

# Cross Creek High School Mathematics Department Algebra I - Syllabus 2019 – 2020



www.mathisfun.com

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Helpful websites: <u>www.khanacademy.org</u>

### **Expectations:**

I expect students to be prepared, organized, responsible, courteous, cooperative, respectful and trustworthy. But most of all, I expect their **BEST** efforts! Upon entering the classroom, students are to be seated, take out materials and being their "WARM-UP" assignment. <u>No food/drink are allowed in the classroom. If</u> <u>technology is required for instruction, students will be informed. Cell phones are to be checked in at</u> <u>the beginning of class and secured in the phone pocket holder located at the front of the classroom.</u> <u>Phones will be picked up upon leaving class.</u> No phones should be charging during class. Stay engaged! Don't get side-tracked!

www.purplemath.com

#### **Course Description:** A summary about this Algebra I course.

Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment. Prerequisite: Successful completion of 8th grade mathematics.

Units of Study	Time Length	
	(approximate)	
Unit 1: Relationships Between Quantities & Expressions	4-5 Weeks	
Unit 2: Reasoning with Linear Equations & Inequalities	4-5 Weeks	
Unit 3: Modeling & Analyzing Quadratic Functions	6 – 7 Weeks	
Unit 4: Modeling & Analyzing Exponential Functions	5 – 6 Weeks	
Unit 5: Comparing & Contrasting Functions	4-5 Weeks	
Unit 6: Describing Data	4 – 5 Weeks	
GA Milestones Review and GA Milestones	3 Weeks	
Final Exam Prep	2 Weeks	

### **Course Outline:** The Algebra I curriculum is divided into several different units.

**Required Course Materials:** Every student is expected to have these items.

Pencils2" Three-ring binderPackage of Dividers (5 minimum)Notebook Paper

\*\*Scientific Calculator

**Parental Involvement:** Ways you can help your child be successful in Geometry.

- 1. Periodically check your child's notebook for completed assignments.
- 2. Encourage development of good study skills, especially organization of time and materials.

- 3. Failing grades on quizzes can be an indicator of probable future test grades, unless there is an intervention attempted by the student (i.e. computer lab, tutoring). Ask your child if he/she needs extra help: Tutoring/Computer Lab is available Monday, Tuesday, & Wednesday after school till 3:15 & Saturday School (9am-Noon)
- 4. Schedule conferences through Guidance at (706) 772-8140.
- 5. Remember: Math needs daily practice, just like sports and music.

#### Grading Policy: The following is a summary of the grading percentages for Algebra I.

Type of Assignment	Grade Percentage	
Participation:	10%	
Participation points will be awarded on a weekly basis based on classroom performance, participation in group discussions & activities.		
Class Assignments / Homework / Online Assignments:	25%	
Most tasks are completed in class. Practice work is given with the purpose		
of reinforcing what was covered during class. It is imperative that you complete <b>ALL</b> practice work. USA Test Prep and HRW (textbook) assignments will be given to assist students learning.		
Interactive Notebooks:	15%	
Interactive Notebooks are valuable tools. All assignments, quizzes,		
notes, foldables, reference sheets & evaluations are organized in a notebook for the student's immediate use.		
Culminating Tasks:	10%	
Students will complete a culminating task or a project in class for each unit.	1070	
• Quizzes & Unit Tests Tests will be scheduled, and there will be quizzes given for each unit so students can determine whether they are adequately	40%	
progressing. Failing grades on quizzes can be an indicator of probable future		
test grades, unless there is an intervention <u>attempted by the student (</u> i.e.		
computer lab, tutoring)		
End of Course (EOC) Test	20% of the	
	student's overall	
	Math average	
EXAMPLE: How to calculate my final grade: If your math average is 85 (average of all 4 nine week's grades) and EOC score is 75. The student's FINAL grade is 85, then (85 * .80) + (75 * .20) = (68) + (15) = 83		

**Grading Scale:** This course will utilize the following grading scale.

#### **A** = 100 - 90, **B** = 89 - 80, **C** = 79 - 75, **D** = 74 - 70, **F** = 69 - 0

\*\*\*Parent conferences are required for all students earning D's and F's at the end of the third nine-week grading period. Please contact Guidance at (706) 772-8140 to set up a conference.

## Make-up Work:

- 1. Excused Absences: Students must make up work in a timely fashion (school policy).
- 2. Unexcused Absences: Make up work will be considered on a case-by-case basis.
- 3. Missed Tests: Tests assigned before your absence and given on the day of your absence must be made up on the day you return. If you are present when a test is assigned and you miss the day we review, you will be required to still take the test on the scheduled day.
- 4. I strongly advise you not miss class. However, if you must be absent, it is your responsibility to make up any work/notes you may have missed.



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Student's Name (Please print):

Mathematics Teacher: Ms. G. Williams

I have read and understand the provided syllabus and have discussed it with my parent or guardian. This sheet is due by *January 17, 2020* to receive a grade of **100** for the assignment.

Failure to return this sheet will result in a zero (0) for this assignment. Furthermore, five (5) points will be deducted each day the student is late submitting this sheet after *January 17, 2020*.

Student Signature:	Date:	
Parent/Guardian Name:	(Please print)	
Parent Signature:	Date:	
Daytime Parent Phone Number:		
Alternative Parent Phone Number(s):		
Home Phone Number:		
Best Time To Be Contacted:		
Parents Email Address:		

My definitive goal is to create and foster a collaborative classroom in which students take a proactive role in their learning. I would like to extend an opportunity for parents to voice their questions, comments, or concerns for this course in the space below. Thank you!