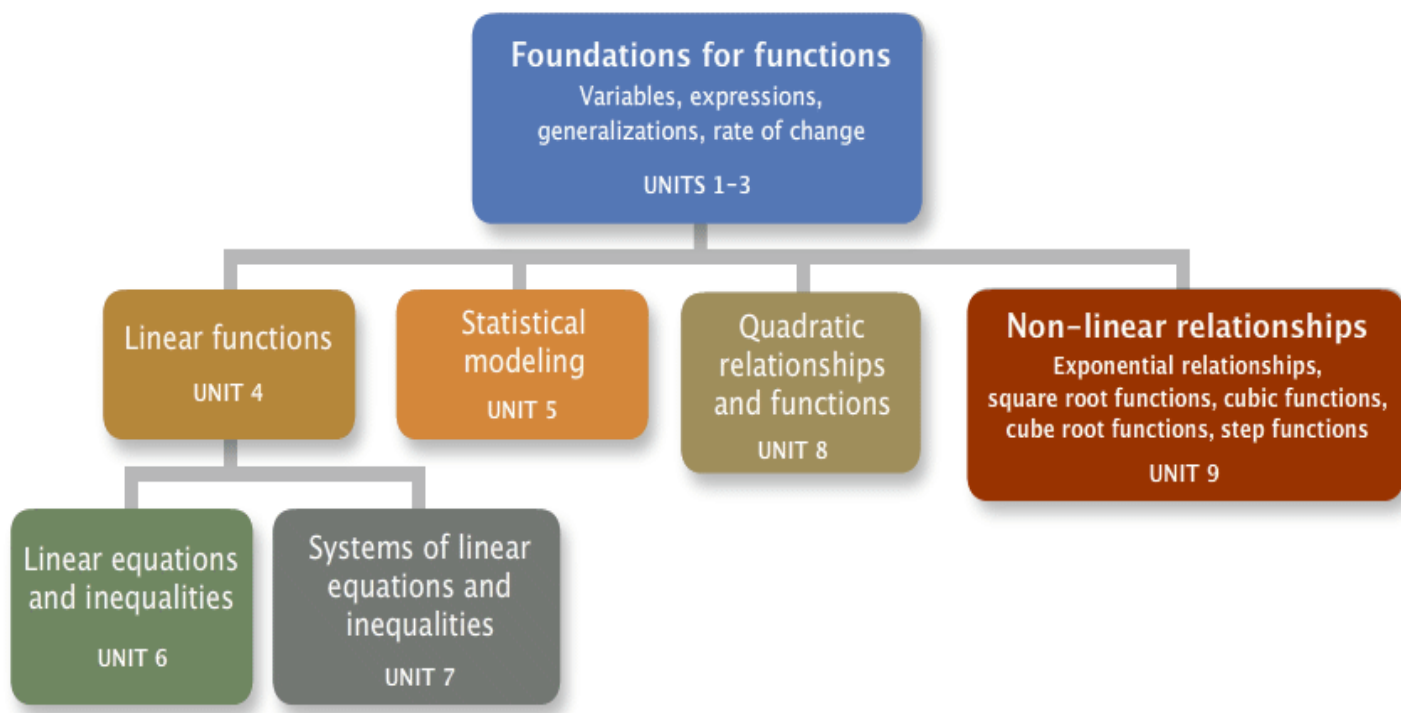


Intensified Algebra 1 Syllabus

Course Description

Students will focus on linear functions and equations, which provide the mathematical tools necessary for consolidating and representing what they learned in elementary and middle school about ratios and proportional reasoning. Students also study exponential and quadratic functions and equations. Throughout the course, students learn to use the basic algebra tools to represent problem situations and to solve important classical problems. The instructional model of this course fosters interactive learning through student writing, reading, speaking, and collaborative activities so students can learn to work effectively with peers; communicate about mathematics both orally and in writing; promote students' abilities to reason, justify, and generalize; and advance students' positive work habits and learning dispositions.

Course Outline/Concept Map



Course Material

- Agile Mind Textbook – Volume 1 and Volume 2
- Online Student Account : orange.agilemind.com
Username : student id number
Password: student id number

Required Materials/Supplies

- Notebook(s) – Size and style are not important, however each student should have enough pages for the whole year. If single subject notebooks are preferred, at least 4 or 1 per marking period will be needed.
- A 1-inch binder to hold handouts, returned work and study materials
- Pencils – at least 40 so they will have 1 per week of school
- Optional: box of tissue and/or a bottle of hand sanitizer

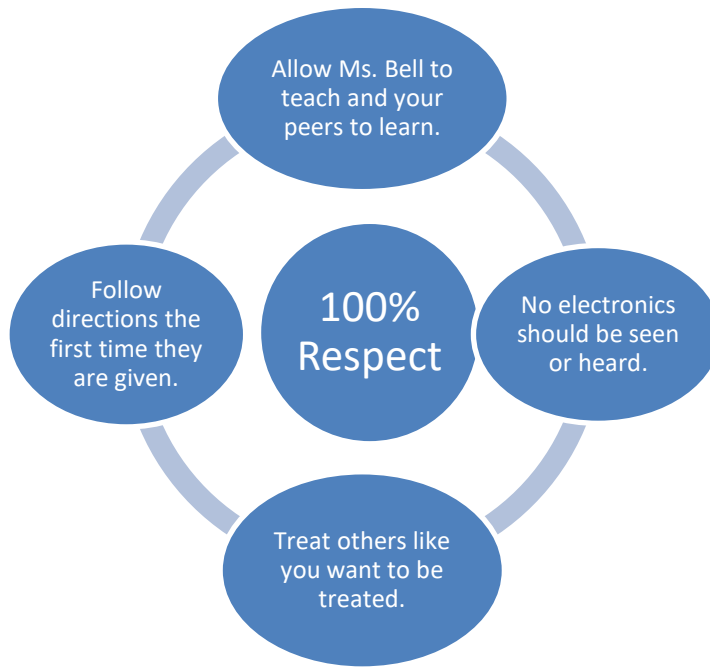
Academic Requirements and Expectations

- Each student will be expected to know and demonstrate mastery of the areas of study itemized in the Course Description.
- Each student will be expected to demonstrate the level of their mastery in several ways:
 1. Daily Course Work: Quizzes, Tests, Exit and Entrance Slips, Authentic Assessment, class Work and Homework
 2. PARRC On-Line Assessments and any other state mandated assessments
 3. OPA Mathematics Department Assessments
 4. Annual Student Portfolios

Behavioral Expectations

- Every student is expected to report to class with the appropriate materials: textbooks, notebook, binder, pencil, and completed assignments.
- Every student is expected to report to class prepared with the appropriate attitude that supports their full engagement and participation in the learning experience.
- Each student is expected to comport themselves in accordance with all of the specific classroom procedures established in their course section.
- In general, each student is expected to follow all of the rules and regulations outlined in the Orange Preparatory Handbook and student enrollment documentation.

Class Rule with Interpretation



Grading Policy

Students will be assessed according to the following Orange Board of Education approved policy. The marking period grade will be based on the following:

Category	Minimum # per Marking Period	Percentage of Grade
Tests	3	25
Quizzes	6	20
Class Work	15	20
Authentic Assessment	4	25
Homework	9	10

I have read the Intensified Algebra 1 Course Syllabus and its guidelines. I understand that I am responsible for meeting all of the listed requirements and guidelines in order to succeed in this course.

Student Name (Printed) _____ Student Signature _____ Date _____

Parent Name (Printed) _____ Parent Signature _____ Date _____

Parent Phone Number _____ Best time to call _____

CONTENT RUBRIC

Level 5: Distinguished Command	Level 4: Strong Command	Level 3: Moderate Command	Level 2: Partial Command	Level 1: No Command
<p>Clearly constructs and communicates a complete response based on concrete referents provided in the prompt or constructed by the student such as diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams, including:</p> <ul style="list-style-type: none"> • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • complete justification of a conclusion minor computational error 	<p>Clearly constructs and communicates a complete response based on concrete referents provided in the prompt or constructed by the student such as diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams, including:</p> <ul style="list-style-type: none"> • a logical approach based on a conjecture and/or stated assumptions • a logical and complete progression of steps • complete justification of a conclusion with minor conceptual error OR partial justification of a conclusion 	<p>Clearly constructs and communicates a complete response based on concrete referents provided in the prompt or constructed by the student such as diagrams that are connected to a written (symbolic) method, number line diagrams or coordinate plane diagrams, including:</p> <ul style="list-style-type: none"> • a logical, but incomplete, progression of steps • minor calculation errors • partial justification of a conclusion 	<p>Constructs and communicates an incomplete response based on concrete referents provided in the prompt such as: diagrams, number line diagrams or coordinate plane diagrams, which may include:</p> <ul style="list-style-type: none"> • a faulty approach based on a conjecture and/or stated assumptions, however approach follows a logical progression • An illogical and Incomplete progression of steps • major calculation errors • partial justification of a conclusion OR • a logical, but incomplete, progression of steps that lacks major components of the conclusion 	<p>The student attempts problem but provides very little or irrelevant work</p>

	PLD	Conversion
Rubric Scoring	PLD 5	100
	PLD 4	89
	PLD 3	79
	PLD 2	69
	PLD 1	59

Note: Students who provide no work receive zero for the assignment