



HIGH SCHOOL COURSE OUTLINE

Department	Mathematics			Course Title	Algebra CD Development		
Course Code	3164	Grade Level	8 -12	Course Length	2 semesters	Credits/Semester	5
Required for Graduation		No	Meets H.S. Grad Requirement		No	Elective Credit	Yes
Prerequisites	This class is an additional support period for the Algebra CD students who did not score proficient on the CST exam.						
Articulated with LBCC		No		Articulated with CSULB		No	
Meets UC "a-g" Requirement		No		Meets NCAA Requirement		No	

COURSE DESCRIPTION:

The Algebra CD Development course remediates gaps in students' learning, provides additional time for homework for the Algebra CD class and previews the next lesson which will be taught in the Algebra CD class. This class allows time to use a more hands-on approach for important Algebra concepts. This course will also provide practice for the CAHSEE.

The Algebra CD year long course is the second half of the Algebra 1-2 course. It continues instruction in the language and applications of algebra, including development of the real number system, variables, mathematical expressions, linear equations, problem solving, inequalities, polynomials, special products and factoring, and introduces graphs, relations and functions, quadratic equations, rational and radical expressions, and basic statistics and probability. Students must have taken Algebra AB in sequence with this course. Algebra is required for graduation from high school.

GOALS: (Student needs the course is intended to meet)

Students will learn all of the California State Standards for Algebra. Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, the student will develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

Students communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical vocabulary. Regular opportunities are provided for students to communicate through oral and written explanations of math concepts.

Students learn to apply mathematics to everyday life and develop an interest in pursuing advance studies in mathematics and in a wide array of mathematically related career choices.

CONTENT STANDARDS

- 1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable: (CST, PSAT)
- 2.0* Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents. (CAHSEE, CST, PSAT)
- 3.0 Students solve equations and inequalities involving absolute values. (CAHSEE, CST)
- 4.0* Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$. (CAHSEE, CST, PSAT)
- 5.0* Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step. (CAHSEE, CST, PSAT)

- 6.0* Students graph a linear equation and compute the x - and y -intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$). (CAHSEE, CST)
- 7.0* Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula. (CAHSEE, CST, PSAT)
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point. (CAHSEE, CST, PSAT)
- 9.0* Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets. (CAHSEE, CST, PSAT)
- 10.0* Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques. (CAHSEE, CST, PSAT)
- 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials. (CST, PSAT)
- 12.0* Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms. (CST)
- 13.0* Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques. (CST)
- 14.0* Students solve a quadratic equation by factoring or completing the square. (CST, PSAT)
- 15.0* Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems. (CAHSEE, CST, PSAT)
- 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions. (CST, PSAT)
- 17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression. (CST)
- 18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion. (CST)
- 19.0* Students know the quadratic formula and are familiar with its proof by completing the square. (CST)
- 20.0* Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations. (CST)
- 21.0* Students graph quadratic functions and know that their roots are the x -intercepts. (CST)
- 22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x -axis in zero, one, or two points. (CST)
- 23.0* Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity. (CST)
- 24.0 Students use and know simple aspects of a logical argument: (CST, PSAT)
- 25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements: (CST, PSAT)

The * designates the key standards that comprise a minimum of 70% of the Content Standards Test.

CST – Standard assessed on the California Standards Test

CAHSEE – Standard assessed on the California High School Exit Exam

PSAT – Preliminary Scholastic Achievement Test

STATE PERFORMANCE STANDARDS

The California State Board of Education has identified the following performance levels for the California Content Standards Test in Algebra. The objective of Long Beach Unified School District is to have all students achieve at or above the Proficient Performance Standard (Level). The table indicates the Scaled Score (SS) and estimated percent correct on the Content Standards Test.

	Far Below Basic	Below Basic	Basic	Proficient	Advanced Proficient
%	0% - 26%	27% - 39%	40% - 54%	55% - 75%	76% - 100%
# Correct	Less than 17	18 - 25	26 - 35	36 - 49	50 - 65

DISTRICT PERFORMANCE STANDARDS

The Long Beach Unified School District has common assessments and assignments that are required for Algebra. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the Assessments or Assignments.

Mathematics Performance Standard Criteria

Assessment/Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Integer Tests	Less than 80%	80% - 92% 56 of 70 Correct Completed in ≤ 15 mins.	93% - 96% 65 of 70 Correct Completed in ≤ 10 mins.	97% - 100% 68 of 70 Correct Completed in ≤ 5 mins.
Graded Student Work	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
Standards Based Assessment	Less than 60%	60% - 69%	70% - 84%	85% - 100%
Written Response/OEM	1-2	3	4	5-6
End-Of-Course Exam	Less than 45%	45% - 59%	60% - 84%	85% - 100%

Mathematics Performance Standard

Performance Level for each unit is determined by the average of the Graded Student Work, Standards Based Test and Open-Ended Math Score. Students record information in the Portfolio during the school year and at the end of the year complete the Overall Standards Performance Graph.

Performance Level	4			
	3.5			
	3			
	2.5			
	2			
	1.5			
	1			
	0.5			
	0			
		System of Equations	Polynomials Factoring	Quadratics Radicals

OUTLINE OF CONTENT AND RECOMMENDED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans and student needs.

Symbols used in this document:

- M – McDougal Littell, Algebra 1 textbook
- P – Prentice Hall, Algebra 1 textbook
- () - Indicates California State Content Number

Algebra CD will review standards taught in Algebra AB throughout the year.

Solve Systems of Linear Equations and Inequalities

California Content Standards		Adopted Textbook Correlation	Assessments <u>Algebra</u> <u>Assessment</u> <u>Portfolio</u> <u>Workbook</u>	Key Vocabulary And Recommended Aids	Time
Solve systems of linear equations in two variables by graphing, substitution, and linear combination, and solve systems of linear inequalities.	Solve using the graphing method (9.0)	P 8-1 M 7.1	Pages 83, 86	Key Vocabulary: Systems of equations Intersecting lines Parallel lines Linear combination Substitution Visuals & Demos: Graph Paper	9 Weeks
	Solve using the addition or linear combination method (9.0)	P 8-3 M 7.3	Pages 5, 11, 83		
	Solve using the substitution method (9.0)	P 8-3 M 7.2	Pages 5, 12, 83		
	Solving systems of inequalities (9.0)	P 9-6 M 7.6	Pages 104, 105		

Perform Basic Operations on Polynomials

California Content Standards		Adopted Textbook Correlation	Assessments <u>Algebra</u> <u>Assessment</u> <u>Portfolio</u> <u>Workbook</u>	Key Vocabulary and Recommended Aids	Time
Add, subtract, and multiply polynomials, apply exponent rules, and use scientific notation	Add and subtract polynomials by combining similar terms (10.0)	P 5-7, 5-8 M 10.1	Pages 1, 9, 91	Key Vocabulary: Polynomial Binomial Constants Difference of squares FOIL Monomial Square a binomial Square of a sum Trinomial Power of a monomial Power of power Product of powers Visuals & Demos: Algebra Tiles Algeblocks	3 Weeks
	Multiply polynomials (10.0)	P 5-9 to 5-11 M 10.2	Pages 1, 2, 3, 12, 36, 37, 53 OEM 909		
	Apply rules of positive and negative exponents (2.0)	P 5-1, 5-2 M 8.1-8.7	Pages 1, 2, 3, 8, 12, 54, 55, 91, 92		
	Use scientific notation to solve problems	P 5-4 M 8.5			

Factor Polynomials

California Content Standards		Adopted Textbook Correlation	Assessments <u>Algebra</u> <u>Assessment</u> <u>Portfolio</u> <u>Workbook</u>	Key Vocabulary And Recommended Aids	Time
Factor trinomials completely using the greatest common factor and other factoring patterns	Factor using the greatest common factor (11.0)	P 6-1 M 10.8	Pages 1, 9, 93	Key Vocabulary: Composite Distributive property Factor Greatest common factor Prime Difference of squares Perfect square Zero product property Quadratic equation Visuals & Demos: Diamond Model Facto Trees Color Tiles	6 Weeks
	Factor trinomials (11.0)	P 6-3 to 6-5 M 10.5, 10.6	Pages 3, 12, 93		
	Factor completely by applying several different factor patterns (11.0)	P 6-6, 6-7 M 10.5-10.8	Pages 58, 93		

Perform the Basic Operations on Algebraic Fractions

California Content Standards		Adopted Textbook Correlation	Assessments <u>Algebra</u> <u>Assessment</u> <u>Portfolio</u> <u>Workbook</u>	Key Vocabulary And Recommended Aids	Time
Add, subtract, multiply and divide algebraic expressions and simplify them in lowest form. Solve rational equations and find the probability of an event	Express fractions in lowest terms (12.0)	P 10-1 M 11.3	Pages 14, 94, 95	Key Vocabulary: Common factors Denominator Excluded values GCF Numerator Rational expression Simplest form Common denominator Dividend Divisor Fraction bar LCM (least common multiple) Least common denominator Product Quotient Unlike denominator Rational equations Extremes Means Proportions Event Expected result Failures Odds Outcomes Probability Random Successes Visuals & Demos: Algebra Tiles Coins Dice Spinners	5 Weeks
	Add, subtract, multiply and divide algebraic expressions and simplify complex fractions (13.0)	P 10-2 to 10.5 M 11.4-11.6	Pages 5, 6, 38		
	Solve rational equations (including proportions) (15.0)	P 10-6, 10-7 M 11.7	Pages 4, 9, 40, 96		
	Probability of an event	P Supplement M Supplement			

Perform Basic Operations with Radicals and Solve Equations

California Content Standards		Adopted Textbook Correlation	Assessments <u>Algebra</u> <u>Assessment</u> <u>Portfolio</u> <u>Workbook</u>	Key Vocabulary And Recommended Aids	Time
Work with algebraic expressions containing real numbers. Find square roots of real numbers; simplify, multiply, divide, add, and subtract radicals; solve equations containing radicals; apply the Pythagorean theorem and use the distance formula.	Find the square root of a real number (2.0)	P 11-1 M 9.1	Page 8	Key Vocabulary: Square root Perfect square Radical sign Principal square root Negative square root Irrational number Radicand Simplest radical form Pythagorean theorem Hypotenuse Visuals & Demos Leg Product property Quotient property Like radicals Radical expression Radical equation Extraneous roots Geometric mean Visuals & Demos: Graph Paper	4 Weeks
	Simplify, multiply, divide, add, and subtract radicals (1.0) (2.0)	P 11-3 to 11-6 M 9.3	Pages 3, 6, 8, 41-44		
	Solve equations containing radicals	P 11-9 M 9.2	Pages 6, 109 – 111		
	Apply the Pythagorean Theorem	P 11-7, 11-8 M 12.6	Pages 4, 9		
	Use the distance formula to find the distance between two points	P 11-7 M 12.7	Pages 4, 13, 116		

Solve and Graph Quadratics

California Content Standards		Adopted Textbook Correlation	Assessments <u>Algebra</u> <u>Assessment</u> <u>Portfolio</u> <u>Workbook</u>	Key Vocabulary And Recommended Aids	Time
Solve quadratic equations by factoring and using the quadratic formula. Graph quadratic expressions by point plotting, recognize the graph as a parabola, and recognize the x-intercepts as roots; apply the quadratic formula to physical problems, and solve quadratic equations by completing the square.	Solve quadratic equations by factoring (14.0)	P 6-8 M 10.4	Page 3 - 5, 13, 112, 113	Key Vocabulary: Zero product property Factoring Standard form of a quadratic equation Integral roots Quadratic formula Discriminant Roots, solutions, x-intercepts, zeroes Parabola Vertex Maximum Minimum Axis of symmetry Axis of symmetry Minimum Maximum Quadratic equation Parabola Visuals & Demos: Graph Aerobics Graph Paper	9 weeks
	Solve quadratic equations by using the quadratic formula (20.0)	P 13-4 M 9.6	Pages 13, 112, 113		
	Graph quadratic expressions by point plotting, recognize the graph as a parabola and recognize the x-intercepts as roots (20.0), (21.0), (22.0)	P 12-4 M 9.5	Pages 2, 112 -114		
	Apply quadratic solutions to maximum, minimum problems	P 12-4 M 9.3	OEM 904		
	Apply the quadratic formula to physical problems (19.0), (23.0)	P 13-4 M 9.4 to 9.6	Pages 112, 113		
	Solve quadratic equations by completing the square (14.0)	P 13-3 M 12.5	Page 59		

APPLICATION OF COURSE CONTENT

Career Connection:

Related Major Skills & Characteristics - Problem Solving , Organizational Skills, Numerical Computation, Ability to Analyze & Interpret Data, Critical Thinking, Computer Literacy, Logical Thinking, Team Skills Efficient, Systemizing Skills, Advanced Quantitative Skills, Testing Skills

Related Career Titles – Students who major in mathematics will be prepared for any of the following careers.

*Accountant *Contract Administrator *Information Scientist *Actuary *Cost Estimator/Analyst *Inventory Control Specialist *Aerospace Engineer *Cryptographer/Cryptologist *Investment Banker *Air Traffic Controller *Data Control Administrator *ISO 2000 Specialist *Applications Programmer *Data Processing Manager *Market Research Analyst *Applied Science Technologist *Database Manager
 *Mathematician *Artificial Intelligence Programmer *Demographer *Media Buyer *Astronomer
 *Econometrician *Meteorologist *Banking/Credit/ Investment Mgr *Economist *Mortgage Researcher
 *Biometrician/ Biostatistician *EDP Auditor *Network Programmer *Commodity Manager *Employee Relations Specialist *Numerical Analyst *Compensation/Benefits Administrator *Engineer *Operations Research Analyst *Computer Consultant *Engineering Lab Technician *Physicist *Computer Engineer
 *Environmental Technologist *Pollution Meteorologist *Computer Facilities Mgr *Estate Planner
 *Production Manager *Computer Installation *External Auditor *Production Support Specialist *Computer Marketing/Sales Rep *Financial Auditor *Psychometrician *Computer Programmer *Financial Consultant
 *Public Health Statistician *Computer Scientist *Financial Manager *Purchasing/Contract Agent *Computer-Aided Design Tech. *Hydro Geologist *Quality Assurance Analyst *Consumer Loan/Credit Officer
 *Hydrologist *Rate Analyst *Cartographer *Software Engineer *Teacher: Science/Math/Computers *Research Analyst *Software Support Specialist *Technical Support Rep. *Risk & Insurance Specialist *Statistician
 *Technical Writer *Risk Analyst *Systems Analyst *Transportation Planner *Robotics Programmer *Systems Engineer *Treasury Management Specialist *Satellite Communications Specialist *Systems Programmer
 *Underwriter *Software Development Specialist *Urban Planner *Value Engineer *Weight Analyst

Service Learning – Students who are Advanced Proficient on the Content Standards Tests or those who are earning an A in the course can participate in after school tutoring programs to assist other students in learning mathematics. All hours can be credited towards the Service Learning requirement.

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles including, but not limited to:

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
• Recall	• Pair/Share	• Restate in Journals / Notes	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Model with Manipulatives
• Observe	• Choral Response	• Graphic Organizers	• Stand up/ Sit down
• Consider	• Give One, Get One	• Folded Paper	• Point to Examples
•	• “Foggiest” point	• Ticket Out of Class	•
•	• Socratic Seminar	•	•
•	• Cooperative Discussion Groups (i.e. Talking Chips, Gambit Chips)	•	•

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<u>Reading Strategies in Mathematics</u>	<u>SDAIE Strategies for English Learners</u>	<u>Differentiation for Advanced Learners</u>
<ul style="list-style-type: none"> ▪ Learning Logs ▪ Pre-teaching ▪ Vocabulary ▪ Pre-reading ▪ Text Structures ▪ Trail Markers ▪ Reciprocal Teaching ▪ Functional Text ▪ Anticipation Guide 	<ul style="list-style-type: none"> ▪ Tapping/Building Prior Knowledge (Graphic Organizers, Schema) ▪ Grouping Strategies ▪ Multiple Intelligences ▪ Adapt the Text ▪ Interactive Learning (Manipulatives, Visuals) ▪ Acquisition Levels ▪ Language Sensitivity ▪ Lower the Affective Filter (including Processing Time) ▪ Home/School Connection (including Cultural Aspects) 	<ul style="list-style-type: none"> ▪ Curriculum Compacting ▪ Tiered Assignments ▪ Flexible Grouping ▪ Acceleration ▪ Depth and Complexity ▪ Independent Study

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text (**mandatory information – Title, Author, Copyright Date and Publisher**), a variety of instructional tools will be used to meet the needs of all students

Basic Text:

Algebra 1; Smith, 2001; Prentice Hall
Algebra 1 Concepts and Skills; Larson, 2001; McDougal Littell

Supplemental materials:

- California Mathematics Review, 2001, Pintozzi, American Book Company,
- Preparing for the California High School Exit Exam; A Mathematics Study Guide; California Department of Education; 2003

Related Career Resources

- There are many web sites that will help with career selection such as Eguidance.com, BRIDGES.com, and icouldbe.org. The software package COIN JR also has career information. Video tapes such as the Futures with Jamie Escalante - School to Career shows how math is used in various careers (FASE productions 800-404-FASE). Other videos are Career Futures. Call the Career/Tech Ed Office (562-989-7872 x 291) for more information on careers.

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to chapter tests, cumulative tests (End-Of-Course Exam), quizzes, homework, classwork, notebooks, portfolios, projects, and open ended questions.

Textbook	Diagnosis	Monitor	Evaluate
District Developed Assessments	Practice Exam 1 and 2	Integer Tests Standards Based Assessments Open-Ended Math	End-Of-Course Exam
Prentice Hall	Pretest of Skills and Concepts needed for each Chapter	First Five Minute Test Try This Exercises Lesson Quiz Chapter Wrap Up	Chapter Assessment Cumulative Review
McDougal Littell	Chapter Readiness Quiz	Quizzes Standardized Test Practice Chapter Summary and Review Maintaining Skills	Chapter Test Chapter Standardized Test Cumulative Practice

Scoring Guide for Written Response/Open-Ended Mathematics

Score	Description
4	The student response thoroughly accomplishes the task. <ul style="list-style-type: none"> • Shows thorough understanding and use of the central mathematical ideas(s) • Includes appropriate and accurate mathematical computations • Presents mathematical knowledge and ideas clearly and skillfully, using combinations of mathematical symbols and/or visual means as supporting evidence
3	The student response substantially accomplishes the task. <ul style="list-style-type: none"> • Shows an essential grasp of the central mathematical idea(s) • Includes appropriate and generally correct mathematical computations • Presents mathematical knowledge and ideas clearly with supporting evidence
2	The student response partially accomplishes the task. <ul style="list-style-type: none"> • Shows a limited grasp of the central mathematical ideas(s) • May include incomplete and/or misdirected mathematical computations • Presents mathematical knowledge and ideas in an unclear manner or without supporting evidence
1	The student response makes little or no progress toward accomplishing the task. <ul style="list-style-type: none"> • Shows little or no grasp of the central mathematical idea(s) • Includes mathematical computations that are incorrect or inappropriate • Presents mathematical knowledge and ideas in a barely (if at all) comprehensible manner

Portfolio Components

Component	Description	Purpose
Cornell Notes	This is a student-created study guide of organized notes which can be used to study for the End-Of-Course Exam. Math vocabulary for new concepts and processes is correctly defined, illustrated, and written in students' own words.	Students must learn to develop communication skills which include creating and using notes for reference during the year. The notes should also be used to study for comprehensive exams.
Integer Tests	Integer tests will be given throughout the year and the highest score for each test will be recorded. Students must meet the percent correct and the amount of time allowed for each category.	Mastery of integers is critical to students' success in Algebra. Students must pass the High School Exit Exam where the use of calculators is not permitted.
Grade Student Work	Select examples of individual student work such as tests, quizzes and projects. Calculate the mean of the samples and convert to a four point or percent scoring system.	Student work examples demonstrate growth toward understanding of mathematics standards.
Standards Based Assessment	The Standards Based Assessments are located in the Assessment Portfolio Student Workbook. These tests should be completed before the End-Of-Course Exam.	Students take common summative tests to assess proficiency level on individual Math Standards. These tests are indicators of students' depth of understanding in each standard
Written Response/ Open-Ended Math	There are three written response per standard which students should complete. The best score on the written response for each standard is recorded in the portfolio. The written response questions should be completed individually by the student.	Students who are able to write about their thinking and understanding of math concepts have a deeper understanding of math that will enable them to do well on tests like the Golden State and Advanced Placement Exams.
End-Of-Course Exam	A comprehensive exam will be given at the end of the year. The test is not timed and calculators are not allowed.	Students must learn the rigors of taking comprehensive exams in preparation for the California High School Exit Exam and other college entrance exams.

Algebra 1-2 Portfolio Performance Standards

The assessment portfolio is a communication tool for students to take ownership for their own learning. It allows parents and teacher to follow the development of students' progress towards reaching the standards. It provides students with multiple opportunities to show growth. It is important that all work for the portfolio is completed independently by the student. Students record their own information in the portfolio including the averaging of performance levels and graphing progress towards meeting standards. Students should create a bar graph indicating the level of achievement of each assessment or assignment.

Units	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Cornell Notes				
Basic Operations				
• Graded Student Work				
• Standards Based Assessment				
• OEM 918				
• OEM 919				
• OEM 920				
Linear Equations				
• Graded Student Work				
• Standards Based Assessment				
• OEM 902				
• OEM 903				
• OEM 912				
Polynomials/Factoring				
• Graded Student Work				
• Standards Based Assessment				
• OEM 909				
• OEM 914				
Inequalities				
• Grade Student Work				
• Standards Based Assessment				
Quadratics/Radicals				
• Graded Student Work				
• Standards Based Assessment				
• OEM 904				
• OEM 913				
Integers				
• Addition				
• Subtraction				
• Multiplication				
• Division				
End-Of-Course Exam				

Grading Policy: A common grading policy ensures consistency between schools and classrooms across the district.

Suggested Percent of Grade

Classwork/Homework (10%)	15% - 20%
Notes/Projects	5%
Chapter Tests	35% - 40%
Quizzes	25% - 30%
Cumulative Tests/End-Of-Course Exam	10% - 15%

Standard Grading Scale

- A =** 90% - 100%
- B =** 80% - 89%
- C =** 70% - 79%
- D =** 60% - 69%
- F =** Below 60%

Submitted by: Dixie Dawson

School/Office: Math Office

Revised Date: 7/05