

Autrey Mill Middle School



Course Syllabus for: GSE (Georgia Standards of Excellence) Algebra I

Textbooks:

Algebra I CCSS, McGraw-Hill, Columbus, OH, 2014. ISBN 978-0-07-663923-6

Students will have access to electronic versions of the textbooks through Classlink – McGraw Hill App. Students will receive instructions in class on how to access online materials.

Teachers:	Email:
Marissa Jonas	jonas@fultonschools.org
Shaby Bedi-Rehal	bedi@fultonschools.org
Aaron Hermes	hermesa@fultonschools.org

Scheduled Help Sessions:

Wednesdays: 8:00– 8:25am (students will be picked up in the cafeteria)

Method for Grading

(1st Semester)

- 50%: Major Assessments (Tests)
- 40%: Minor Assessments (Quizzes)
- 10%: Practice (classwork, homework, study guides, ALEKS)

(2nd Semester)

- 20%: Algebra EOC (end of course)
- 40%: Major Assessments (Tests)
- 30%: Minor Assessments (Quizzes)
- 10%: Practice (classwork, homework, study guides, ALEKS)

Recovery on Major Assessments

- Recovery opportunities are available if students score BELOW a 75 on a MAJOR (recovery not available on minors)
- Given within 2 weeks from original major (reteach before recovery)
- Take the higher of the two grades (original or recovered)
- The highest recovery grade that can be earned is a 75

Late Work

Students are expected to submit all their work on time. Points will be deducted from the assignment grade. The maximum number of points that can be deducted for late work is 25 points.

- 10 points off for 1 day late
- 20 points off for 2 days late
- 25 points off for 3 or more days late

Course Description:

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.

Course Outline

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

You may view the current [course curriculum map](https://www.georgiastandards.org/Georgia-Standards/Frameworks/Algebra-I-Standards.pdf) at <https://www.georgiastandards.org/Georgia-Standards/Frameworks/Algebra-I-Standards.pdf>

Materials required for class:

- Pencils and eraser
- Class binder or folder or composition notebooks
- Paper
- Laptop/School Device
- Agenda/Calendar
- Headphones/ear buds
- Calculator (calculators will be provided for all students to use during school hours)