



The Facing History School

Algebra - 1 1st Semester

Periods 2 and 5

Teachers: Caitlin, Danielle



Unit Breakdown:

Unit 1: Expressions

Essential Question(s):

How can numbers and operations be used to represent and solve problems?
When are integers appropriate to represent problems?

Unit Learning Targets:

- 1.1: I can evaluate a non-variable expression.
- 1.2: I can represent an unknown quantity with a variable.
- 1.3: I can evaluate an algebraic expression with one variable.
- 1.4: I can evaluate an algebraic expression with multi-variable.
- 1.5: I can simplify expressions containing one variable.
- 1.6: I can simplify expression containing multi-variables.
- 1.7: I can simplify expressions using the distributive property.

Major Assignments:

Quizzes
Unit Test
Seminars

Common Core Standards:

Practice Mathematical Standards

CCSS.MATH.CONTENT.7.NS.A.1.D

Apply properties of operations as strategies to add and subtract rational numbers.

CCSS.MATH.CONTENT.7.NS.A.2.A

Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

CCSS.MATH.CONTENT.7.NS.A.3

Solve real-world and mathematical problems involving the four operations with rational numbers.

CCSS.MATH.CONTENT.HSN.Q.A.1

Use units as a way to understand problems and to guide the solution of multi-step problems;

Mathematical Content Standards:

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

CCSS.MATH.PRACTICE.MP4 Model with mathematics.

CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.

Unit 2: Solving Equations in One Variable

Essential Question(s):

- 1. Equivalence
 - Can equations that appear to be different be equivalent?
- 2. Solving Equations
 - How can you solve equations?

Unit Learning Targets:

- 2.1: I can explain the difference between an expression and equation.
- 2.2: I can recall properties of equality.
- 2.3: I can solve one-step equations in one variable.
- 2.4: I can solve two-step equations in one variable.
- 2.5: I can solve multi-step equations in one variable through combining like terms.
- 2.6: I can solve multi-step equations through distribution.
- 2.7: I can solve equations with variables on both sides.
- 2.8: I can identify equations that are identities or have no solution.
- 2.9: I can rewrite and use literal equations and formulas to solve real world problems.

Major Assignments:

Quizzes
Unit Test
Seminars

Common Core Standards:

Practice Mathematical Standards

A-REI.A.1 Explain each step in solving a simple equation as following from equality of numbers asserted at the previous step.

A-CED.A.1 Create equations in one variable and use them to solve problems. Also A-REI.B.3

A-REI.B.3 Solve linear equations and inequalities with coefficients represented by letters. Also A-CED.A.1, A-REI.A.1

A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Mathematical Content Standards:

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

CCSS.MATH.PRACTICE.MP4 Model with mathematics.

CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.

CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Unit 3: Graphing Inequalities in One Variable

Essential Question(s):

How do you solve algebraic inequalities?

How are inequalities used to represent real-life problems?

Unit Learning Targets:

- 3.1: I can write equations from sentences or word problems.
- 3.2: I can graph inequalities on a number line.
- 3.3: I can solve one-step inequalities.
- 3.4: I can solve two-step inequalities.
- 3.5: I can write inequalities from a sentence or word problem.

Major Assignments:

Quizzes

Unit Test

Seminars

Common Core Standards:**Practice Mathematical Standards**

CCSS.MATH.CONTENT.HSA.REI.B.3

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

CCSS.MATH.CONTENT.7.EE.B.4.B

Solve word problems leading to inequalities. Graph the solution set of the inequality and interpret it in the context of the problem.

Mathematical Content Standards:

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

CCSS.MATH.PRACTICE.MP4 Model with mathematics.

CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.

CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Grading Policy and Rubric:

Students will be graded using the following criteria:

Do Now and Exit Slip	=	10 points each
Quizzes	=	50 points each
Projects	=	50 to 100 points each
Seminars	=	50 points - Counts towards participation
Exams (ex. end of the unit test)	=	100 points each
Homework	=	20 points each

Grading Scale:

A+	97-100	B+	87-89	C+	77-79
A	93-96	B	83-86	C	73-76
A-	90-92	B-	80-82	C-	65-73
				F	0-64

Required Class Materials. *You are expected to purchase and bring these materials to class no later than Monday, September 11th. The earlier, the better! :)*

- One 1inch Binder
- One 2-pocket folder
- Pencils

Classroom Rules

1. Arrive early or on time.
2. Do not talk when someone else is talking.
3. Stay awake and on task.
4. Raise your hand to participate.
5. Cell phones are 1 and then done.

6. Come prepared.

If you break a classroom rule, here is the order of what will happen:

1.) Verbal Warning (can happen publicly or one-on-one)

What this sounds like: *"Jeff, when you call out, it disrupts other people from coming to their own answer or conclusions. This is your warning about calling out."*

2.) One-on-one conversation with Danielle or Caitlin (either quietly in the classroom or out in the hallway)

What this sounds like: *"Caitlin, come talk with me in the hallway." <Then we have a conversation about calling out in the hallway.>*

3.) Call home and/or sent to Courtney or admin office.

What this sounds like: *"Jeff, today is just not your day. I need you to take your stuff and this pass and head to the admin office. I'll pop in after class to talk with you."*

Cell Phones

Schoolwide Policy: Cell phones are allowed in the school building but must be locked in your lockers.

If you have your cell phone out during class, **it will be taken EVERY TIME**. There will NEVER a warning or a comment like, "Put your cell phone away." Caitlin or Jeff **will ask for your cell phone and depending on how you respond and react depends on what will happen with your cell phone:**

We will either keep it until:

a.) the end of the class period then give it back to you before you leave

b.) the end of the day then give it back to you when you come get it from one of us at the end of the day

c.) turn the cell phone into the admin office/dean office.

If kept with us, your cell phone will be clearly labeled and securely locked in a closet to ensure its safety.

Uniform (Hats, hoodies, and collared shirts, especially)

You are expected to follow the school uniform policy in this class.

If you walk into the room with a hat on or a hoodie on, **we will take the hat and/or hoodie, and you will not get it back until the end of the day. THIS IS YOUR WARNING. THERE IS NO OTHER WARNING.** Your hat or hoodie will be securely locked in a closet in the room to ensure its safety.

If your shirt or pants are out of uniform, (for example, your shirt does not have a collar), you will be sent to the admin offices to receive an appropriate uniform then return to class in appropriate uniform.

Headphones

Headphones should not be visible on your body. Headphones are not allowed in your ears, draped around your ears, and all the other possible ways to wear headphones. Sometimes you'll be allowed to listen to music when you work, but you will be given permission to do so.

If your headphones are out, Caitlin or Jeff will ask for your headphones and depending on how you respond and react depends on what will happen with your headphones:

We will either keep it until:

- a.) the end of the class period then give it back to you before you leave
- b.) the end of the day then give it back to you when you come get it from one of us at the end of the day
- c.) turn the cell phone into the admin office/dean office.

If kept with us, your headphones will be clearly labeled and securely locked in a closet to ensure its safety.

Moving around the classroom

You are not glued to your chair; you are free to move about the classroom to grab a tissue, stretch, etc. as long as your moving does not disrupt other students. If it does disrupt someone or us, we will ask you to return to your seat immediately.

Hallway Passes

If you come to class late, have a pass. Do not say, "The teacher did not give me a pass." It is your responsibility to ask the adult for a pass in order to enter our room late. If you do not have a pass, you will be marked as an unexcused tardy.

If you leave the classroom during class time, you will get a pass. **If we forget to give you a pass**, it is your responsibility to ask for one.

Late to Class School-wide Policy: 3 lates = 1 phone call home.

If you are with an adult and going to be late to class, ensure the adult writes you a pass. If you are just late for no good reason, please come in, join us, and get to work. We will discuss it afterwards. Don't waste more learning time racing around the school trying to find some adult to write you a pass. We will have a late log.

Absent to Class

Planned Absence = you know you are going to be absent (e.g. doctor's appointment)

For a planned absence, come inform Caitlin or Jeff that you will be out in order for them to give you your missing work and fill you in on what you'll miss, so you do not fall behind!

Unplanned Absence = you are absent but did not anticipate or expect it (e.g. illness)

For an unplanned absence, like you wake up sick, feel free to text, call, or email Caitlin or Jeff, so they know you will be out and can organize your work for when you return! This is not required but is a considerate, professional habit to get used to.

Regardless if your absence is planned or unplanned, **IT IS YOUR RESPONSIBILITY to come receive the work you missed that day in order to catch up**. Additionally, if you want one-on-one tutoring, teaching, etc. due to an absence, please set up an appointment with Caitlin or Jeff for before school, during lunch, or after school.

Homework

- ★ Homework assignments should be written in the "home-writing" section of your 3-subject notebook, or if the homework is on a handout the handout should go in your home folder.
- ★ Any homework we assign is usually so you are prepared for the following class. We try to only give homework when it is absolutely necessary.
- ★ Homework will always be checked (typically in the beginning of class) either for completion or accuracy.

Harmful, Hurtful, Offensive Language

If you think words have been used to harm, hurt, or offend someone, please do not let it go. Do something:

- a.) talk to Caitlin or Jeff, so they can address it.
- b.) respectfully address it in the moment → Do not combat harmful, hurtful, or offensive language with MORE harmful, hurtful, and offensive language.

If we think a word is being used to harm, hurt, or offend, we will talk to the person. As members of this class, we will work really hard to not harm, hurt or offend other with our words and language choice because you all have a right to a safe and welcoming classroom environment.

****We know it is not feasible to create a space where harmful, hurtful, offensive words and language are not used because we are all human and make mistakes. However, we aim to create a classroom where we all work tirelessly and to the best of our ability to not harm, hurt, or offend others. If/when we do offend someone, we work to remedy that or if we are offended, we work to communicate with the person, who offended us, about the harmful, hurtful, or offensive language used in order for it to, hopefully, not be used again.****

Plagiarism (copying) & Cheating

- ★ Copying and pasting someone else's words from the Internet to your assignment or paper is plagiarism if you do not cite the author and where you got the information from.
- ★ Copying someone's ideas by putting the ideas in your own words is also plagiarism if you do not cite the author and where you got the information from.
- ★ Copying another student's work is plagiarism.
- ★ Cheating on an assignment, quiz, test, etc. is, well, cheating.

All of these acts are forbidden and consequences will be issued on a case-to-case basis by myself, Luis, and the admin team (Dana, Mark, and/or Kristina). Your parent and guardian will also be notified as well.

Food and Drinks

We do not mind if you eat or drink in our classroom as long as it is not a distraction to others around you. You must also pick up after yourself and leave the space free of spills and crumbs! *This*

is a rule that can easily be changed if we recognize that food/drinks are becoming a distraction or messes are being left in the classroom.

Bathroom/Water Fountain Policy School-wide Policy: *No students can use the bathroom during the first 10 minutes of class or last 10 minutes of class.*

Only one person is allowed to be out of the classroom at a time. You must ask Caitlin or Jeff for permission to go to the bathroom, and you must sign out and sign in to use the bathroom and take a pass. That being said, you should never walk out of the classroom without asking or talking to Caitlin or Jeff first.

Gradebook

Teacher gradebooks must be updated each week on Tuesdays. We will probably do it more than that but, at minimum, the gradebook is updated once a week.

The gradebook is divided into three sections:

- ★ Learning Activities
3-5 grade learning activities will be entered each week = roughly 60 to 80 grades per semester
- ★ Formative Assessments
2-4 per unit = roughly 10 per semester
- ★ Summative Assessments
1-2 per unit = roughly 6 per semester

Office Hours

Danielle - Tuesdays and Thursdays During Lunch. Addition hours in the mornings before 1st period by appointment.

Caitlin - Monday and Wednesday During Lunch. Addition hours in the mornings before 1st period by appointment.

Teacher Contact Information

Caitlin Troy
Email: caitlin@facinghistoryschool.org
Cell Phone: 607-591-0016

Danielle Zarate
Email: danielle@facinghistoryschool.org
Cell Phone: 631-415-3191