

**Classroom Guidelines/Syllabus
Pre-Algebra and Algebra 1 & 2
Room 264**

<u>Contact Information</u>		<u>Notes</u>
Name:	Mr. Tim Anglen	he/him/his pronouns
School Phone:	531-299-2700	Will leave voicemail- will return call ASAP (within 24-48 hours)
Email:	tim.anglen@OPS.org	Will respond promptly (within 24-48 hours).
Plan Periods	A3 & B2	ROOM 305

I would like to take this opportunity to welcome you to my class. I am anxious and excited for the start of a new school. I am excited to help your child reach their full potential. If you have any questions at any point this semester, feel free to contact me. I will get back to you ASAP. If we all work together this year, I am sure it can be a successful year.

What I expect you

Be prepared: These items will be needed for class every day

- Pencil/Pen
- Lined notebook paper
- Folder
- IPAD
- Calculator

We will use the IPAD every day so it is very important that you bring it every day charged. I will have calculators, paper and pencils that you will be able to use while you are in class.

Be ready to learn:

- Be on Time
 - If tardy
 - 1) Enter the room quietly
 - 2) Hand Mr. Anglen your pass if you have one
 - 3) Get all the materials you need
 - 4) Sit in your seat and start working
- Have IPAD out and logged into Canvas
- Be ready to ask and answer questions
- Restroom passes only during work time
- No passes the first or last 15 minutes
- Be timely with pass
 - (If you abuse the pass you will not allowed any pass for 1 week)

Be Positive and Respectful

- Respect everyone in the room
- Respects everyone's space
- Respect the room
 - I will remind you to be respectful
 - We will discuss what it means to be respectful
 - Contact home

Cell phones

- Cell phones need to be silent at all times.
- Class will be at level 1 most of class. This means it needs to be away and out of sight
 - 1) I will remind you of the expectation.
 - 2) I will call home and discuss the expectation with your parent or guardians
 - 3) You will go to your administrator

What you can expect from me

Ready to teach everyday

- I will be here everyday ready to help you learn
- I will have a well-prepared lesson to help you understand material
- I will be ready to answer all your questions

Prepared to help you

- I will respect you and be understanding of your struggles
- Have time in class to work with students individually or in small groups
- I will be after school everyday from 3:05 to 5:00 if you need extra help

Discipline Policy: The focus will be on teaching and re-teaching the expected behaviors. I will be both correcting negative and reinforcing positive behavior.

Topics Covered 1st Semester:

Unit 1 Real Numbers and Real-World Quantities

Unit 2 Linear Functions and Equations and Inequalities in One Variable

Unit 3 Building Linear Equations in Two Variables

OPS Secondary Grading Practices

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework:

- ***Practice*** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
- ***Formative (35% of the final grade)*** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every

formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

- ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

OPS Grading Scale	
A	3.26 – 4.00
B	2.51 – 3.25
C	1.76 – 2.50
D	1.01 – 1.75
F	0.00 – 1.00

Missing Coursework

Work not turned in at all will be recorded in Infinite Campus (district grade book) as an M for missing which calculates to a score of zero.

Redoing/Revising Coursework

Students may be allowed redos and revisions of coursework for full credit during that unit of study based upon the teacher’s professional judgment and evidence collected throughout the unit. Scores for student work after retaking, revision or redoing work will not be averaged with the first attempt at coursework or assessment, but will replace the original student score.

Late Coursework

Students are expected to complete coursework on time. Late coursework may be accepted for full credit until the end of the unit based on the teacher’s professional judgment and evidence collected throughout the unit. Accepted late work will not result in a reduction, and the M (missing) will be replaced with the score earned by the student. The teacher or school may make exceptions depending up on student circumstances (such as prolonged absences due to illness).

Weighting Assignments (Using a Multiplier)

When entering grades in the grade book, teachers may assign greater weight to some assignments. For example, the final exam may impact a student’s summative grade more than a unit test. Teachers will have the option use the multiplier to weight both formative and summative assessments to a maximum of 4. If a weight of 2 or more is applied to an assessment, this information will be communicated to students at the time the assessment is announced.

OPS Secondary Proficiency Scale

Advanced	4	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Exceeds expected course content/grade level standard • Applies skills and strategies in new and unfamiliar situations
Proficient + (Approaching Advanced)	3.5	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Demonstrates success toward exceeding course content/grade level standard • Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations
Proficient	3	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Meets expected course content/grade level standard • Retains information and applies skills and strategies in familiar situations
Basic + (Approaching Proficient)	2.5	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and at times applies skills and strategies in familiar situations
Basic	2	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s).</p> <p>The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and simple processes in familiar situations
Approaching Basic	1.5	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s).</p> <p>The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets some of expected course content/grade level standard • Retains some information and simple processes in familiar situations
Below Basic	1	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> • Performs below expected course content/grade level on the standard. • Has difficulty retaining information and applying skills and strategies
Failing	0	<p>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</p>

Students can retake the summative but will need to complete their review and all formatives in the unit first.

Contact: Feel free to ask any questions or comments you have about the class. Mr. Anglen available after school from 3 till 5 on Tuesdays, Wednesdays, and Thursdays in the homework helproom. I am available on Mondays and Fridays after school by appointment. The best way to contact me is by email: (tim.anglen@ops.org) . I will get back to you within 24 hours. Please don't hesitate to contact me if you have any questions or concerns.

If you have any questions about any of the above guidelines, please feel free to ask Mr. Anglen. Again, I am excited about the beginning of a new school year and we are looking forward to helping each one of you succeed in mathematics. If you need assistance in class or out of class, don't hesitate to ask. Our door is always open, and I am willing to help you out however and whenever I can. Good luck this year