**Advanced Mathematical Decision Making**

**COACH CLAY SR.**

**Course Syllabus 2025-2026**

**Course Description**

Welcome to AMDM! This is an exciting and dynamic course in which we will work together to explore different ways math is used in the “Real World”. This course requires that you use all the skills learned in previous math courses in order to investigate and solve application type problems. In this course, we will study patterns and processes in order to better evaluate data and make intelligent mathematical decisions. Much of the mathematics in this course has been covered in previous courses, but there will be some concepts that are unfamiliar. The content will be taught using a variety of methods. We are very excited about this class and hope to have an amazing year!

**Textbook**

Mathematical Ideas – Pearson

**Unit/Concept Names**

Unit 1 Using the power of mathematical reasoning to make decisions

Unit 2 Using probability to make decisions

Unit 3 Using statistical studies to make decisions

Unit 4 Using Mathematical models to make decisions

Unit 5 Using vectors and matrices to make decisions

Unit 6 Using Network models to make decisions

**Instruction**

This class does not consist of your typical whole-group (lecture) type of instruction. Most of the learning is done in groups through exploration and **productive struggle**.

**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% ( classwork, group work, computer assignments)
* 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**
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**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:**

**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:\_\_\_\_\_\_\_\_\_\_\_