FVS GSE Algebra I A Syllabus

Course Description
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.

Course Objectives
The fundamental purpose of Algebra I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of functions by comparing and contrasting linear, quadratic, and exponential phenomena. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The pacing suggested below will allow students to gain a foundation in linear, quadratic, and exponential functions before they are brought together to be compared/contrasted in Unit 5. Although units 2, 3, and 4 look lengthy in terms of the number of standards, only their application to one function type per unit will be addressed. As key characteristics of functions are introduced in unit 2 and revisited within units 3, 4, and 5, students will gain a deeper understanding of such concepts as domain and range, intercepts, increasing/decreasing, relative maximum/minimum, symmetry, end behavior, and the effect of function parameters. Unit 5 will also provide an excellent opportunity for review of many concepts in preparation for the administration of the Georgia Milestones EOC assessment.

Student Expectations
This course requires the same level of commitment from you as a traditional classroom course would. You are expected to spend at least 5 hours per week online on the following activities:

- Interactive lessons that include a mixture of instructional videos and tasks.
- Assignments in which you apply and extend learning in each lesson.
- Assessments, including quizzes, tests, and cumulative exams.
Communication
Communication is extremely important to successful participation in an on-line course. Your teacher will communicate with you regularly through discussions, e-mail, skype/FaceTime/Google Hangout. You should communicate with your teacher through email, text, or phone call.

Grading Policy
You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below.

<table>
<thead>
<tr>
<th>assignments</th>
<th>10%</th>
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<tbody>
<tr>
<td>Lesson Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Unit Tests</td>
<td>30%</td>
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<tr>
<td>Essays</td>
<td>N/A</td>
</tr>
<tr>
<td>Labs</td>
<td>N/A</td>
</tr>
<tr>
<td>Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Other Assignments</td>
<td>N/A</td>
</tr>
<tr>
<td>Cumulative Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

All of the grades that you receive online will be recorded in Edgenuity. To view your grades in Edgenuity, click on: organizer; reports; then, scores and feedback.

Fulton County Schools Grade Recovery Policy
Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.

Due Dates
The Fulton Virtual School’s policy is to allow students to work at an individualized pace in the course. You are expected to work at your own pace and have the course finished by the last day of the class. You are expected to show the same level of commitment as you would in your traditional school setting.

Scope and Sequence
When you log into the Virtual Classroom, you can view the entire course map, which provides a scope and sequence of all topics you will study. Clicking a lesson’s link in the course map leads to a page listing instructional activities, assignments, and learning objectives specific to that lesson. The units of study are summarized below.
Unit 1: Relationships Between Quantities and Expressions
Unit 2: Reasoning with Linear Equations and Inequalities
Unit 3: Modeling and Analyzing Quadratic Functions
Unit 4: Modeling and Analyzing Exponential Functions
Unit 5: Comparing and Contrasting Functions
Unit 6: Describing Data

Georgia Performance Standards

This course is correlated to the Georgia Performance Standards. If you would like more information on the GPS, please visit: https://www.georgiastandards.org/Georgia-Standards/Frameworks/Algebra-I-Curriculum-Map.pdf

Fulton Virtual School Academic Integrity Policy

In a virtual learning environment, honesty and integrity are integral traits for academic success. At Fulton Virtual, we believe that all students must show integrity in the completion and submission in all aspects of the academic experience. Therefore, no forms of cheating, assisting others in cheating, and/or plagiarism (passing off the work of others as if it is your own) will be tolerated.

When collaboration is necessary to complete tasks and projects, Fulton Virtual School instructors will provide students with advance notice. Thus, all work is considered an individual assignment unless otherwise noted. The following list of dishonest behaviors has been compiled to assist you. This list is by no means exhaustive, and each infraction of academic dishonesty will be handled the virtual instructor on an individual, case-by-case basis.

Dishonest behavior includes, but is not limited to:

1. Plagiarism. Plagiarism can be defined as the inclusion of another’s ideas, words, expressions, or data in writing or presentation without properly acknowledging the source.

2. Unauthorized use off another person's password/login. Student logins/passwords are confidential information that should not be shared with others.

3. Cheating. Cheating can be defined as the act or attempted act of deception by which a student seeks to misrepresent his submitted work as uniquely his own completed without assistance. Cheating includes copying another student’s work and submitting it as your own.

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4. Impersonation. Performing work or taking an examination for another student or allowing someone to do so for you.

5. Falsification and/or misrepresentation of data. This can be defined as the submission of false or contrived data or sources.

6. Computer crimes. This may include damaging computer programs, hacking, constructing viruses, introducing viruses into a system, copying programs, etc.

Academic dishonesty will result in one or more of the following actions:

- Loss of grade points
- Removal from the course
- Failure to receive credit for the course
- Loss of eligibility to earn credits through Fulton Virtual Schools

Fulton Virtual School instructors have the authority to require that students perform other tasks or undergo additional assessments in proctored situations. If a Fulton Virtual School instructor suspects that there is a problem with academic integrity, the administrators of both the local school and Fulton Virtual School will be informed. Failure to follow these guidelines may result in removal from your virtual course without further warning.

All Fulton Virtual Students Must Agree and Adhere to the Following Academic Integrity Guidelines:

- I understand and will support and will abide by the guidelines set for in the Fulton Virtual School Academic Integrity Policy.
- I will not personally cheat (i.e., use unauthorized materials in completing my assignments and assessments), and I will not help others cheat.
- If I become aware of anyone else’s cheating or use of unauthorized materials (or any other violations of Fulton Virtual School’s Academic Integrity Policy, I have a personal responsibility to report the matter to an instructor or administrator.