

Algebra 1—2017-2018

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Retake Procedures:

Daily Work: May be retaken or redone until the unit test.

Tests/Quizzes: May be retaken two weeks from the day graded tests were returned to the student. Corrections or re-teaching must be done prior to retaking the test. Explanations may be required. Retakes **WILL NOT** be identical versions of the original test.

Finals, Edmodo, and Extra Credit: May not be retaken.

The highest grade will be recorded of any retakes or redos.

Each Teacher will set their own Cell Phone and MacBook Policy within their classroom

High School Level Algebra:

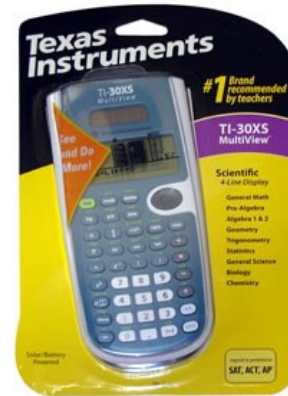
Course Description:

The Algebra I curriculum is designed to study the basic properties and structure of the real number system, various procedures for solving equations, methods of interpreting and solving word problems, and basic graphing techniques. The students will use symbols extensively. Skills and insights acquired in Algebra I form a foundation for all subsequent mathematical and scientific studies.

Required Materials:

- Pencils, pencils, pencils!
- 2 Composition Notebooks
- TI-30XS Multiview Calculator
- Notebook and Graph Paper
- Colored Pens

Optional Materials: colored paper, tape, glue sticks, markers, crayons, colored pencils



Grading:

80 Percent of final grade: Tests and cumulative quizzes, vocabulary test and finals.

20 Percent of final grade: daily work assigned to achieve mastery.

Classroom Rules:

1. **EFFORT**—put forth 100% all the time.
2. **RESPECT**—respect yourself, others belongings, space, ideas, feelings, including your teacher.

Each teacher will set her own classroom guidelines and use the Whittier teacher discipline plan for classroom infractions, according to the student handbook.

Absences: It is the student's responsibility for making up missed notes, quizzes, tests or assignments. If students have not completed missed work within a week, the assignment/test will be recorded as a zero until the assignment is completed. Notes and most assignments are available online and should be accessed prior to returning to class.

Ways to Make Math Teachers Happy

—**SHOW ALL WORK.** It will not be graded without work shown.

—**USE ONLY PENCIL.** You may find that your work will not be graded if written in pen.

—**TURN WORK IN ON TIME!** Practice makes perfect. You may fall behind if you procrastinate.

Technology

Google Classroom: www.classroom.google.com Teachers will be using this site to post assignments when not given in paper format. This is where you should go for assignments when you are absent.

Mrs. Cohlmi's website: www.mrscohlmiasmath.weebly.com is an excellent source for notes, work, extra study help, etc.

I have received a copy of the syllabus and have reviewed it with my child.

Student Signature

Parent Signature

Parent Printed name

Date _____

Please return to your math teacher by August 25th. Your child has a copy of this same syllabus in her/his iNotebook for reference.

iNotebook Requirements for Math

Students are required to keep an interactive notebook. Expectations are listed below.

1. I will bring my iNotebook to class every day.
2. I will not leave my iNotebook in the classroom.
3. I will take good care of my iNotebook.
4. I will keep all pages and covers intact.
5. I will refrain from handling anyone else's iNotebook.
6. I understand the importance of being organized and able to study my notes and problems.
7. I understand my iNotebook will be graded each nine weeks for a daily grade and bellwork graded bi-weekly.

How Parents Can Help with Homework

Help set up a consistent, organized place for homework to be done.

Help your child establish either a consistent schedule for completing homework or help him create a schedule each Sunday evening that reflects that particular week's activities.

Encourage, motivate and prompt your child, but do not do the homework for her. The purpose of homework is for your child to practice what she has learned. If your child is consistently not able to use the homework by herself, please contact the teacher.

If your child is practicing a skill, ask him to tell you which steps are easy for him, which are difficult, or how he is going to improve. If your child is doing a project, ask him what knowledge he is applying in the project. If your child is consistently unable to talk about the knowledge he is practicing or using, please contact the teacher.

(Strategies adapted from Classroom Instruction that Works by Marzano, Pickering and Pollock)