

Barry Goldwater High School, A+ School of Excellence



2022-2023 School Year

Teacher Name: Kristina Fisher

Name of Course: Algebra 1-2 Honors

Teacher Email: Kristina.Fisher@dvusd.org

Canvas Page: Algebra 1-2 - Fisher - 6(A) - HMA01Y-64 - S1

Academic Glossary: <https://url.dvusd.org/06e3ad35>

Email is the preferred method and all emails will be returned within 48 hours. A phone call or Zoom call can be arranged.

Cultural vision- BGHS is committed to providing continuous opportunities to demonstrate achievement and personal growth in a collaborative student-centered community of diversity and kindness.

SUPPLIES LIST- Here's What You Will Need for Success in Class!

- Pencils and blue/black pens
- Colored highlighters (at least 3 colors) & / or colored pencils
- Loose leaf notebook paper and folder with pockets for each of the 6 classes
- Agenda/ Calendar – Use app on chromebook or a paper version
- Chromebook and charging cord provided by the School District
- Recommended: TI-84 Graphing Calculator

GUARANTEED AND VIABLE CURRICULUM

BGHS students will develop algebraic and problem solving skills through engaging in lessons, completing assigned work to develop skills, asking questions, and collaborating with their peers. These skills will be assessed individually and collectively multiple times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability.

There are state standards, district curriculum expectations and a scope and sequence to ensure students are learning alongside their peers. At Goldwater we also focus heavily on critical thinking skills, communication skills, life skills, and habits of mind. Canvas, Power Schools, and/or the BGHS course website each provide specifics related to the Content Standards, Performance Objectives and Rubrics for grading.

Course Outlines of Units and Expected Time Frames

Fall Semester - Algebra 1

Unit Title and Resources Utilized	Essential Standards	Department and District Assessments	Expected Timeframe
Sequences	A1.F-BF.A.1: Write a function that describes a relationship between 2 quantities. Determine an explicit expression, a recursive process, or steps for calculation from real-world context. Focus on linear & exponential A1.F-LE.A.2: Construct linear & exponential functions, including arithmetic & geometric sequences, given a graph, description of a relationship, or input/output pairs.	CFA 1	21 days
Linear and Exponential Functions	A1.F-LE.A.1: Distinguish between situations that can be modeled w/ linear & exponential functions. a. Prove that linear functions grow by = differences over = intervals, & that exponential functions grow by = factors over = intervals. b. Recognize situations in which 1 quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows/decays by a constant % rate per unit interval relative to another.	CFA 2	15 days
Features of Functions	A1.F-IF.A.2: Evaluate a function for inputs in the domain, and interpret statements that use function notation in terms of a context.	CFA 3	11 days
Equations and Inequalities	A1.A-CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on linear, quadratic, exponential A-REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	CFA 4	13 days
System of Equations and Inequalities	A1.A-REI.C.6: Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.	CFA 5	21 days

Spring Semester - Algebra 2

Unit Title & Resources Utilized	Essential Standards	Department and District Assessments	Expected Timeframe
Quadratic Functions	A1.F-IF.B.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums.	CFA 6	13 days

	<p>Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).</p> <p>A1.F-IF.B.6: Calculate and interpret the average rate of change of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context.</p>		
Structures of Quadratic Expressions	<p>A1.A-SSE.A.2: Use structure to identify ways to rewrite numerical and polynomial expressions. Focus on polynomial multiplication</p> <p>A1.F-IF.C.8: Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square of a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p>	CFA 7	27 days
More Functions, More Features	<p>A-CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</p> <p>F-IF.A.2: I can evaluate functions at a given input in the domain from a piecewise function.</p> <p>F-IF.C.7: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Focus on linear, quadratic, exponential and piecewise-defined functions (limited to absolute value and step).</p>	CFA 8	14 days
Modeling Data	<p>S-ID.B.6: Represent data on two quantitative variables on a scatter plot, and describe how the quantities are related.</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Focus on linear models.</p> <p>b. Informally assess the fit of a function by plotting and analyzing residuals.</p> <p>S-ID.C.7: Interpret the slope as a rate of change and the constant term of a linear model in the context of the data.</p>	CFA 9	20 days

GRADING AND FEEDBACK - FOCUS ON LEARNING AND KEEP IMPROVING!

At Barry Goldwater High School, we believe that a positive attitude, strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and in life. **Each piece of student work is crucial as it provides an opportunity for feedback to foster improvement and growth academically, socially, and emotionally. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of student learning and growth.** In order to ensure that teachers provide feedback based on student learning, BGHS uses levels of proficiency based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria and Arizona content standards.

Valuable feedback of student work will be provided through the use of rubrics and grading scales. Feedback may be verbal or in writing and is intended to be timely and clear to provide the necessary support for a student to reach the next level of proficiency. Final grades are determined by my professional analysis of student work. This includes both the most recent work as well as consistent evidence of levels of proficiency using state standards and exit outcomes. Please do not hesitate to inquire about how levels of achievement are determined by contacting me.

Proficiency-Based Grade	Proficiency-Based Descriptor	Percentage Range	GPA Point	MYP/IB Criteria	Honors/AP/IB GPA Point
A	Evidence demonstrates a high level of proficiency of the learning standard(s)	90-100	4.0	7-8	5.0
B	Evidence demonstrates proficiency of the learning standard(s)	89-80	3.0	5-6	4.0
C	Evidence demonstrates partial proficiency of the learning standard(s)	79-70	2.0	3-4	3.0
D	Evidence demonstrates minimal proficiency of the learning standard(s)	69-60 (no credit)	0	1-2	0
F	No evidence of proficiency of the learning standard(s)	60 (no credit)	0	0	0

In order to provide better communication of student progress, an up-to-date progress report will be available on the dates listed below. Progress reports indicate where a student is with regard to achieving proficiency with the content standards and process skills at that point in time. A final grade will be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow.

REPORTING TIMELINE

Fall Semester Progress Report End of Semester Mark Reporting Dates (Grading is reported in Power Schools)	Spring Semester Progress Report End of Semester Mark Reporting Dates (Grading is reported in Power Schools)
August 19 th September 9 th September 30 th October 28 th November 18 th December 16th January 3 rd - End of Semester in PowerSchools	January 20 st February 10 th March 10 ^{th*} April 7 st April 28 th May 19st May 20 th - End of Semester in PowerSchools

CLASSROOM EXPECTATIONS- Lead the PACK!

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions.

What to do immediately upon entering this classroom:

1. Put all electronic devices away upon entering. **(Needs to be out of sight, refer to electronic policy)**
2. Look at the View Board to determine learning goals.
3. Sit at your assigned seat, work on the bell work assignment, and actively engage in learning.
4. Contribute to the learning and work hard to demonstrate your abilities.



BULLDOG PACK MATRIX

	CLASSROOM	COMMON AREA	RESTROOM/LOCKER ROOM
PRIDE	<ul style="list-style-type: none"> Support your peers Produce work you are proud of Be actively engaged 	<ul style="list-style-type: none"> Use positive language Clean up after yourself 	<ul style="list-style-type: none"> Respect school property Clean up after yourself
ACCOUNTABILITY	<ul style="list-style-type: none"> Be on Time Personal devices away Ready to Learn 	<ul style="list-style-type: none"> Move with purpose Have pass and ID 	<ul style="list-style-type: none"> Use Restroom Before/After Class or at Lunch Use for intended purpose
COURAGE	<ul style="list-style-type: none"> Stand up for what's right Try something new 	<ul style="list-style-type: none"> If you see something, say something 	<ul style="list-style-type: none"> If you see something, say something
KINDNESS	<ul style="list-style-type: none"> Treat ALL with Respect 	<ul style="list-style-type: none"> Include everyone 	<ul style="list-style-type: none"> Respect others space and privacy Wash hands

Consequences of Positive Choices- Leading the Way with Kindness

Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Positive Peer relationships
More/ higher level skills	Increased success	Positive Relationships with staff
Scholarships, better jobs	Increased respect	Internships and Opportunities

Consequences of Poor Choices- Leading by Growing in Kindness

Tier	Minor Offenses	Major Offenses
1st	Restate expectations, Redirect, Task change, Seat change, Conference, Replacement choices	Referral to Administration Consequences issued in line with student handbook
2nd	Buddy Teacher w/reflection , Conference, email communication to parent	
3rd	Phone call home, In person conference w/parent, Thinking center , Detention	
4 th	A referral to the administration/office	

BGHS ELECTRONICS PROCEDURES- Use Technology to Enhance Learning

At BGHS we want students to learn how to leverage technology and its applications to make life easier and to enhance their performance now and in the future. We know that integrating tech into our classrooms is one way to expose students to the potential benefits of technologies while at the same time helping them learn how to use these powerful tools responsibly. ALL students will receive a Chromebook they can use to complete their schoolwork. Since ALL students have access to a computing device, they will not need to

use personal electronics during class time. As a courtesy and to ensure we focus on academic pursuits, **we ask students to silence their phones and put away all personal electronics during instructional time.**

ATTENDANCE

Our school motto is “Attend Today, Achieve Tomorrow.” This motto is an extension of our belief that regular attendance will equate to the attainment of excellence later in life. Remember, the benefit of



1st & 2nd Incident:

- Student asked to put away electronic device (phone, earbuds etc.) in a secure location as designated by the teacher.
- **Minor offense in PBIS.**

3rd Incident:

- Student is sent with electronic device to the PRIDE office using purple pass.
- The device will remain in a secure location in PRIDE office until end of day.
- Teacher assigns after school detention
- **Minor offense in PBIS**

4th & Beyond:

- Student is sent with electronic device to the PRIDE office using purple pass.
- The device will remain in a secure location in PRIDE office until end of day.
- **Major Referral**

lectures, discussion and participation is lost forever to those who are absent. Every Day Counts! Students who miss more than 10% of the class or school year are at risk of losing credit.

TARDIES

Being punctual or being respectful of another's time is an important part of a culture of kindness.

THE BULLDOG WAY

1. If you struggle to be on time... **BE EARLY.**
2. Once you arrive, don't leave... **ENTER CLASS ONCE**
3. No hall passes during the first and last... **10 MINUTES** of class.
4. All students who are not in class can be approached by... **FACULTY and STAFF.**

BGHS OUT OF CLASS PASS

Your Teachers Need Time With You -Make it a priority to be in class!

Teaching and learning time is a priority. Students are asked to make every effort to be in class from bell to bell. We ask that students limit the number of passes they request in a semester. Students are expected to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom, etc. If students need to leave class, they must fill out an eHall pass.

GOLD and Advisory Periods

At BGHS, learning is the constant expectation and the time and support provided is what varies. Student mastery of content and each student's social and emotional well being are equally important. Advisory time on Mondays helps to ensure we develop a sense of belonging and connectivity at Goldwater. GOLD time (Get Our Learning Done) is provided Tuesday through Thursdays. During GOLD time, teachers work

with students who need additional support or time to become proficient. It is imperative that students check Flex Time Manager during Advisory to see if they have been requested by a teacher or to choose a session to work toward the next level of proficiency whether it be content knowledge or a related skill. The student will report to that location during GOLD time. Attendance is taken.



CONFIRMATION OF SYLLABUS 2022-2023

My signature is provided to confirm I have received the Course Syllabus for Algebra 1-2 at BGHS. My review of this supports an awareness of the learning expectations for this course as well as the course outcomes. I understand that written materials such as articles, stories, excerpts and the novels as well as videos and technology are used in the classroom to support the teaching of the State Standards and this level of information may be found in the Canvas course that accompanies the class. I am aware that I am invited to Meet the Teacher Night and I am also able to speak directly with a teacher if I have questions.

BGHS also provides intervention staff, social workers and counselors who are available to provide information and support. Please contact the main office for more information or see the parent tab on the BGHS Website.

A signature indicates that you have reviewed the syllabi in this class. A missing signature does not communicate that your student will not participate in the activities and course lessons and outcomes.

My child's name is: _____

My name is: _____

STUDENT'S SIGNATURE

PRINTED NAME

DATE

PARENT/GUARDIAN SIGNATURE

PRINTED NAME

DATE

Please circle or highlight one of the following:

- 1) This form is being returned to school with my child; or
- 2) This form is being sent electronically to the instructor.