



2019-2020 School Year: Fall Semester

<b>Course Name</b>	Coordinate Algebra A	<b>Course Code</b>	27-0971001
<b>School Name</b>	Chamblee Charter High School	<b>Teacher Name</b>	Mr. Howard Jason Davenport
<b>School Phone Number</b>	678.676.6902	<b>Teacher Email</b>	Howard_J_Davenport@dekalbschoolsga.org
<b>School Website</b>	<a href="http://www.chambleehs.dekalb.k12.ga.us">www.chambleehs.dekalb.k12.ga.us</a>	<b>Teacher Website</b>	<a href="http://www.davenportmath.com">www.davenportmath.com</a>

**Course Description**

The fundamental purpose of Coordinate Algebra 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 linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. 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.

**Curriculum Overview**

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

<b>CURRICULUM OVERVIEW</b>	
<b>Unit 1 – Relationships between Quantities (5 weeks)</b>	Students will use quantities to model and analyze situations, use quantities to interpret expressions, and use quantities to create equations and inequalities to describe situations. In solving real-world problems, students will have the opportunity to recognize and represent constraints that may limit solutions with equations or inequalities, and with systems of equations and/or inequalities. Students will rearrange formulas to highlight a quantity of interest.
<b>Unit 2 – Reasoning with Equations and Inequalities (5 weeks)</b>	Building on standards from middle school, students will analyze and explain the process of solving a linear equation, solve linear equations and inequalities in one variable, analyze and explain the process of solving a system of linear equations in two variables, solve a system of linear equations in two variables, and graph the solution set to a linear inequality in two variables.
<b>Unit 3 – Linear and Exponential Functions (8 weeks)</b>	Students will analyze, compare, and contrast linear and exponential functions. Students will investigate key features of graphs, and create, solve, and graphically model linear and exponential functions. Students will recognize arithmetic sequences as linear functions and recognize geometric functions as exponential functions. Students will distinguish between real-world situations that can modeled with linear functions and with exponential functions.

**BOARD-APPROVED INSTRUCTIONAL MATERIALS**

Title	Georgia Coordinate Algebra
ISBN	9780544022720
Replacement Cost	\$82.50
Online book and/or resources	<a href="http://my.hrw.com">http://my.hrw.com</a>
Online student access code (school specific)	Teacher will assign student online I.D. and password. Accessible through Launchpad ( <a href="https://clever.com/in/dekalb">https://clever.com/in/dekalb</a> )

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity

to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL
Pre-Assessments Prior to Learning (Formative Assessments) - 0%	A 90 – 100
Assessments During Learning – 25%	B 80 – 89
Guided, Independent, or Group Practice – 45%	C 71 – 79
Summative Assessments or Assessments of Learning– 30%	D 70
	F Below 70

**Conduct:** Conduct grades are determined solely on the basis of student behavior, attitude, and cooperation.

DISTRICT EXPECTATIONS FOR SUCCESS	
<b>STUDENT PROGRESS</b>	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. <b>See Board Policy IH.</b>
<b>ACADEMIC INTEGRITY</b>	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. <b>See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.</b>
<b>HOMEWORK</b>	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. <b>See Board Policy IHB.</b>
<b>MAKE-UP WORK DUE TO ABSENCES</b>	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. <b>See Board Policy IHEA.</b>
SCHOOL EXPECTATIONS FOR SUCCESS	
<b>CLASSROOM EXPECTATIONS</b>	<ol style="list-style-type: none"> <li>1. On Time – Arrive and be seated prior to the tardy bell.</li> <li>2. Prepared – Bring all materials and assignments everyday.</li> <li>3. Respectful – Show respect to teacher, peers, visitors, equipment, and self.</li> <li>4. Actively participating – Participate in individual and collaborative activities.</li> <li>5. Have a positive attitude – Speak, think, and act positively.</li> <li>6. <b><u>All questions about grades should be asked outside of class time.</u></b></li> </ol> <p><b>*Homework:</b> Homework is for practice and is critically important for student success. Homework is due the next class day unless instructed otherwise. Students will get the most out of their efforts when homework is completed <u>daily</u>. Completing assigned work on a daily basis gives a student the opportunity to ask questions in class the following day and participate in class.</p> <p><b>*Appropriate work must be shown in order to earn credit.</b> “Appropriate work” is <u>modeled in class</u> when the teacher is completing examples on the board. Students <u>should copy example problems</u> worked on the board in their notes to <u>use as a reference</u>. Homework should be organized in the student’s math binder and brought to class daily. Students should be prepared to turn in any previous assignment on <u>any given day</u>. <b><u>Homework checks are typically scheduled at least once weekly over the previous week’s assignments.</u></b> Even though the <b><u>homework check is weekly</u></b>, students will get the most out of their efforts when homework is completed <u>daily</u>. Late homework checks will be given <b>only</b> in the event of an excused absence.</p>

	<p><b>*Absences:</b>  <b>If a student is absent or out of class for any excused reason (including tardies), then the student is responsible for all missed work.</b> One day of make-up time is allowed to complete assignments for each day absent. Assignments missed because of an unexcused absence or tardy will result in a zero.</p> <p><b>**Late Work:</b>  <b>Late work will be accepted with an <u>11 point grade reduction</u> from the final score <u>for each day</u> that the assignment is not submitted.</b></p>					
<p><b>MATERIALS AND SUPPLIES</b></p>	<p>• 3-ring 1 ½ inch binder**** • notebook paper • graph paper • pencils • highlighter          • scientific calculator***** • sticky notes • straight edge (ruler)</p> <p>* <b>Students are required to maintain Coordinate Algebra binder. The binder should be in chronological order and all papers should be dated. Binders should be brought to class daily <u>and</u> to all parent teacher conferences.</b></p> <p>** <b>Students need to have their own scientific calculator, to use in class and to complete assigned work.</b> Any calculator will suffice, but a recommended model that is easy to use is the Texas Instrument-30X-II. Students are <u>not</u> allowed to use phones.</p>					
<p><b>EXTRA HELP/ TUTORIALS</b></p>		<p>Mon</p>	<p>Tue</p>	<p>Wed</p>	<p>Thu</p>	<p>Fri</p>
	<p>AM 7:30-8:00</p>	<p>Berryman Room 3123</p>	<p>Davenport Room 1111</p>	<p>Berryman Room 3123</p>	<p>Davenport Room 1111</p>	
	<p>PM 3:30-4:00</p>	<p>Clark Room 3125</p>	<p>Owens Room 3124</p>	<p>Clark Room 3125</p>	<p>Owens Room 3124</p>	
<p><b>PARENTS AS PARTNERS</b></p>	<ul style="list-style-type: none"> <li>• Stay involved in the school program.</li> <li>• Talk to your child.</li> <li>• Review and understand the curriculum.</li> <li>• Review and understand district and school policies.</li> <li>• Check Infinite Campus often for grade updates. See counselor for login information.</li> <li>• Know important dates (i.e. grade reporting, parent teacher conferences, testing dates, etc.)</li> <li>• Contact teachers (preferably via email).</li> <li>• Visit school and teacher websites.</li> </ul>					

**The teacher reserves the right to change or adjust these course expectations as necessary to meet the needs, abilities, and interests of the students.**

**STUDENT/PARENT INFORMATION**  
To be returned by Friday, August 9, 2019

I have read the GSE Coordinate Algebra Course Expectations. I will instruct and expect my child to uphold the rules and guidelines. I will let Mr. Davenport know of any questions I have regarding the content of this syllabus. I understand that any violation of classroom expectations may result in suitable disciplinary action.

**NOTE: Please be sure to include a parent/guardian email address below. This can be returned via email.**

**Student Signature:** \_\_\_\_\_

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

**Parent/Guardian Signature:** \_\_\_\_\_

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

<b>Student name:</b>	
<b>Home phone:</b>	
<b>Cell phone:</b>	
<b>Student email address:</b>	

*(Please print neatly)*

<b>Mother/Guardian name:</b>	
<b>Daytime phone:</b>	
<b>Cell phone:</b>	
<b>Email address:</b>	

*(Please print neatly)*

<b>Father/Guardian name:</b>	
<b>Daytime phone:</b>	
<b>Cell phone:</b>	
<b>Email address:</b>	

*(Please print neatly)*

**Please indicate to which e-mail address you would like updates and information sent.** I will also post all updates on my website, and via social networking where appropriate.

Draw a picture or symbol that represents you		Parent/Guardian Name/Phone/Email:	
		My email address is...	
		Last year I went to school at...	
		I live with...	
		My favorite thing to do with my free time is...	
First Name		After high school, I plan on...	
Last Name		My dream job is...	
Name I Go By		The clubs/sports I want to participate in are...	
My Birthday		Do you have a computer at home?	Do you have a printer?
Favorite Subject(s)		Do you have internet access at home?	Do you have an iPod or smartphone?
Job?		To me, English is...	
Favorite Food		I learn best from teachers who...	
Favorite Song		I struggle to learn from teachers who...	
Favorite TV Show		My goal for this class is...	
Favorite Sport		Schedule	
Best Friend(s)		1	2
		3	4
		5	6
		7	
Extracurricular Activities		Something I should know about you... (For example: learning disabilities, if you need to sit close to the board, issues that are going on at home, living situations, etc.). I will NOT tell anyone this information unless you are in danger.	
Favorite Book			