**Algebra Concepts and Connections**

**Coach Clay**

**Course Syllabus 2024-2025**

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**Course Description**

This is the continuing course, in a sequence of courses, designed to provide students with a rigorous program of study in Mathematics. Students will understand various numerical representations, including integers; use and apply geometric properties of plane figures, including congruence and the similarity; use symbolic algebra to represent situations and solve problems, especially those that involve linear relationships; solve linear equations, systems of linear equations; use equations, tables and graphs to analyze and interpret linear functions; use and understand set theory and simple counting techniques; and make inferences from statistical data, particularly data that can be modeled by linear tables and graphs.

**Textbook**

Into Math Algebra 1 – Houghton Mifflin Harcourt

**Unit/Concept Names**

Unit 1 Modeling Linear Functions

Unit 2 Analyzing Linear Inequalities

Unit 3 Investigating Rational and Irrational Numbers

Unit 4 Modeling and Analyzing Quadratic Functions

Unit 5 Modeling and Analyzing Exponential Expressions and Equations

Unit 6 Analyzing Exponential Functions

Unit 7 Investigating Data

Unit 8 Algebraic Connections to Geometry Concepts

**Course work/Classwork**

Students will receive a variety of assignments designed to enhance their learning. If a student is absent, the student is responsible for the missed assignment.

Students are expected to submit work on time. Doing so exhibits pride in producing quality work and fulfilling student responsibility. This work habit is a behavior that supports academic achievement and demonstrates characteristics from our Richmond County School System Profile of a Graduate. Late work can negatively impact learning and your ability to demonstrate mastery of the standards.

When the assignment calls for students to produce original work, students will not use Artificial Intelligence (AI) to generate the assignment for them. Assignments are given to help students learn and demonstrate what they know. While there may be appropriate times for students to use AI during the learning process, using AI to generate original work in place of the student completing the work, is considered.

Academic Dishonesty and can be punished according to the rules outlined in the Code of Conduct.

***See RCBOE IHA-R Grading Practices***

**Late Work (Grading Policy- See RCBOE IHA-R Grading Practices)**

Students may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). ***Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.***

**Make-Up Work (Grading Policy)**

Students are expected to make-up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class. Make-up work should be completed by the student within **5 days from the day of absence.**

**Evaluation (Grading Policy)**

* Minor Grades 60% (class work, computer assignments, group work, etc.)
* Major Grades 40% (quizzes, test, projects, tasks)

**Relearn and Reassess Plan**

For any major assessments, students will have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students will be given a minimum of **ONE** opportunity to be reassessed. Only students scoring below 70 on a major assessment can complete a relearning plan unless exempted with parent approval.

Reassessments may be different from the original.

The reassessment score will replace the original score (the scores will not be averaged).

Reassessments should be completed **within 7 school days** of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.

*See teacher class page for Relearn/Reassess*

**Classroom Procedures & Expectations**

The overarching expectation in this class is to represent WAR (W, Accountable, Respectful)

Below are the expectations for how to W.A.R. in class!

|  |  |
| --- | --- |
| **Wholehearted** | * **Actively Participate** * **Encourage each other** |
| **Accountable** | * **Turn assignments in on time** * **Arrive to class on time** |
| **Respectful** | * **Treat others the way you want to be treated** * **Show courtesy of others personal space** |

**Course Materials**

\* One 3-ring binder \* Pencils (mechanical pencils preferred)

\* Handheld pencil sharpener \* Highlighters

\* Loose Leaf Paper

\* Coloring Utensils (crayons, colored pencil, or markers)

**My contact information:**

Email: clayde@boe.richmond.k12.ga.us

**Resources:**

www. Mathia.com

iReady.com

Delta Math

Canvas

**Remind Codes:**  
@aga824h

**Student Contract:** I understand that all work should be completed on time. I understand that my teacher may deduct five points per day and communicate this in my Infinite Campus gradebook. I also understand that work turned in after the learning has occurred may not be graded (no more than 5 school days from the due date). I understand that using Artificial Intelligence to complete assignments where I am asked to produce original work will be considered Academic Dishonesty.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

**Parent Contract:** I understand that my child is expected to complete assignments on time. I will

remain in communication with my child’s teacher and monitor missing and late work as noted in Infinite Campus Parent Portal. If my child continues to submit work late, I understand that a parent-teacher conference will be needed to co-develop a plan of action. I understand that my child should not use Artificial Intelligence to complete assignments where students are asked to produce original work.

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_