**Algebra 1**

Welcome to all students!! My name is Ms. Stallworth and I am excited to be your child’s teacher this year. I am looking forward to a great year full of possibilities and great strides for all my students. If there is anything you or your child may need to discuss with me please do not hesitate to call. I would be more than happy to talk about whatever questions or concerns you may have. I will help them in any way I can. My door is always open for assistance if they ask. I am looking forward to meeting your child and helping them achieve their goals this school year.

**Required Material:** *Prentice Hall Algebra* *1* is the required text for the course. You will need a 3 prong 2 pocket notebook and composition book for use in class every day.

**Classroom Expectations:** The student is responsible for:

* Following directions the first time they are given.
* Being respectful to everyone in the classroom at all times (teacher, students and visitors).
* Be in the classroom when the bell rings.
* Attending school regularly.
* Getting the assignment, homework and/or assessments done when the student is absent.
* Bringing required materials to class.
  + **TWO** #2 pencils!
  + **NO PENS IN ALGEBRA CLASSES ARE PERMITTED!**
* Using appropriate behavior and language to everyone in the classroom.
* ELECTRONIC DEVICES ARE **PROHIBITED** IN CLASS! If seen in class,
* student will give device to teacher
* **Refusal** will result in a **written referral to assistant principal**
* For additional information regarding school rules and policies, see the WHS Handbook.

**Common Core State Standards (CCSS) Course Objectives:**

The student will understand (and/or):

* Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. (A.REI.1)
* Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (A.REI. 3)
* Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. (A. REI. 5)
* Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. (A.REI. 6)
* Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). (A.REI. 10)
* Graph the solutions to a linear inequality in two variables as a half- plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. (A.REI. 12)
* Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. (A.CED. 1)
* Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. (A.CED. 3)
* Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (A.CED. 4)
* Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x). (F.IF. 1)
* 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. (F.IF. 4)
* Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (F.IF. 9)
* Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. (S.ID. 7)
* Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. (A.APR. 1)
* Interpret expressions that represent a quantity in terms of its context.\* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. (A.SSE. 1a, b)
* Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.\* a. Factor a quadratic expression to reveal the zeros of the function it defines. (A.SSE. 3a)

# **GRADING PROCEDURE**

\*\* Your grade is based on classroom assignments, quizzes, tests, homework and classroom participation. Your grade each quarter is based on total points possible.

\*\* Your grade is calculated by dividing the total number of points you earned amount of points.

EXAMPLE: Your points= 122 out of a total of 150 points

122

150 = 81% your grade = B

100% - 90% A \*\* Cheating in any form

89% - 80% B ***will not*** be tolerated.

79% - 70% C

69% - 60% D **Failure will occur.\*\***

59% or below F

*THE CHOICE IS* **YOURS!**

YOUR GRADES ARE AFFECTED IF YOU DON’T FEEL LIKE WORKING OR FOLLOWING DIRECTIONS!

**CHOOSE WISELY HOW YOU WANT THIS YEAR TO GO!**