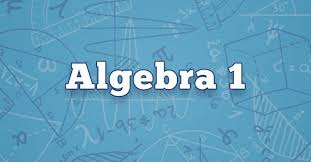
**Course Syllabus**



**Course: Algebra 1: Concepts and Connections**

**Teacher:** LaKiesha D. Farmer **Teacher Phone#:** 706-426-1979

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**Room:** 104

**Prerequisite:** Successfully completed Kindergarten through 8th grade mathematics.

**Supplies:** Composition notebook

Pen/pencil

**Course Description:**

In Algebra: Concepts & Connections, instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through four big ideas of content: (1) numerical reasoning, (2) functional & graphical reasoning, (3) patterning and algebraic reasoning, and (4) geometric and spatial reasoning. This course is designed as the first course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.

**Expectations and Goals**

Students are expected to be prepared, organized, and engage in their learning of mathematical concepts. This entails coming to class with all necessary materials and resources, staying on task, and actively participating in whole group and small group settings, as well as individual work. Assignments must be completed on time. To accomplish this goal, students must give maximum effort on all assignments and show all work to gain a better understanding of the math processes involved in working each problem. This method will prove beneficial in future course work.

**Grades:**

Quizzes, most assignments, and projects will be uploaded into Infinite Campus, however, tests will be completed in class. Students will earn points for the following:

**Minor Assignments 60%**

* Assignments
* Quizzes

**Major Assignments 40%**

* Tests
* Projects

**Absent:**

If you are absent, it is the student’s responsibility to go into Canvas to learn what he or she must make up. This work must be completed within three days of returning to class, unless other arrangements has been given by the teacher which must be in writing. All tests and quizzes must be taken before graded quizzes or tests are returned. Failure to do so will result in a zero, unless other arrangements has been made. Unexcused absences on the due dates of the tests, quizzes, projects, and presentations should be completed within three days.

**Tardy:**

Tardies are not allowed unless getting off of a late bus. In a case where a student is more than 15 minutes tardy s/he will be written-up for a cut.

**Messages:**

The student has the responsibility to ensure he or she reads all messages and documents sent out on Canvas. We will be using minimum paper for this class and most of our communications will be electronic.

**Late Assignments:**

This is a fast-paced class and students are strongly advised to try and submit all assignments by due date. Any assignments submitted after the due date but within the week will earn a 10% penalty. Any assignments submitted two weeks after the due date will earn a 20% penalty. Any assignment submitted three weeks after the due date will earn a 30% penalty.