Teacher: Dr. Umakanth Reddy Chinthapanti	**Room 115**	**Student Name:**
Email: uchinthapanti@henry.com.ga.us		**Block:**
Tutorial: Wednesday 3:30-4:30pm		**Date:**

Student initials on Left

Digital Textbook: HMH Into Algebra 1
https://www.georgiastandards.org/Georgia-Standards/Frameworks/Algebra-I-Curriculum-Map.pdf

Class Supplies:

Required Daily:

3-ring binder (1 or 1.5 inches)
Lined paper and graph paper
Pencils with eraser
Expo Markers
TI-36X Pro Calculator or Scientific calculator

Organize your binder by using 7 dividers:

1. Formula sheets & EOCT Review
2. Unit 1: Relationship Between Quantities and Expressions
3. Unit 2: Reasoning with Linear Equations and Inequalities
4. Unit 3: Modeling and Analyzing Quadratic Functions
5. Unit 4: Modeling and Analyzing Exponential Functions
6. Unit 5: Comparing and Contrasting Functions
7. Unit 6: Describing Data

Class Donations very much needed!!!

HAND SANITIZER

TISSUE BOXES

Additional but not necessary: Ruler, colored pencils, markers, dry erase markers, pencil case, sheet protectors, hole puncher

Course Description / Content:

- **Unit 1**: Students will interpret the structure of expressions and solve problems related to unit analysis. Students will address properties of rational and irrational numbers and operations with polynomials in preparation for working with quadratic functions later in the course. Content addressed in Unit 1 will provide a solid foundation for all subsequent units.

- **Unit 2**: Building on standards from middle school, students will analyze linear functions only. Students will (1) investigate key features of graphs; (2) create, solve, and model graphically linear equations and inequalities in one and two variables; (3) create, solve, and model graphically systems of linear equations in two variables; (4) create and interpret systems of inequalities where applicable; for example, students will create a system to define the domain of a particular situation, such as a situation limited to the first quadrant; the focus is not on solving systems of inequalities; (5) rearrange formulas to highlight a quantity of interest; (6) recognize arithmetic sequences as linear functions. Some of the Unit 2 standards will be repeated in Units 3, 4, and 5 as they also apply to quadratic and exponential functions.
- **Unit 3**: Students will analyze quadratic functions only. Students will (1) investigate key features of graphs; (2) solve quadratic equations by taking square roots, factoring (x^2 + bx + c AND ax^2 + bx + c), completing the square, and using the quadratic formula; (3) compare and contrast graphs in standard, vertex, and intercept forms. Students will only work with real number solutions.
- **Unit 4**: Students will analyze exponential functions only. Students will (1) investigate key features of graphs; (2) create, solve, and model graphically exponential equations; (3) recognize geometric sequences as exponential functions.
- **Unit 5**: Students will compare and contrast linear, quadratic, and exponential functions in this unit.
- **Unit 6**: 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.

Grading Scale:
A = 90-100 B = 80-89 C = 74-79 D = 70-73 F = 0-69

Block Semester Pacing:

2.0 Weeks – Unit 1
3.0 Weeks – Unit 2
2.5 Weeks – Unit 3
2.5 Weeks – Unit 4
2.0 Weeks – Unit 5
2.0 Weeks – Unit 6
~1 Week – EOCT Review
EOCT EXAM
FINAL EXAM

The **GEORGIA MILESTONE TEST** counts as **20%** of the course grade.

Assignment Tiers for grade communication
Tier 1 – graded and uploaded within 1 week – Homework and Classwork

Tier 2 – graded and uploaded within 2 weeks – Quizzes and Small formative assessments
Tier 3 – graded and uploaded within 3 weeks – Unit tests, culminating tasks, and reassessments

Infinite Campus:

Grades will be uploaded to the online gradebook, *Infinite Campus*, on a regular basis. Each student will have a log-in. Parents will need to have a log-in as well, please see main office. Parents can download the app and receive grade notifications as soon as grades are posted. Students will be required to set up a student account on *Infinite Campus* and are strongly encouraged to monitor their mastery of standards on a regular basis.

Infinite campus will be subdivided into categories and each category will count a certain percentage out of 100 points.

Category	Infinite Campus Label	Unit & Standards & Topics
1	Relationship Between Quantities and Expressions	Unit 1: MGSE9-12.N.RN.2-3; N.Q.1-3; A.SSE1, 1a, 1b; A.APR.1
2	Reasoning with Linear Equations and Inequalities	Unit 2: MGSE9-12.A.CED1-4; A.REI.1, 3, 5, 6, 10-12; F.BF.1, 1a, 2; F.IF.1-7, 7a, 9
3	Modeling and Analyzing Quadratic Functions	Unit 3: MGSE9-12.A.SSE.2, 3, 3a, 3b; A.CED.1,2, 4; FA.REI.4, 4a, 4b; F.BF.1, 3; F.IF.1-7, 7a, 8, 8a, 9
4	Modeling and Analyzing Exponential Functions	Unit 4: MGSE9-12.A.CED.1, 2; F.BF.1, 1a, 2, 3; F.IF.1-7, 7e, 9
5	Comparing and Contrasting Functions	Unit 5: MGSE9-12.F.LE.1, 1a, 1b, 1c, 2, 3, 5; F.BF.3; F.IF.1-7, 9
6	Describing Data	Unit 6: MGSE9-12.S.ID.1-3, 5, 6, 6a, 6c, 7-9
7	Homework/ Individual Projects	All Units
8	Classwork/Quizzes/ Group Task	All Units

Grading Policies:

All assignments are designed to help students understand, practice and apply the standards. Individual and group work on a topic gives all students a chance to demonstrate mastery via different modalities. The assignments are used as an

indicator of whether further assistance is needed on a standard/topic. As we phase in the implementation of personalized learning and with the limitations of our gradebook, a few students may have additional assignments. Some students may have to complete different work to meet a particular standard.

Please reach out to your teacher if you have questions about a particular assignment in the gradebook.

Grading Procedure:
Midterm/EOCT……20%
Unit Assessments……..……40%
Classwork, Homework & Quizzes……40%

Homework: Homework is a method of reinforcement and independent practice. It is important that students complete homework daily. When completing homework, students should write down questions to ask about homework during the next class.

Absences & Make-up Procedure: (Per student handbook)
It is the student's responsibility to make arrangements for make-up work. The number of days allowed to complete make-up work will be one day for each day absent, unless determined otherwise by the principal. Failure to comply with this make-up procedure will result in a zero (0) being given for work and graded assignments missed during an excused absence. **Students with an unexcused absence will not be allowed to make up work and graded assignments missed during the unexcused absence**. Students with excused absences may arrange with the teacher for extra help if an extended absence is unavoidable. **Students who have an absence on the day of a test should come prepared to take that test the day they return to school.**

Tutoring:
Tutoring increases good study habits, improves academic performance and self-esteem, increases retention of material, and helps the student become independent in their own learning process.

Tutoring is available on **Wednesday from 3:30pm to 4:30pm**
Please encourage your child to attend as needed. If they cannot attend Tuesday or mornings, it is their responsibility to make arrangements to get assistance from another Math Teacher or set an appointment with me for another day.

If a Parent teacher conference is scheduled, tutorial will be canceled. I will send out a message when this happens.

Recovery:
All students are welcomed to recover **Tasks/Quizzes/Projects/Formative assessments** during afterschool tutorial for full credit. Please let me know ahead of

time so I can have a printed version of your **Tasks/Quizzes/Projects/Formative assessments.**

A **TEST** can only be retaken if the student has no missing work for the categories/standards on the test. The student, teacher and parent must agree to the remediation process set by your teacher. The date for the re-assessment will be determined and is expected to be followed. The grade the student receives on the re-assessment will be used to replace the grade for the standard not mastered, if it is better. The highest score that can be earned is an 80.

Expectations:

- **Be Prompt** – Be on time and begin working on the warm-up activity immediately; do not linger in the hallways. Class begins promptly, and we work from bell to bell. Wait for dismissal by the teacher.
- **Be Prepared** – Come to class prepared to learn. Bring your Chromebook, notebook, pencil(s), and calculator every day.
- **Be Productive** – Leave class knowing more than what you did when you came in.
- **Be Polite** – Do unto others as you would have them do unto you. Respect yourself, respect all others, and respect your learning environment at all times! Do not bring food, drink or gum into the classroom. Respect other adults in the building by being quiet during announcements and when teacher is addressed via the intercom.

Consequences:
For any offense of classroom rules or Section I, II, or III (See student handbook for details of section I, II, III offenses):

4-step process

1. 1st offense – conference with student outside of classroom
2. 2nd offense – conference with student and parental contact outside of classroom
3. 3rd offense – parental contact
4. 4th offense - Referral to administration
5. 5th, 6th, 7th and more will be referrals to administration

Technology:
Use of technology will be limited to completing math classwork and assignments. All other uses of your technology will need to be teacher approved (i.e. music). Do not text and learn.

The teacher reserves the right to make changes to the syllabus as needed. When updates are done they will be reposted to the teacher's webpage. Parents and

	students will be notified of all changes. Keep in mind that if any changes are made, they will always be in the favor of the students.

I hereby agree that I have read the syllabus for GSE Algebra 1 Honors. I will get this syllabus signed and keep this copy in my class binder at all times.

Student signature: _____

Cell Number: _____

Guardian name (Print): _____

Phone: _____ Date: _____

Guardian (Signature): _____