



**SYLLABUS
2018-2019**

Course Name: Advanced Algebra	Grade Level: 9
Teacher: Ms. Melissa Olsen	Room Number: 114 (<i>My office is located next to Room 203</i>)
Email Address: molsen@cicsnorthtown.org	
Required Materials: <ul style="list-style-type: none"> • 1 ½" three-ring binder • 6 tab dividers for binder • Pencils with erasers • 2-pack yellow Sharpie brand highlighters • 4-pack black EXPO brand (fine tip) dry erase markers • Graphing calculator (any Ti-83 or Ti-84 models) 	
Course Description/Overview: This course operates out of a SpringBoard textbook, a comprehensive and systematic approach to preparing ALL students for the demands of rigorous AP courses, college classes, and other post-secondary experiences. SpringBoard prepares students through sequential, scaffolded development of the prerequisite skills and knowledge needed for success in AP Calculus. The College Board publishes the SpringBoard program. It also publishes the PSAT, the SAT, and the Advanced Placement exams. Preparing students to perform well on those exams and to develop the mathematics skills needed for high school success is the primary purpose of this program. In Advanced Algebra, students will gain an understanding of the properties of real numbers, formalize the language of functions, explore the behavior of functions numerically, graphically, analytically, and verbally, use technology to discover relationships, test conjectures, and solve problems, write expressions, equations, and inequalities from physical models and communicate mathematics understanding formally and informally.	
Course Objectives/Power Standards	
Semester 1 In Unit 1, students will recognize and generalize patterns using words, tables, expressions, and graphs. Students will also generate rules for solving simple linear equations and inequalities, as well as absolute value equations and inequalities. In Unit 2, students will study functions and function concepts, including domain, range, slope as rate of change, and intercepts. Students will write linear functions given a point and a slope, two points, a table of values, an arithmetic sequence, or a graph. They will collect and model data with linear, quadratic, or exponential functions. Lastly, in Unit 3, students continue their study of linear concepts by learning about piecewise-defined linear functions, linear inequalities with one and two variables, and systems of linear equations and inequalities.	Semester 2 In prior units students have generally studied linear relationships. Now students will focus on exponent rules and functions, and will extend into operations with radical and polynomial functions and operations. In our final unit of the year, students will use a variety of methods to solve quadratic equations, as well as systems of two equations that contain linear and quadratic or exponential functions. They will apply this to modeling real-world situations.

Grading Policy and Grades

In an effort to develop students' awareness of how their performance reflects upon their college-going record, our school has adopted the 4-point scale for all grading and scoring. Students will receive scores on a scale of 1-4 to indicate their performance and progress on each assignment. Assessments and assignments in classes will be scaled to the 4-point system, then, and these scores can be interpreted as such:

4-Point Scale	"Levels of Knowing" <i>Students...</i>	"Levels of Action" <i>Teachers...</i>
4 Mastery	<ul style="list-style-type: none"> ● Achieve the learning target <i>consistently</i> ● Show high levels of accuracy/quality ● Identify and correct mistakes independently ● Demonstrate, connect, or apply skills and knowledge regularly, when applicable 	<ul style="list-style-type: none"> ● Provide exemplars to students and support staff ● Model "4" work before assessment ● Make a "4" attainable for every student on every assessment (differentiation)
3 Proficiency	<ul style="list-style-type: none"> ● Achieve the learning target <i>with some variability or inconsistency</i> ● Produce accurate or quality work <i>with some variability or inconsistency</i> ● Often complete tasks with independence or with minimal guidance, assistance, or redirection <i>with some variability or inconsistency</i> ● Complete tasks without <u>major</u> errors or omissions regarding any of the information or processes explicitly taught ● Identify and correct mistakes with minimal to no prompting 	<ul style="list-style-type: none"> ● Put the structures, time, and materials in place for students to achieve a 4 ● Prompt students to identify and correct mistakes when necessary
2 Developing	<ul style="list-style-type: none"> ● Approximate the standard or learning target ● Complete tasks, but with <u>substantial</u> assistance, guidance, redirection, or reteaching ● Complete task, but without major errors or omissions regarding the <i>simpler details or processes</i>. ● Complete tasks with major errors or omissions regarding the <i>complex processes</i> ● Identify mistakes with help. ● Perform inconsistently ● Struggle to demonstrate the learning target 	<ul style="list-style-type: none"> ● Post-assessment model correction of major errors or omissions regarding complex processes ● Post-assessment re-teach major and minor errors on simple and complex processes
1 Emergent	<ul style="list-style-type: none"> ● Cannot achieve the learning target without substantial assistance ● Cannot start tasks without assistance ● Partially understand simpler details and processes with substantial help ● Do not follow task while it is explained ● Do not identify mistakes 	<ul style="list-style-type: none"> ● Post-assessment provide opportunity for student to re-learn and re-assess ● Contact home for 0 on summative assessments
0/M/I Incomplete/ Missing	<ul style="list-style-type: none"> ● Do not start the task, even with assistance ● Do not demonstrate understanding or skill ● Do not clearly demonstrate the skills or does so too rarely to show progress. ● Do not submit task 	<ul style="list-style-type: none"> ● Contact home when students repeatedly fail to complete formative assessments

COURSE GRADES ARE BASED 100% ON SUMMATIVE PERFORMANCE.

The purpose of formative assessment is to provide students with multiple opportunities to develop content knowledge and skills in preparation for a summative performance evaluation. As formative assessments are practice, students should receive rich, targeted feedback, which serves the purpose of helping students to improve performance. Therefore, formative assessments will not factor into the course grade. **However, formative assessments are required to be completed and evaluated before a summative is given.**

Protocols:

- Teachers will give a minimum of 2 formative assessments on a learning target or small set of learning targets and provide feedback on the formative assessments.
- Teachers may require that students apply feedback or address highlighted areas of concern and resubmit the formative for a second review. Students may also request an opportunity to resubmit a formative assessment, applying the teacher's feedback. Note: This circumstance does not negate that the formative was initially completed by the student. Resubmission for additional practice and review does not count as an additional formative.
- Formative assessment results are recorded in the gradebook and marked "does not factor into final grade."
- Summative assessments are given a minimum of every 12 instructional days.

STUDENT COURSE MANAGEMENT

Formative Assessments

- When students are absent due to illness or other approved reason, they have the number of days of the length of the absence to submit a formative. To illustrate, if a student was absent 3 days, that student has 3 days after returning to school to submit missing work.
- **If a student has not completed the requisite number of formatives by the day of the summative, the teacher will assign academic tasks including, but not limited to, the missing formatives. This is the last opportunity that the student will have to complete the missing formatives for that summative cycle.**

Summative Assessments

- Summative assessments are given every 12 instructional days. Students must submit a minimum of 2 formative assessments and receive feedback before being permitted to take the summative.
- If a student misses a summative due to absence, the student has the number of days of the length of the absence to make up the summative. Teachers and students will set a date for the summative to be made up. Teachers may also ask students to make up the summative in the testing center by the specified date.
- If a student is present *and* qualifies to take the assessment, *but chooses not to attempt the summative*, the student receives a 0 for the assessment and forfeits the opportunity to retake that assessment in the future. Exceptions may be allowed on a case-by-case basis for extenuating circumstances.
- If a student is present, but does not qualify to take the summative because formatives are not completed, the student will complete the tasks assigned by the teacher during the summative session and will take the summative after feedback is received, by the date designated by the teacher. After that date, the student no longer has the opportunity to take the summative. In addition, if the student

refuses to work on the formatives at the time of the summative, that student permanently forfeits the opportunity to take that summative.

- If an absent student has an IEP, the teacher must talk to the assigned case manager to schedule a testing make-up.
- Students may retake summative assessments in order to improve performance. The following are the procedures regarding retakes:
 - Students who were present on the day of the summative *and* qualified to take the summative, but refused to take the assessment, forfeit the retake opportunity. See statement above regarding forfeiture.
 - Retakes of summative assessments, for the purpose of improving performance, must occur within 5 instructional days of the student's receipt of the graded summative. Students must submit a retake request form.
 - Retakes of summative assessments, for the purpose of making up a summative for which the student was not qualified due to missing formatives, must occur by the date set by the teacher. The teacher will provide a reasonable timeframe for students to take the summative.
 - All students retaking a summative must submit an improved formative assessment OR attend a tutoring session with the teacher or another staff member before retaking a summative. A tutoring session may occur in A-Lab, Math Lab or other in-school support options. Students will submit evidence of the completed tutoring session.
 - Students must retake the summative on or by the day designated, published, and communicated by the teacher. The summative may be taken in the testing center.
 - Teachers will post their retake/makeup day(s) if they do not intend to use the testing center.
 - Failure to follow these procedures will result in a loss of the retake opportunity.

Classroom Conduct

All students are expected to adhere to the standards of conduct outlined in the CICS Northtown Academy Student and Family Handbook. In addition, the school expects all students to...

- Come to school prepared and on time every day.
- Take ownership of your learning and your actions as a responsible, young adult.
- Respect your peers, adults, teachers, staff and community members at all times.
- Communicate your academic and emotional needs when necessary.
- Communicate concerns regarding the safety of the members of your school community.
- Adhere to the rules, policies and procedures established by CICS Northtown Academy.
- Provide a safe and welcoming learning environment.
- Communicate with all community members in a timely and efficient manner.
- Set high expectations for all students through a rigorous college preparatory curriculum.
- Enforce all rules, policies and procedures established by CICS Northtown Academy.
- Promote and encourage parental involvement in the school community.
- Adhere to the rules of the teachers instructing their classes.

Academic Integrity

Civitas Education Partners is committed to its mission of educating students in the morals and ethics of responsible citizenship. Academic honesty is an expectation of all students. Cheating on tests and examinations, allowing others to copy or look at work, or engaging in other activities that are dishonest (including plagiarism), are serious offenses and may result in strict sanctions, including but not limited to, loss of credit on the academic work involved, revocation of school privileges and participation in extracurricular activities, dismissal from Honor Society, and disciplinary sanction. All cases of academic dishonesty are reported to the Dean and parents/guardians will be notified.