DeKalb County School District
www.dekalb.k12.ga.us

School Year/Semester 2020-2021/1st

Course Name	Coordinate Algebra	**Course Code**	
School Name	Miller Grove High	**Teacher Name**	Ms. T. Edwards
School Phone Number	678-875-1102 (Main Office) 678-875-1287 (Classroom) 706-810-6732 (Google Voice)	**Teacher Email**	Tiffany_Edwards@dekalbschoolsga.org
School Website	http://www.millergrovehs.dekalb.k12.ga.us	**Teacher Website**	

Course Description

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

CURRICULUM OVERVIEW
Unit – 1 **Relationships between Quantities:** By the end of eighth grade students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. The first unit of Coordinate Algebra involves relationships between quantities. This unit builds on these earlier experiences by asking students to analyze and explain the process of solving an equation. Students will be provided with examples of real-world problems that can be modeled by writing an equation or inequality. Students will develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They will also master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations (limited to integer exponents). Skills from this unit will also be embedded in other units in this course.
Unit – 2 **Reasoning with Equations and Inequalities:** 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.
Unit – 3 **Linear and Exponential Functions** 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 model with linear functions and with exponential functions.
Unit – 4 **Describing Data** Building on standards from middle school, students will summarize, represent, and interpret data on a single count or measurement variable. Students will summarize, represent, and interpret data on two categorical and quantitative variables. Students will interpret linear models.
Unit – 5 **Transformation in the Coordinate Plane** Building on standards from middle school, students will perform transformations in the coordinate plane, describe a sequence of transformations that will map one figure onto another, and describe transformations that will map a figure onto itself. Students will compare transformations that preserve distance and angle to those that do not.
Unit – 6 **Connecting Algebra and Geometry Through Coordinates** Students will use the concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane (triangles and quadrilaterals). Students will solve problems involving parallel and perpendicular lines, perimeters and areas of polygons, and the partitioning of a segment in a given ratio.

BOARD-APPROVED INSTRUCTIONAL MATERIALS

Title	
ISBN	
Replacement Cost	
Online book and/or resources	
Online student access code (school specific)	

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		
Formative and Diagnostic Assessments – 0% **Assessment Tasks (Skills & Homework) – 25%** **Classwork (Guided, Independent, and Group Practice) – 45%** **Quizzes, Tests, and Projects – 30%**	**A** (pass)	90 – 100	**~P**
	B	80 – 89	**~F** (fail)
	C	71 – 79	
	D	70	
	F	Below 70	

Notes:

*****English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

DISTRICT EXPECTATIONS FOR SUCCESS	
STUDENT PROGRESS	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. **See Board Policy IH.**
ACADEMIC INTEGRITY	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. **See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.**
HOMEWORK	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. **See Board Policy IHB.**
MAKE-UP WORK DUE TO ABSENCES	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. **See Board Policy IHEA.**

SCHOOL EXPECTATIONS FOR SUCCESS	
CLASSROOM EXPECTATIONS	Students at all levels are now engaging in an elearning environment and it is important that all students adhere to the following behavioral expectations. **1. Always be respectful and courteous to other students and teachers during Google Classroom virtual live sessions. Inappropriate, offensive or threatening comments; misrepresentation of identity, and/or disruptive behavior by any participants during Google Classroom Live Sessions will not be tolerated.** **2. Login credentials must not be shared. Sharing of login information violates other students' and teachers' rights to confidentiality, and could allow class participation by unauthorized persons and/or lead to disruptive behaviors that detract from a productive and positive learning environment.** **3. Set up your device in a place that is quiet and as free of distractions as possible. For example, setting up your device in the living room with the TV on will not help you learn!** **4. Dress properly for participating in virtual classrooms. Students should not be in their pajamas/sleepwear during virtual class settings.** **5. Each week of school students will start with 5 points for Classroom Participation: meaning log-in daily and no cell phones during Google Classroom Live Sessions unless addressed by the teacher for academic usage. If you are caught on your cell phone, you lose your classroom participation. Remember, my**  **are watching you!!!**
MATERIALS AND SUPPLIES	**1. Interactive Notebook** **2. Folder** **3. A jumpdrive** **4. Mechanical Pencil/Pencils (No Math will be accepting in pen)** **5. Internet** **6. Chormebook to access the desmos calculator** **7. Graphing Paper**
EXTRA HELP	
PARENTS AS PARTNERS	

PLEASE SIGN BELOW AND RETURN.

I have read the syllabus.

Student Signature_____

Parent/Guardian Signature_____

Date_____

Additional information to support continued contact:

Information	Parent/Guardian
Day Time Phone Number	
Cellular Phone Number	

Home Phone Number	
Email Address	