

**COURSE DESCRIPTION:** *This is an overview of the course. The course should be committed to the following culturally relevant, empowering, and coherence-driven tenets:*

- has students learn valuable and engaging ideas about themselves and about others. (Identity)
- covers skills/standards that support college/career preparation, creative, and personal development. (Skills)
- has students become smarter about academic challenges, their lives, and the world around them. (Intellect)
- engages students about power, discrimination & oppression personally, locally, and nationally/globally (Criticality)
- allows for access, success and support both in-school and remotely (Coherent Methodology)
- allows for success and support collaboratively and independently (Diverse Platforms & Methodology)

ALGEBRA I IS A COURSE THAT BRINGS SO MANY REAL WORLD SITUATIONS TO LIGHT. ALGEBRA WILL MAKE CONNECTIONS OR REAL WORLD SITUATIONS WITH GRAPHS, TABLES, AND EQUATIONS. STUDENTS WILL LEARN HOW TO ANALYZE GRAPHS TO UNDERSTAND WHAT THE STORY THAT IS BEING TOLD. STUDENTS WILL BE ABLE TO MAKE CONNECTIONS TO EVERYDAY LIFE OF MEMBERSHIPS, GROUP PRICING, ETC. TO UNDERSTAND THAT ALGEBRA IS PART OF OUR EVERYDAY LIFE.

**ENDURING UNDERSTANDINGS/QUESTIONS:** *Please state the most important ideas and/or questions for the course. Please name valuable and empowering ideas about themselves and about others. (Identity) Critical and valuable ideas about power, discrimination, oppression and authority in the material, in their lives, and in communities and the world. (Criticality)*

- **Family of functions.**
- **Constant rate, Slope, Rate of Change (Same formula)**
- **$y=mx+b$  ( $m$ =slope, $b$ =y-intercept)**
- **Representing quantities with variables**
- **How to model a situation**

**SPECIFIC ACADEMIC SKILLS:** *These are the most important skills for the course, including: those that support college/career preparation, creative, and personal development (Skills); and those that help students become smarter about academic challenges, their lives, and the world around them. (Intellect)*

- **Presenting clear claims/arguments and evidence to support these claims**
- **Being able to graph a line given  $y=mx+b$  ( $m$ =slope, $b$ =y-intercept)**
- **Being able to substitute for all functions**
- **Solve for a variable**
- **Use of Graphing Calculator**

**CCL STANDARDS:** *These are the important Common Core Learning Standards (in short form) that will drive the curriculum and connect to units of study and academic skills. No need to list every one!*

- **F-IF.C Analyze functions using different representations**
- **F-LE.A Construct and compare linear, quadratic, and exponential models and solve problems**
- **F-IF.A Understand the concept of a function and use function notation**
- **A-CED.A Create equations that describe numbers or relationships.**
- **A-REI.D Represent and solve equations and inequalities graphically**

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**ASSESSMENTS OF SKILLS/STANDARDS:** *These are the major formative and summative measures that will be used to assess student progress on the specific skills, understandings and standards listed above. Please be specific!*

- Entrance/Exit Tickets
- IXL, Plickers (in person), Kahoot! (in person), EdPuzzle
- Unit Mini Projects, Standards Based Mastery Assessments
- Group Work, Problem Solving Activities, Questioning and Discussion

**UNITS OF STUDY:** *These are the titles/descriptions of the primary units covered during the course. These units should develop identity, skills, intellect, and criticality, as described above.*

1. Modeling with Functions

2. Exponential and Linear Functions

3. Linear Equations & Inequalities in 1 Variable

5. Quadratic Functions

6. Quadratic Equations

7. Statistics

4. Linear Equations & Inequalities in 2 Variable

8.

**TEXTS/MEDIA:** *This is a sampling texts, media, materials covered/utilized in the course. These resources are diverse, relevant, empowering and easily accessible and usable both in-school and remotely.*

iLearn, Google Classroom, Google Docs & Slidesdocs, IXL, <https://www.mathspad.co.uk/i2/construct.php>, jamboard

**COURSE RULES AND GUIDELINES:** *These are the mechanisms that will manage the class and if followed result in student success for this course. These rules/guidelines should be fair, democratic, coherent, sustainable and able to implemented both in-school and remotely, collaboratively and independently.*

- Classroom Edicate:
  - Be on time
  - One mic
  - Be respectful when listening and speaking
  - Be prepared with class materials (pencil, a pack of colored pencils, compass, **TI-83** or higher (Texas Instrument) graphing calculator, compass, ruler)
  - Participate
- ZOOM Edicate:
  - Be on time
  - Camera on to help maintain focus
  - Keep yourself on mute until you are asked to share (if you have a question click “raise hand” button)
  - Find a quiet place free from distractions
  - Be respectful when listening, speaking, and writing in the chat box
  - Be prepared with class materials (pencil, a pack of colored pencils, compass, **TI-83** or higher (Texas Instrument) graphing calculator, compass, ruler)
  - Participate
- Show all work on assignments in order to receive full credit.

BCAM COURSE OVERVIEW: 2020-2021

COURSE TITLE: ALGEBRA I

GRADE: 9TH

ROOM #: 134

TEACHER: MR. MUNCH/MS. BURKE

TEACHER BCAM EMAIL: [MMUNCH@BCAMHS.ORG](mailto:MMUNCH@BCAMHS.ORG)

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**COURSE HOMEWORK POLICY:** *This is an overview of homework distribution schedule and the process for completion and collection. This policy is consistent with the school-wide policy (to-be-finalized) and hold students accountable but also supports them, and does so both in-school and remotely.*

Homework will be assigned on an as needed basis. Students are expected to engage in reviewing notes on a nightly basis in order to retain cumulative knowledge of concepts from the beginning to the end of the year in order to be successful in class and on the regents. Students are also expected to use IXL to **practice problems as part of studying.**