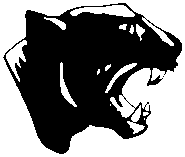
|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: | Laurie Service | Semester: | 2014-2015 |
|  |  |  |  |
| Email: | lservice@pittsfieldnhschools.org | Phone: | 435-6701 (x-4112) |

****Algebra Support

**Pittsfield School District Logic Model Focus Areas:**

1. Student Ownership for Learning
2. Raising Student Achievement
3. Developing 21st Century Skills, Civic Responsibility, and Social-Emotional Learning
4. Redefining Adult Roles and Performance Expectations
5. Engaging with the Community

|  |
| --- |
| **Course Description:** Algebra support is designed to assist students with the material presented in Algebra I.  The class will be personalized to meet the student’s needs.  Often, there will be a review of the main concepts covered during the Algebra class that day through extra practice and lessons.  Students may also be given time during class to work on Algebra assignments and projects. The units listed will be continually reviewed and practiced.  Students will also use the transition to algebra series to help understand the reasoning behind the operations. Students will be introduced to key mathematical ideas and ways of thinking.  By using their own logic and reasoning students will foster their understanding of the concepts. |
|  |

|  |  |
| --- | --- |
| **Expectations:**  **What you can expect from me:**  I am committed to your success in this course, and will challenge you to develop your skills and your confidence as a mathematical thinker. I will communicate clearly about math and about my expectations. I will assess and indicate areas you need to put more time into. I will explain the material in different ways that you will understand and be able to follow. I will direct you to a number of good resources that will help you complete your work. I will help you to organize your notes and class materials so that you are able to remember what you learned in class and refer to those materials when you are working at home.  I am available to you outside of class after school Monday through Thursday until 3:50. I am also available by appointment. You can reach me by email: [lservice@pittsfieldnhschools.org](mailto:lservice@pittsfieldnhschools.org). If you send me an email in the evening I will most likely see it the next morning. If you are putting in the time and effort consistently I will make additional time for you including nights and weekends. If you however come for help after school on the eve of a test or project deadline do not expect me to drop everything and put your needs ahead of others who have been consistently coming in for help.  **What I expect from you:**  You will be responsible for obtaining and completing assignments (this includes days you are absent) on time. You will bring your Algebra work to class daily. You will ask questions when you do not understand the material. You will use the resources provided for you. You will put in the time and effort to practice the materials until you have mastered them. You will seek out additional assistance when needed. You will complete a competency recovery plan with me as needed in a timely manner in order to be passing your Algebra course each quarter.  In Class Expectations:     1. Follow all school rules, policies, and norms – CELL PHONES are **collected** at the beginning of class and returned at the bell. 2. Be prepared--bring necessary materials (see list at end of syllabus). 3. Stay on task. 4. Keep all hands, feet, and objects to yourself. 5. Raise your hand to speak or to leave your seat. 6. Do not distract or interfere with other learner’s learning 7. Mistakes are expected (have you noticed the erasers are all worn off?) DO NOT laugh at other’s mistakes. | |
| **Course Competencies** | **Performance Indicators** |
| **Unit 1- Strategies**  Students will understand that using and continually refining a variety of problem solving strategies will assist with their ability to solve real-world problems as well as problems that occur in the natural, physical, and social sciences, and in pure mathematics. | * I can demonstrate an understanding of a given problem by identifying key concepts and questions * I canmake connections to previous problems and strategies used * I can persevere through many attempts at solving the problem * I can objectively reflect back on their conclusion and determine if it “makes sense” |
| **Unit 2 - Reasoning**  Students understand that the ability to reason both abstractly and quantitatively, to make and investigate mathematical conjecture, and to develop and evaluate mathematical arguments and proofs are the fundamental aspects of mathematics. | * I can interpret concrete concepts and represent them abstractly and vice versa * I can use mathematical reasoning to make conjectures * I can identify and use mathematical proofs * I can clearly articulate mathematical arguments |
| **Unit 3 - Communication**  Students will understand that mathematics is a precise language used to communicate and consolidate concepts, ideas, and theorems, as well as to analyze and evaluate the mathematical thinking and strategies of others. | * I can verbally communicate their ideas and solutions using accurate mathematical terms * I can justify arguments using examples and non-examples * I can critique the reasoning of others by asking questions to clarify or improve arguments * I can identify flawed logic in the reasoning of others |
| **Unit 4 – Models**  Students will understand that the creation and use of mathematical models can assist with identifying and analyzing relationships, problem solving, and reflection on conclusions for accuracy. | * I can interpret mathematical models to determine patterns, draw conclusions, and make predictions * I can appropriately use models to communicate strategies and conclusions * I can make assumptions and estimate to make complex problems easier * I can reflect on conclusions for accuracy. |
| **Unit 5 – Connections**  Students will understand that mathematical concepts interconnect and build on one another to produce a coherent whole | * I can make connections between mathematical concepts * I can appropriately apply mathematical connections to find solutions * I can understand that numbers and expressions are organized and put together as parts and wholes |
| **Unit 6 – Tools and Representations**  Students will understand that the appropriate use of tools and representations can assist with identifying the patterns, relationships, and structures that exist in mathematics. | * I can use technology appropriately and precisely * I can identify when it is more effective to use technology than independently find solutions * I can identify and precisely represent patterns, relationships, and structures in a variety of ways |

|  |
| --- |
| **Course Evaluation/Assessment Calculation**   1. Mastery of all course competencies shall be the basis for awarding course credit. 2. For all courses, summative assessments are worth at least 80% and formative assessments are worth at most 20% toward determining the score for each competency. 3. Only when a student has mastered all course competencies will the final course score be calculated by averaging the individual course competencies. 4. Rolling progress reports are issued approximately every nine (9) weeks. 5. Students are encouraged to recover missed competencies throughout the course and not wait until the end of a course/course failure. 6. The transcript will report only final course scores. Upon request for a transcript, a copy of the most recent rolling progress report will be used. 7. Traditional extra credit is not an appropriate measure of student learning and will not be assigned or included in score calculation. |
|  |

|  |
| --- |
| **Missing/Late Work Policy** |
| Missing and/or late work is defined as: When a student is not absent from class due to illness or other excused absence and does not hand in an assessment by the established due date, the work is considered missing or late.  Students are highly encouraged to meet with their teachers before assessments are due to get assistance.   1. If an assessment or project is not completed by the established due date, the student will earn an NE/0 as entered into Power School on that day. 2. Within a week, the student will need to arrange a meeting with the teacher to establish a new assessment plan (ex: same assessment with new time line, further formative assessments, redesigned summative, etc). 3. This new assessment plan is time-bound and the grade will remain an NE/0 unless the plan is completed by the mutually agreed upon due date. 4. All missing formative/summative assessments can only receive a 3. Because of the additional time students are receiving, a teacher can require additional work for the assessment to earn a 4. 5. All missing / late work cannot be reassessed because the new assessment plan and additional time takes the place of a reassessment opportunity.   **Reassessment Opportunity**  A reassessment opportunity is available for students who want to improve their scores and handed in the assessment by the established due date.  It is expected that if a student earned less than a 2.5 they will take advantage of the reassessment opportunity.   1. The student must meet with the teacher within one week of receiving the scored work to create a reassessment plan. 2. The reassessment plan must be completed by the mutually agreed upon due date or the original score stands. 3. If the reassessment plan is completed on time and the score earned is between 2.5 and 4, the new score replaces the old score. 4. A reassessment score should never result in a lower score. 5. Reassessment plans are available for formative assessments at the teacher’s discretion. |

|  |
| --- |
| **Materials Needed:**  **iPad**  **Free TI-83 graphing calculator app**  **Notebook**  **Binder 1 inch or 1 ½ inch (three ring and pockets)**  **Pencil** |
| ***Please sign and return this form by September 5, 2014.*** |
|  |

As signified by our signatures, we have received and read this course outline.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guardian Signature Date