

Al-Madinah School
383 3rd Ave., Brooklyn, NY 11215
Phone: (718) 222-4986

Douaa Baiomy

doaaabdelaziz22@gmail.com

Dear Parents and Students,
salamu Alaikum

Welcome to the new school year at Al-Madinah School. I hope that your summer was filled with many new adventures and special memories. I am Sr. Douaa and I will be the Math teacher this year. I am looking forward to working with you and I would like to see all of my students succeed this year. Please email me if you have any questions also I'll be available every week day in school during the school. It is important that the students understand what will be expected of them. Although I have explained this in the class, I want the students to read the course requirements with his or her parents so that the parents can assist their son or daughter during the school year.

Rules students have to follow in class:

1. Students must attend class daily and be on time, students who arrive late must sign in the lateness log.
2. Stay in your assigned seat.
3. Be in proper uniform.
4. Be prepared to work, learn and participate. Bring all necessary school materials daily.
5. All work is to be completed in blue or black ink unless otherwise stated by the teacher.
6. Food, gum, beverages, cell phones and other electronic devices are not allowed.
7. Raise your hand and wait for permission to be recognized, no unnecessary talking.
8. No-pass-Do not ask. Nobody is allowed to leave the classroom except for emergency reasons or by request from the office.
9. The bell doesn't dismiss you , your teacher does.
10. Treat others with respect and be a positive influence within the class.

Consequences:

1. Verbal warning.
2. Deduct 2 points from classwork.
3. Misbehaviour letter.
4. Call parents.
5. Parent - Teacher - Student conference.
6. Referral to administration (Principal).

The grading policy for Math:

Tests	30%
Quizzes	30%
Homework	15%
Classwork and participation	10%
Attendance	10%
Organization	5%

- Every Friday the students will get a packet of Homework and it will be collected the next Friday in a box with the old one graded.
- There is one test and three quizzes every marking period.
- Late work is accepted for reduced points.
- If the student is absent, it is their responsibility to find out what was missed and complete the make-up work within 2 days of absence.
- If the student is absent on a test or quiz day, it is the student's responsibility to schedule a make-up time.

Supply List:

Students will be required to bring a notebook for classwork, 2 folders; one for the homework and the other for quizzes and tests, graphing calculator. Students should always have a pencil with them in class.

Course overview:

Algebra I is the first mathematics course in high school and the focal point is functions; specifically linear, quadratic, and exponential functions. By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and

algebraic methods to analyze and solve systems of linear equations in two variables. In Algebra I, students analyze and explain precisely the process of solving an equation. Students, through reasoning, develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities and make conjectures about the form that a linear equation might take in a solution to a problem. They reason abstractly and quantitatively by choosing and interpreting units in the context of creating equations in two variables to represent relationships between quantities.

They master the solution of linear equations and apply related solution techniques and the properties of exponents to the creation and solution of simple exponential equations.

Students learn the terminology specific to polynomials and understand that polynomials form a system analogous to that of integers. Students learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions represented graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on their understanding of integer exponents to consider exponential functions with integer domains. They compare and contrast linear and exponential functions, looking for structure in each and distinguishing between additive and multiplicative change. Students explore systems of linear and quadratic equations and linear inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions focusing in on the explicit forms of sequences written in subscript notation. In building models of relationships between two quantities, students analyze the key features of a graph or table of a function.

Students strengthen their ability to discern structure in polynomial expressions. They create and solve equations involving quadratic and cubic expressions. Students reason abstractly and quantitatively in interpreting parts of an expression that represent a quantity in terms of its context; they also learn to make sense of problems and persevere in solving them by choosing or producing equivalent forms of an expression. Students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They learn through repeated reasoning to anticipate the graph of a quadratic function by interpreting the structure of various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function, which may require students to write solutions in simplest radical form.

Students expand their experience with functions to include more specialized functions—linear, exponential, quadratic, square, and those that are piecewise-defined, including absolute value and step. Students select from among these functions to model phenomena using the modeling cycle.

Students build upon prior experiences with data, and are introduced to working with more formal means of assessing how a model fits data. Students display and interpret graphical representations of data, and if appropriate, choose regression techniques when building a model that approximates a linear relationship between quantities. They analyze their knowledge of the context of a situation to justify their choice of a linear model, compute and interpret the correlation coefficient, and distinguish between situations of correlation and causation.

Agreement study, Please sign and send it with your child

Iguardian of

read this letter with my child.

Student signature :..... Date:.....

Parent signature:..... Date:.....

E-mail:..... Phone no. :.....