

Course: Algebra 1

Teacher: Mr. Joe Hoffman

Contact Information:

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The best time to reach the Algebra Teacher is: Tue., Thur., Fri. during school hours

Materials Supplies Needed for this Courses:

Students MUST have the following:

- Textbook and Solutions Manual (Saxon Algebra 1, Third Edition)
- Scientific Calculator (does not need to be a graphing calculator!)
- 3-ring Binder (1.5" or 2")
- 3 Tab Dividers (minimum) Labeled: 1) Notes/Handouts 2) Homework 3) Tests/Quizzes
- Graph Paper, Notebook Paper, Pencils (mechanical pencils preferred), Eraser(s)
- Straight Edge (ruler or protractor)
- Compass, Protractor

My Goals are that each student would:

- become critical thinkers and competent problem solvers
- hone their math skills and build confidence
- be prepared for college entrance exams such as the SAT or ACT
- see the beauty and precision of our Designer in the complexities of the math

What you can expect of the Teacher:

- I will be professional, prepared, and on time.
- I will be available to you, the parent, so that our partnership will be successful.
- I will be attentive to each student and seek to develop their unique perspective as it pertains to problem solving as well as challenge them to achieve beyond what they have ever thought possible.

What I expect of Parents:

I need Parents to:

- assist students in keeping up with the syllabus so that the work is turned in on time every week
- grade the daily homework: mark the numbers wrong across the top of the page and sign page
- check FACTS, AT LEAST once per week and review your child's progress
- provide the necessary assistance when a student struggles (suggestions would be: 1. Help them with homework; 2. Guided Study program; 3. Bring them to Math Lab; 3. Hire a private tutor)
- occasionally proctor tests, online tests, and quizzes (This means making sure that they take these assessments with integrity and NO outside assistance.)

What I expect of Students:



High School Math Course Overview

Students will:

- complete the weekly lessons and turn them in on time
- ask questions and participate actively in class—PLEASE contact me if you need help!
- come to Math Lab when extra assistance is necessary
- not associate their worth with a letter grade. Self-esteem should NOT be tied to letter grades. Studying math can be a great experience in tackling a challenge, learning perseverance, and maintaining a great attitude. All of these are terrific benefits regardless of individual letter grades on assignments and assessments. As a strong work ethic is applied, skill level WILL go up.

Grading:

Grades are given to a variety of assessments, tasks, and projects. ONE low grade will NOT sink your academic ship—so don't lose heart if you get a poor grade on an assessment. It is important that students do well on tests and those students independently master the concepts.

Grades are weighted as follows:

- **75% Tests and Quizzes**
- **20% Homework** (5 points per assignment)
- **5% Notebook**

EXTRA CREDIT is NOT always offered. Students who do not follow the directions for homework will NOT be given an opportunity for extra credit.

How to Get an 'A' in this Class:

- Turn your completed and graded homework in ON TIME!
- Keep a great notebook.
- Show your work (where applicable) and work toward developing the processes necessary to do upper math.
- Work consistently every day. Do not make it a habit to let homework pile up or do it all in one day.
- Get help when you need it.

Absences:

The TRA Policy is to give students one extra class period to turn in work due to an EXCUSED absence.

If you should need more time to get caught up, it is up to the parent to contact the teacher and work out additional due dates.

Assignments that are 2 weeks past the original due date are given zeros.

Unexcused absences include, but are not limited to: sleeping in, and not contacting the school in advance in writing for a planned absence. (There is a Planned Absence Form that MUST be filled out in advance.) **You can lose your seat in the class if you miss more than 4 classes.**

TESTS

Some tests are proctored at home and some are given online or in class.

Students in Guided Study or Study Hall MAY be able to test if there is a suitable environment and a proctor available.

The lowest test of each semester **MAY be dropped**, but tests that were given a zero because they were not turned in **will NOT be dropped**.

Cheating is grounds for dismissal from the class and/or school. Students are not to receive any outside assistance during a test.

**High School Math Course Overview****Course: Algebra I Week-by-Week ***

Semester I			Semester II	
1	Lessons 1-4 (Fractions, Lines/Segments, Geom. Shapes, Perim./Circum., Arithmetic)	19	Lessons 61-63 (Subsets, Square & higher order Roots, Prod of Sq. roots, Repeating Dec)	
2	Lessons 5-8 (Sets, Signed #s, Addition rules, Opposite of a Number, Area)	20	Lessons 64-67 (Domain, Radical Expressions, Weighted Average, Sq Roots, Elimination)	
3	Lessons 9-11, T1 (Mult/Div Signed Numbers, Inverse oper, Reciprocal/Mult inverse)	21	Lessons 68-70, T16 (Complex Fractions, Factoring trinomials, Prob., Designated order)	
4	Lessons 12-15 (Symbols of Inclusion, Order of Ops, Algebraic Express, Surface area)	22	Lessons 71-74 (Trinomials, Factors, Pyramids, Cones, Diff of 2 Squares, Sci Notation)	
5	Lessons 16-18, T3 (Complex evaluations, Factors, Terms, Dist. Property, Like Terms)	23	Lessons 75-77, T18 (Equat of line, Slope/Inter. Method, Consec Int's, Frac/Dec Word Probs)	
6	Lessons 19-22 (Exponents, Powers of Neg #, Roots, Volume, Product Rule, Equations)	24	Lessons 78-81 (Rational/Inconsist./Depend./Subscripted var. equations, Sci Not Oper's)	
7	Lessons 23-25, T5 (Equiv. equations, Add/Mult property of Equality, Sol. of equations)	25	Lessons 82-84, T20 (Eval Func's, Domain & Range, Coin probs, Radicals, Functions)	
8	Lessons 26-29 (Complex equations, Dist Prop, Functional Notation, Neg/Zero Exponents)	26	Lessons 85-88 (Stem-Leaf/Histograms, Div of Polynomials, Tests for Func's, Quadratics)	
9	Lessons 30-32, T7 (Algebraic Phrases, Decimal Parts of #, Parentheses, Word Prob's)	27	Lessons 89-90, T21 (Value Problems, Word Probs with Two Statements of Equality)	
10	Lessons 33-36 (Unequal Quantities, GCF, Factoring, Canceling, More on Neg Expon)	28	Lessons 91-93 (Mult Prop of Inequal, Spheres, Uniform motion, Prod/Quo of Rational Exps)	
11	Lessons 37-40 (Graphical Solutions, Ratios, Trichotomy Axiom, Exponent Prop./Rules)	29	Lessons 94-97 (Graphs/Shapes of Non-Linear Functions, Diff 2 Squares, Pythag. Theorem)	
12	Lessons 41-43, T9 (Like Terms, 2-Step Prob, Multivariable equations, Least Comm Mult)	30	Lessons 98-100, T24 (Dist between two pts, Slope, Uniform Motion II, Place Value/Round)	
13	Lessons 44-46 (Rational Expressions, Range, Median, Mode, Mean, Conjunction)	31	Lessons 101-104 (Factorable Denominators, Absolute Value, Rational/Abstract Equations)	
14	Lessons 47-49, T11 (Percents, Polynomials, Add/Mult of Polynomials)	32	Lessons 105-108 (Factoring by Grouping, Equation of Lines, Radical Equations)	
15	Lessons 50-53 (Ordered Pairs, Graphs of Lines, Overall Average, Power Rule of Exp)	33	Lessons 109-111, T26 (Adv Trinomial Fact., Translations & Reflections, Conjunctions)	
16	Lessons 54-56, T13 (Substitution axiom, Simult. Equations, Complex Fractions, Sets)	34	Lessons 112-115 (Radical Expressions, Direct/Inverse Variation, Exp Growth, Lin Inequality)	
17	Lessons 57-58 (Algebraic Expressions w/ neg. exponents, Percent Word Problems)	35	Lessons 116-118, T28 (Quot. Rule for Roots, Dir/Inv Var Squared, Completing Squares)	
18	Lesson 59-60, T14 (Rearranging for Substitution, Geometric Solids)	36	Lessons 119-120 (Quadratic Formula, Box & Whisker Plots)	

***These plans are a guideline and may be altered throughout the year. Circumstances such as hurricanes or other events may require that this schedule be updated.**

- **Students are given specific weekly assignment sheets with the details necessary to complete the assignments.**

Honors Options: Students may take Algebra I at the Honors Level as follows:

- Being tested at all Assessments with the Honors Tests and complete 2 Semester Projects.
- They will do all of the Uniform Motion Problems and be proficient with Quadratic Formula
- Doing outstanding, consistent work on all Homework and Assignments—following directions, **showing work** (*Students who do not show work cannot get an honors credit.*)
- Turning in assignments on time (*Students who are chronically late cannot get an honors credit.*)