



Algebra I
Yearlong Course
Academic Year (2023/24)



ELIGIBLE STUDENTS:

Grades 9th, advanced 8th (10 - 12th welcomed): *This course is designed for students who have successfully completed Pre-Algebra or its equivalent.*

Class Dates: Wednesday, September 6, 2023; through Thursday, May 23rd, 2024.

Class Times: Mondays, Wednesdays and Thursdays: 9:30 — 10:45 am (EST)

Instructor: Jamie Terral

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ALGEBRA I COURSE DESCRIPTION:

Algebra I serves as the foundation for all future mathematics and science courses. Students begin to formulate abstract algebraic generalizations from their concrete understanding of mathematics. Students will learn to solve problems using equations, inequalities, and graphs. Students will investigate linear relationships, translating those relationships into mathematical equations and then functions. Students will explore: simplifying algebraic and radical expressions, linear and nonlinear functions, exponents, polynomials, solving quadratic equations, data analysis, and probability.

SCHEDULE FOR ALGEBRA I

CLASS SESSIONS DATES:

Classes will take place for 75 minutes on MWTh: 9:30 — 10:45 am (EST) for 32 weeks and 95 classes on the following dates*

September (11): 6, 7, 11, 13, 14, 18, 20, 21, 25, 27, 28

October (13): 2, 4, 5, 9, 11, 12, 16, 18, 19, 23, 25, 26, 30

November (11): 1, 2, 6, 8, 9, 13, 15, 16 [Thanksgiving Break] 27, 29, 30

December (6): 4, 6, 7, 11, 13, 14 [Christmas Break]

January (11): [Christmas Break], 8, 10, 11, 15, 17, 18 [End 1st Semester], 22, 24, 25, 29, 31

February (10): 1, 5, 7, 8, 12, 14, 15, 19, 21, 22 [Winter Break]

March (9): 4, 6, 7, 11, 13, 14, 18, 20, 21, [Holy Week]

April (13): 1, 3, 4, 8, 10, 11, 15, 17, 18, 22, 24, 25, 29

May (11): 1, 2, 6, 8, 9, 13, 15, 16, 20, 22, 23 [End 2nd Semester]

**Please note the above dates and times are the anticipated class sessions for this course. However, all dates are subject to change as the instructor's circumstances might dictate (e.g. illness, family emergency). Any classes canceled by the instructor will be made up at an alternate time designated by the instructor.*

REQUIRED MATERIALS:

- **Textbook:** Reveal Math Algebra 1
Digital Textbook (purchase link will be provided during the summer)
- **Print Textbooks:** [Textbook Vol 1](#) & [Textbook Vol 2](#)
- [Mathematics for the Nonmathematician](#): This text will be used to learn some of the related history and philosophy of the concepts covered.
- Digital tablet. Choose from: [Wacom Intuos](#), [Huion](#), [XP-Pen](#), or [other](#)
 - This will be used to write on [ziteboard.com](#), a digital whiteboard. Please sign up for a free account, and have your child practice writing with a digital tablet before class begins
- Pencils, notebook paper, graph paper, and ruler
- OPTIONAL - TI84+ - Graphing Calculator

ALGEBRA I COURSE MAP:

Semester 1:

- Expressions
- Equations in One Variable
- Relations and Functions
- Linear and NonLinear Functions
- Creating Linear Equations
- Linear Inequalities

Semester 2:

- Systems of Linear Equations and Inequalities
- Exponents and Roots
- Exponential Functions
- Polynomials
- Quadratic Functions
- Statistics

OFFICE HOURS: Students are welcome to remain in the Zoom Meeting up to 15 - 20 minutes after class ends to ask extra homework questions. Mrs. Terral is also available outside of class time to answer questions through Canvas (response time within 24 hrs).

STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS

Students enrolling in Scholé Academy's Algebra I Course will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings and teachers they will face in their future academic coursework.

1. An Engaged Student: One who is willing to step into the arena of class discussion, ask questions, supply answers, generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.

2. Note Taking: A student who during and after being engaged with the class has been trained to note important and relevant content in an organized fashion (Cornell Notes

would be a great option). His notes would then be consulted, independently, for application in assignments and assessments.

3. Attention to Detail & Preparedness: These students are ones who consistently adhere to deadlines, submission requirements, adhering to style guides and codes, confirm technology is working prior to the start of class, be responsible to determine how to proceed after an absence, be responsible for consulting his course syllabus and adjusting as the class proceeds, etc.

4. Employ Critiques: These students are ones who receive feedback to one of their submissions, and then are sure to apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others.

5. Initiative/Maturity: This student would hear the teacher comments and be able to assess whether or not the teacher was describing his work, and then take the initiative to schedule office hours with his teacher if necessary.

STUDENT EXPECTATIONS IN ACTION

In Algebra I, students are expected to listen attentively and participate actively in discussions and practices. Students are expected to arrive to class on time and with all assigned material completed and turned in to Canvas. The instructor will facilitate learning for the student, but the responsibility for staying up-to-date with classwork and assignments ultimately falls to the students.

During class time, students will review answers, pose questions, explain and justify their answers and solutions. They will be required to take notes documenting the new content covered in each class. Students are encouraged to embrace their mistakes as opportunities to learn.

Time Commitment - Algebra presents an increase in rigor which is often perceived as an increase in pace. It is recommended that students spend 4-6 hours per week studying for math outside of the regular class time.

Students turning in late work will earn a 10% penalty for each day the assignment is late. Students will submit their work by scanning their homework pages and uploading it into the Canvas assignment window. Photographs of completed assignments will not be accepted as they are incredibly difficult to read.

STUDENT EVALUATION: GRADING

While pursuing this course through Scholé Academy will be “restful”, we also recognize the need to provide grades for students who will be using this course as part of their prepared college transcript. It’s a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery of this discipline.

The student will be assigned the following grades to the student’s level of achievement:

- *magna cum laude* (with great praise) 94% or Above
- *cum laude* (with praise) 85 - 93%
- *satis* (sufficient, satisfactory) 75 - 84%
- *non satis* (not sufficient) Lower than a 75%

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work will be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the *Algebra I* Canvas page. Additionally, Mrs. Terral will provide a transcript of that grade to the requesting parent at the end of the year.

STUDENT EVALUATION: ASSIGNMENTS, TYPES & WEIGHTS

Mrs. Terral will communicate with students regarding assignment feedback and grading through the free online grading system, Canvas.

Student’s grades will be comprised of:

1. Tests: 55% of the grade
2. Quizzes: 15% of the grade
3. Homework and Projects: 30% of the grade.

LATE WORK - penalized 10% each day late and will not be accepted after the 3rd day, resulting in a zero.

STUDENT EVALUATION: ACADEMIC DISHONESTY

Students will often take assessment tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy’s Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

The use of Math Solver websites or apps is a serious and punishable offense. A plagiarized assignment will result in a failing grade.

THE VIRTUAL CLASSROOM:

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the *Algebra I* Canvas assignment page (access granted after enrollment is secured).

ABOUT THE INSTRUCTOR:

Mrs. Jamie Terral has been teaching math and science in a variety of settings including private christian education, online tutoring, community college, and homeschool for the past 20 years. She holds a Bachelor of Science in Biomedical Engineering from Texas A&M University and a Masters of Education from Concordia University Texas.

She currently lives with her husband and four children in North Texas. Her husband serves as the pastor of Faith Lutheran Church and together they homeschool their children. Her journey in homeschooling has led to the discovery of Classical Christian education and the nurturing of restful learning.

Mrs. Terral strives to engage her students in the learning process by making her classes enjoyable and creative. When not in the classroom or teaching her own children, Jamie enjoys studying nutrition, growing food, paddle boarding and getting her Vitamin D outside in God’s creation.