

BOCA CIEGA HIGH SCHOOL
924-58th Street South, Gulfport, FL 33707 (727)893-2780
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Algebra I Credit Recovery – Course Information

Successful students will develop sufficient computational, procedural and problem-solving skills to provide a solid foundation for further study in mathematics. Every unit provides content that has been developed to cover the Mathematics Florida Standards as required by the State of Florida Board of Education.

Students are required to have all the following materials:

- Cornell Way Binder system
- Loose-leaf paper
- Pencils
- Highlighters

Algebra I Credit Recovery is a computer-based course. Students will complete all their work on computers. Work can be done at home but there is ample time in class. Students must earn an A, B or C in this class to “recover” their Algebra IA, semester I and II and Algebra IB, semester I and II grades. An A, B or C in this class will replace the four low or failing grades that the student earned in the Algebra IA and IB class. Students can receive a significant boost in their GPA if they are successful in this class.

GRADES: The student’s grade is comprised of points earned for notes, vocabulary, tutor access, lessons passed, and time spent within the Imagine Math program. The letter grade earned for each of the two 9-week periods in a semester is worth 37.5% of the final grade and the final exam letter grade is worth 25% for a total of 100%. If two of these three grades are F’s, the student will earn a failing grade for the semester.

ATTENDANCE: It is the student’s responsibility to make-up missed assignments due to an absence. The student will be allowed the same number of days to make-up assignments as the number of days absent per school board policy.

Pinellas County Grading Scale

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

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Algebra I Credit Recovery – Imagine Math

“Imagine Math is a rigorous, standards-rich supplemental math curriculum that adapts to the unique needs of each student. Even students with limited success in math can develop the essential foundations and conceptual understanding they need to confidently move to the next level. Because the system is adaptive, students learn in their zone of proximal development with the right degree of challenge. Instruction is always supported by meaningful practice and the application of knowledge at the conceptual level.” (Imagine Math, 2019)

Students will gain mastery of critical concepts through the intense study of the following units:

Introduction to Basic Algebra Ideas	Polynomials
Working with Rational Numbers	Factoring
Solving Equations	Solving Quadratic Equations
Proportions and Proportional Reasoning	Quadratic Functions
Linear Functions	Exponential Functions
Linear Inequalities	Rational Expressions and Equations
Systems of Linear Equations	Radical Expressions and Equations

Algebra I Credit Recovery – Classroom Behavior Policy

The mutual respect between teachers and students and creating a clear set of expectations for student behavior will enhance the overall functionality of our classroom. Students at The BCHS are expected to positively contribute to an atmosphere of respect for the learning environment by complying with policies and procedures; which include electronic devices, dress code, and punctuality.

Prepared for high school

Inclusive, working together as The BCHS Community

Respectful of self, others, and the learning community

Attitude, fostering positive relationships

Tenacious, never give up

Empowered, being responsible for our learning

Cell Phone Policy

Cell phones will be stored in a locked cabinet every class period. In order to have genuine engagement all distractions must be removed.

Policy for Severe Behavior

Severely disruptive behavior will result in immediate referral to your assistant principal.

Consequences for Disruptive Behavior

Conversation will transpire involving all parties with the goal of repairing the harm done and will include restorative dialogue, proactive discussion, informal conference, student self-reflection, formal conversation, behavior contract and referral.