



Math Syllabus

Mr. Baker

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SAXON OVERVIEW

Saxon Math's approach of distributed instruction, practice, and assessment gets results for today's standards, where mastery learning is required of all students. This approach makes the difference in helping junior high students master the standards and provides an understanding that lasts a lifetime.

INSTRUCTIONS & PROCEDURES

* Class starts the moment you enter the room.

- When students enter the room, class has begun. Students will not talk just because the bell hasn't rung. The bell does not determine class starting. Students will come into class, grab a homework grid sheet by the door (unless you are using grid paper you have purchased) and get all necessary items out of their backpacks, put their backpacks at the back of the room on a backpack hook and have a seat at their desks. Students should have out on their desks; homework from the previous night, notebook, pencil to take notes with and a pen to grade their homework with. Students will then work quietly on the warm-up that is projected on the board.
- All assignments should be completed with a pencil and corrected with a pen.
- Each assignment that will be turned in should have the proper heading in the upper right hand corner: Name, period, date, and lesson number.
- If you are absent you should check the board and class website and if necessary, make arrangements to attend tutoring or schedule an appointment with me.

A THREE-PART LESSON

Saxon provides a consistent lesson structure that enhances student mastery. The following format allows students to become comfortable with lessons and to know what to expect each day.

- *WARM UP*
The Warm Up at the beginning of every lesson provides practice of those prerequisite skills, concepts, and vocabulary needed to be successful in that day's lesson.

- *NEW CONCEPTS WITH LESSON PRACTICE*
Each day the New Concepts introduces a new topic through clear explanations and examples that build in-depth understanding and use a variety of methods and real-world applications.
- *PRACTICE*
The distributed Practice provides students with a depth of understanding. Because students practice the same topic over several lessons, they have “time to learn” the concept and have multiple opportunities to show that they understand.

The integrated nature of Practice allows students to maintain and build on concepts and skills previously taught. By practicing problems from many lessons every day, students see how math concepts connect to each other and to the real world.

The distributed and mixed practice is unpredictable and therefore challenging. It mirrors the format of state tests.

LESSONS

The first 20 lessons are review. These lessons should NOT be difficult. Please do not assume you are misplaced if these lessons appear to be easy. Math is foundational and builds upon itself. It is necessary to fill in all gaps in the curriculum. Students should take the first 20 lessons seriously and work very hard to ensure that prerequisite skills are in place.

ALGEBRA 1 GRADING POLICY

Tests.....	35% of total grade
Participation.....	20% of total grade
Homework/Classwork.....	15% of total grade
Quizzes.....	15% of total grade
Notebooks.....	10% of total grade

GRADING SCALE

The overall semester grade will be comprised of the following:

- 40% will be from quarter 1.
- 40% will be from quarter 2.
- 20% will be from mid-term/final exam.

Benjamin Franklin High School utilizes the following grading scale:

- 90 - 100% A
- 80 - 89% B
- 70 - 79% C
- 60 - 69% D
- 0 – 59% F

HOMWORK POLICY

Homework will be assigned every night including weekends and holidays. Assignments will be due at the beginning of the class period on the deadline date. If students do not complete homework **IN ITS ENTIRETY** a 0% will be given. For every missed or incomplete homework, 10 participation points will be deducted. If students turn in the homework that was late or incomplete, now completed, they will still receive a 0% on homework but all 10 participation points will be returned and this 0 will not go towards a detention. Homework is done in its entirety. Not completing any homework problems is an incomplete homework. Homework is to be completed on the homework grid provided or on graph paper. If homework is not completed with good penmanship, I am not able to grade it. If I cannot grade your homework, you will receive a zero even though you may have completed it. If students do not understand a math problem, they are to refer back to the lesson that the concept was taught and attempt the problem. Homework is a completion grade only worth 10 points. If you complete your homework you receive full credit. If you do not complete your homework, a zero will be given.

- 15% of total grade is from homework.

QUIZES

Every week, on block day, a homework quiz will be given. This homework quiz will be on previous lessons taught and will have up to 2 questions from each lesson. Each question will be worth 5 points totaling 10 points for each lesson being quizzed. The homework quizzes are an all or nothing quiz. If a student does not receive a 100% the first time they take the test, they can retake the test as many times necessary (can not take quiz home) before the next quiz to receive a 100%.

- 15% of total grade is from homework quiz.

ABSENT AND LATE WORK

It is required that all assignments be completed. All students shall be provided two days for each day of absence to make up missed assignments. Work not completed by the assigned time shall be considered late. No late work will be accepted. Homework will be posted on the class website for your convenience - www.bfhsbaker.weebly.com. If you're going to be absent, please visit the website for your homework and class notes that should be taken. At the top of the homework that is being turned in, it is required that the

date they were absent be put there. If the date is not there, it will be considered late and receive a zero score.

PARTICIPATION

As is the case in all disciplines, class is not just about knowledge acquisition but is also about learning a process. For my classes, this process is learning how to read closely, study and interpret math. To my mind, one learns this best by doing it oneself, watching others (classmates and the instructor), and getting feedback. In other words, if I'm grading the homework and tests for my class it makes just as much sense to me that I should be grading your in-class efforts at analysis.

The term class participation is a bit of a misnomer. A more accurate term might be "Student Engagement" or "Scholarship." One of the greatest gifts we can bequeath to our students is the skill set that will set them up for success in their future academic endeavors. Consequently, this grade consists not only of participating in classroom discussions, but also: coming to class prepared, listening attentively to the teacher and other students when they are speaking, having a good attitude, being on task, asking quality questions, delivering quality and thoughtful answers, etc. When a student employs these techniques and is incentivized to do so, their academic skill set improves and thus they experience success.

This is a class based on collaborative discourse. As such, being prepared to participate in discussions is a course requirement. This entails having read, and thought about the complete assignment carefully before class starts. Since we will be engaged in closely examining the texts we read the night previous and the language that they use, if you don't have your vocabulary terms written, then you aren't prepared for class, even if you have read the assignment. Naturally, this admonition applies to the texts that you will find online.

More broadly speaking: Ask questions. Be curious. You are more than welcome to have a different way of solving a problem than a classmate or me; just be sure to share your perspective in a productive and supportive manner. Since the course will be conducted in a Socratic nature, our class meetings will primarily consist of your responses to the course texts (such as general questions, impressionistic responses, or interpretations of particular passages) and, secondarily, my engagement with your responses. Your thoughts and questions will provide the starting point for our discussions. Your active participation will be consequently factored into your final grade for the course. If you're reluctant to speak up, please talk to me and we'll figure out a way for you to participate.

I want students to participate so they can learn from each other. We know that active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In making statements to peers about their own thoughts on a class topic, students must articulate those thoughts and also submit them to (hopefully constructive) examination by others. In listening to their peers, students hear many different ways of interpreting and applying class material, and thus are able to integrate many examples of how to use the information. Especially in a course that stresses application of material, extensive participation in class discussions is an essential element of students' learning.

Our job as educators is to take students – whatever level they may be – and move them forward. We use time honored and tested techniques to do so. College-prep schools that employ the Socratic Method also follow this formula – because it works!

What is a Class Participation Grade?

- Bringing required materials to class
- Frequency and Quality of participation
- Prepared for classroom discussions due to having done his/her reading/studying
- Relevant comments based on assigned material

- Group dynamic is improved by student's presence
- Engaged in classroom discussion and able to give cogent answers when called upon
- Does not disrupt class and classroom discussion
- Any notes that are required are complete and neat
- Comments in class and possible disagreements with the teacher and other students are handled with maturity and sensitivity
- shows an interest in and respect for others' contributions

What Participation **IS NOT**

- Raising of the hand in an attempt answer every question whether or not you have anything of quality to offer
- Interjecting in class discussion purely to be "seen" or "counted"
- Talking incessantly, rambling or making tangential comments

What takes away from Class Participation?

- Coming to class ill prepared
- Being disrespectful to students or staff
- Disrupting the learning environment by actions or talking out of turn
- Belittles the opinions of others
- Not following the conversation and thus is not prepared to answer questions when called upon or is off topic
- Discourages and disrupts others that are attempting to participate
- Not taking notes
- Not having homework complete and thus not able to contribute to class discussion of said homework
- 20% of total grade is from participation.

NOTEBOOKS

Notebooks are graded on neatness, completeness, vocabulary, examples and warm-ups. Each new lesson needs to have the lesson number, title and the date at the top.

Heading 10 points - 8 points for lesson number and title of lesson (4 points each), 2 points for the date

Neat and organized - 20 points. This includes all new vocabulary and/or explanation of the concept taught. Any example necessary to understand concept and/or the concepts I write on the board.

Complete - 10 points for vocabulary, 10 points for examples

Warm-ups - 10 points need to be complete showing work.

Total points per page of notes is 60. Notebooks will be checked every time we take a test in class. If a student is absent from school, it is their responsibility to go to the lesson in the book and take notes from that section. Notes are the **ONLY** thing I will accept for full credit at any time during the quarter.

- 10% of total grade is from notebooks.

DETENTION POLICY

If you fail to turn in homework, that is a zero for that assignment. After 3 homework's missed in a quarter, you will receive a detention. The way out of a detention is to turn in all your homework assignments to me (even if late). This will not only keep you out of detention, it will gain you all your participation points back you lost for not turning in your homework.

PRACTICE TESTS

A practice test will be given at least 1 week prior to the actual test. If the student chooses to print the study guide that is on my weebly site, I will give 5 extra credit points towards their test.

TESTS

I will attempt to give all tests on a block day. Tests will be given after the first 10 lessons and then after every 5th lesson thereafter. After lesson 10, the next day there will be a test. After lesson 15, then 20, then 25 and so on a test will be given. The day after the test has been graded and handed back I will be having a test correction tutor session that all students can come to receive help on understanding the concept missed. You have until the next test is given to complete a re-teach form on the concept missed to receive $\frac{1}{2}$ credit back for that problem missed. For example; if you missed 10 points on a test and you complete all re-teach forms, you will receive 5 points back. The only points you may NOT earn back are points taken away due to not showing your work.

students will be responsible for tracking their progress of each test taken on the individual test analysis form. This will help them have a visual as to which lessons they may need to be re-taught. They will be able come to tutoring for additional help in these areas.

In lieu of tests 4, 8, 12, 16, and 20 a benchmark test will be given to assess comprehension of topics previously introduced in the course. This will help measure student progress. The multiple choice, gridded response, short response and extended response will help them be more comfortable with standardized tests.

- 35% of total grade is from tests.

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MID-TERM/FINAL EXAM

A final exam will be given at the end of the first semester (accumulative to beginning of the year) and at the end of the second semester (accumulative to beginning of the year).

- 20% of semester grade is from the mid-term/final exam.

REQUIRED MATERIAL

Each day, every student should bring with them:

1 inch binder, a composition notebook or spiral bound notebook (paper can NEVER be torn out of a composition notebook in my room). This is your math notebook and is to be brought to class every day. If you choose to use a binder, you may share this notebook with other classes as long as you have a designated location for all math notes.

TI-84 or newer calculator (not a TI-89) OR any graphing calculator. Any graphing calculator will work, Saxon is just set up for the TI-84.

White lined college ruled paper

Graphing paper (May be used for homework if you choose not to use grid paper supplied)

Several pencils (Led if mechanical)

Erasers

Correcting pens (Can be any color other than blue or black)

Recommended materials:

Colored pencils (These may be used for note taking).

Highlighters (These may be used for highlighting notes. 3 different colors recommended).

Mr. Baker's Math Syllabus

Your signature below ensures that you have read and understood the course requirements, procedures, and policies:

STUDENT NAME

_____ Period _____

STUDENT SIGNATURE

_____ Date _____

PARENT/GUARDIAN SIGNATURE

_____ Date _____

PARENT EMAIL _____ PHONE #
(_____)_____