**Buford Middle School**

**COURSE TITLE Accelerated Coordinate Algebra** **TERM** **2019—2020**

**TEACHER** **Mrs. Christina McGee** **ROOM #** **110**

**TEACHER** **Mrs. Corrie Shirley** **ROOM #** **108**

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| **Email Address** |  | Christina.McGee@bufordcityschools.org |  |
|  |  |  |  |  |
| Corrie.Shirley@bufordcityschools.org |  |  |
|  |  | Students should use their school gmail account if they need to email a teacher. |  |
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| **Teacher Support** |  | Morning/afternoon help sessions are available at student request. |  |
|  |  |  |
| (Help sessions) |  |  |
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**COURSE DESCRIPTION**

The fundamental purpose of Accelerated CCGPS Coordinate Algebra/Analytic Geometry A 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 next unit in the course ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines and rounds out the course. 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 CONTENT**

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| **GEORGIA PERFORMANCE STANDARDS** |  |  | **UNITS/TOPICS** |  |
| The Georgia Performance Standards for this course can be |  | 1. | Relationships Between Quantities |  |
| accessed online at | [georgiastandards.org.](file:///C%3A/Documents%20and%20Settings/Owner/My%20Documents/Downloads/georgiastandards.org) |  |  | 2. | Reasoning with Equations and Inequalities |  |
|  |  |  |
|  |  |  |  | 3. | Linear and Exponential Functions |  |
|  |  |  |  | 4. | Describing Data |  |
|  |  |  |  | 5. | Transformations in the Coordinate Plane |  |
|  |  |  |  | 6. | Connecting Algebra and Geometry through |  |
|  |  |  |  |  | Coordinates |  |
|  |  |  |  | 7. | Similarity, Congruence, and Proofs |  |
|  |  |  |  | 8. | Right Triangle Trigonometry |  |
|  |  |  |  | 9. | Circles and Volume |  |
|  |  |  |  |  |
| **INSTRUCTIONAL MATERIALS AND SUPPLIES** |  |  |  |  |
| **Published Materials** |  |  | **Instructional Supplies** |  |
| *Coordinate Algebra & Analytic Geometry A,* | 1. |  | Pencils |  |
| Houghton, Mifflin, Harcourt | 2. |  | Notebook Paper/Graph Paper |  |
| Cost: $105.00 |  |  |
| 3. | 3-Ring Binder(1 ½ inch) |  |
|  |  |  |  |
|  |  |  | 4. |  | Scientific Calculator (Texas Instruments Recommended) |  |
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**HONOR CODE POLICY**

All BMS students will strictly adhere to the BMS Honor Code which is posted on the BMS website.

For any violation of the BMS Honor Code, students will receive a 0 and be referred to the administration.

**EVALUATION AND GRADING**

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|  | **Assignments & Grade Weights** | **Grading Scale** |  |
| **Benchmark Assessments………….30%** | A: | 90 and above |  |
|  | Benchmark 1 = 100 points **(Thursday, Sept. 12) and (Tuesday, Feb. 11)** |  |
| B: | 80 – 89 |  |
|  | Benchmark 2 = 200 points **(Thursday, Oct. 31) and (Tuesday, Mar. 31)** | C: | 70 – 79 |  |
|  | Benchmark 3 = 600 points **(Dec. 17—Dec. 20) and (May 18—May 21)** | F: | 69 or below |  |
|  | (Final Exam or Georgia Milestone Exam will account for 20% of this category) |  |  |  |
| **Unit Tests…………………………….40%** |  |  |  |
|  Tests will be given approximately every two weeks. Students will be notified |  |  |  |
|  | in advance of all test dates. These are also posted on my website. |  |  |  |
| **Writing Assignments…………………10%** |  |  |  |
|  Performance Exam—**(Oct. 21) and (Mar. 23)** |  |  |  |
|  | This is a detailed writing assignment requiring students to recall content |  |  |  |
|  | knowledge in essay form from several articles that will be read throughout the |  |  |  |
|  | course of the year and/or content from the course. This will count **100 points** |  |  |  |
|  | or **5%** of overall grade. |  |  |  |
|  Writing Prompts will make up the remaining 5% of this category. This will |  |  |  |
|  | consist of **five** shorter Writing Prompts that will count **20 points or 1% each**. |  |  |  |
|  | These will typically be given after a test. Focus will be on providing good |  |  |  |
|  | explanations to a problem using thorough details and proper mechanics. |  |  |  |
| **Daily……………………………..……20%** |  |  |  |
|  Quizzes will be given on a regular basis. |  |  |  |
|  Homework will be given on a daily basis and periodically it will be collected for |  |  |  |
|  | a grade. |  |  |  |
|  | **NOTE: Assignments may be turned in one day after the announced due** |  |  |  |
|  | **date but are worth only 70% of the grade earned.** |  |  |  |
|  Class Work—Students will take notes daily. These should be referenced |  |  |  |
|  | when working on assignments and studying for tests/quizzes. |  |  |  |
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**OTHER INFORMATION**

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| **Expectations for Academic Success** | **Additional Resources** |  |
| 1) | Come to class prepared (with paper, pencil, |  Google Classroom |  |
|  | calculator, textbook, and a positive attitude) |  Teacher Webpage |  |
| 2) | Complete homework daily |  |
| 3) | Ask questions; come for extra help if needed |  |  |
| 4) | Participate constructively as a team member |  |  |
| 5) | Be respectful |  |  |
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**EXCUSED ABSENCE ATTENDANCE POLICY**

Students who are granted **Excused Absent** status for days missed will be subject to the guidelines in the student agenda.

**ALL POLICI ES OUTLINED IN THE BSS STUDENT CODE OF CONDUCT AND THE BMS STUDENT HANDBOOK WILL BE FOLLOWED IN THIS CLASSROOM .**

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|  | **TEACHER CONSEQUENCES FOR MINOR CLASSROOM DISRUPTIONS** |
| 1st | Silent Lunch – Parent Contact |
| 2nd | Silent Lunch-Parent Contact |
| 3rd | 1 hour faculty detention and parent contact |
| 4th | Administrative Referral |

***The teacher reserves the right to change, modify, and/or update the syllabus throughout the year as needed.***