

<b>School Name</b>	<b>Heritage High School</b>	<b>Teacher Name</b>	<b>Safna Kalariparambil</b>
<b>School Phone</b>	<b>(770) 483-5428</b>	<b>Teacher Email</b>	<b>skalariparambil@rockdale.k12.ga.us</b>
<b>School Website</b>	<b><a href="http://portal.rockdale.k12.ga.us/schools/hhs">http://portal.rockdale.k12.ga.us/schools/hhs</a></b>	<b>Teacher Website</b>	<b><a href="http://coalg.weebly.com/">http://coalg.weebly.com/</a></b>

### Pre-Coordinate Algebra Syllabus

#### OVERVIEW

This course is designed to prepare students for college and career readiness and increase the potential for postsecondary completion. In this course, instructional time should focus on three critical areas: (1) mastery of mathematical concepts and procedural fluency; (2) application of higher-order thinking to solve different problems and situations; (3) develop strategies for reading, defending, and writing ideas and processes used to solve mathematical problems. While this course covers the basics in math practices, and certainly reviews the procedural steps needed to be successful in math, the course is designed to be taught based heavily on conceptual teaching and learning.

#### Topics:

- Understand and apply the conceptual understanding of rational and irrational numbers
- Choose and interpret appropriate units consistently in formulas
- Create and evaluate expressions
- Create, solve, and graph linear and exponential functions
- Develop and understand the meaning of rigid and non-rigid transformations

#### TEXTBOOK AND SUPPLIES

<b>Text</b>	<b>Instructional Materials and Supplies</b>
<u>Coordinate Algebra Georgia Coordinate Algebra</u> Publisher: Holt McDougal Cost: \$82.00 per text if lost or damaged	<ul style="list-style-type: none"> <li>▪ Class Resource – Walch Education: <u>Coordinate Algebra</u></li> <li>▪ 3-Ring Binder and paper</li> <li>▪ Graph paper (cm paper is preferred)</li> <li>▪ Pencil and pen (red or blue)</li> <li>▪ Erasers (Ex: Pentel Clic Eraser)</li> <li>▪ Dry erase markers (fine point, two colors)</li> <li>▪ Scientific calculator</li> </ul>

#### CLASSROOM EXPECTATIONS

Students are expected to:

- be prepared and punctual.
- use **only** the teacher-approved electronic during the math class.
- contribute to a respectful learning environment at all times.
- be an active and persistent learner.
- demonstrate a respectful and safe use of all classroom materials.

#### DAILY HOMEWORK PRACTICE

- Twenty minutes per class period, minimal, of out-of-class mathematical practice is required.
- Short videos will be assigned for students to review and master concepts.
- Problem-solving activities should include the solution and justification.
- Skill Practice should include all steps in the process.

#### MATHEMATICS TUTORING

- Mathematics tutoring needs to begin at the *first sign* of difficulties.
- I am available for tutoring at 7:30 AM Tues. & Thurs.
- Parent conference will take preference over tutorials.

Success in mathematics is enhanced when there is a *positive disposition toward learning mathematics*.

**TEACHER RESERVES THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS.**

Deficiency/Progress Reports and Report Card Dates	Parent Conference
<ul style="list-style-type: none"> <li>▪ HS Deficiency Report – September 5</li> <li>▪ HS Progress Report – October 17</li> <li>▪ HS Deficiency Report -- November 13</li> <li>▪ HS Report Card – January 20</li> </ul>	<ul style="list-style-type: none"> <li>▪ County Conference week: September 9-13, 2013</li> <li>▪ You may request a conference at any time. (7:30AM or 3:30PM)</li> </ul>

**EVALUATION PROCEDURE**

- Students are assessed on a point system.
- The semester average a percentage of the total points earned.
- The final course grade is computed using the semester average as 80% of the final grade and the (EOCT) cumulative **exam as 20%** of the final grade, using the following grading scale:
  - 90 – 100% = A
  - 80 – 89% = B
  - 75 – 79% = C
  - 70 – 74% = D
  - 0 – 69% = F

Standard Based Grading	Learner Behaviors (Student Expectations)
<p>Students are encouraged to:</p> <ul style="list-style-type: none"> <li>▪ Attempt all assignments.</li> <li>▪ Strive for mastery of all standards, regardless of the number of attempts.</li> <li>▪ Demonstrate efforts to improve their proficiency by attending tutorial and/or providing evidence of supplemental practice.</li> <li>▪ Provide a written request to complete late assignments or reassessments, signed by a parent/guardian.</li> </ul> <p>Parents are encouraged to:</p> <ul style="list-style-type: none"> <li>▪ Encourage their student to provide a conscientious effort on all original assignments.</li> <li>▪ Monitor their student’s progress.</li> </ul> <p>Teacher will:</p> <ul style="list-style-type: none"> <li>▪ Provide tutorials and additional practice as the students’ needs are determined.</li> <li>▪ Provide reassessments which could require more rigor than the first attempts.</li> <li>▪ Provide alternative assignment and/or a discipline referral to correct zeros.</li> </ul>	<p><b>Work Habits</b></p> <ul style="list-style-type: none"> <li>• Prepared for Class</li> <li>• Group Skills</li> <li>• Organization</li> </ul> <p><b>Timeliness</b></p> <ul style="list-style-type: none"> <li>• Punctuality</li> <li>• Assignments</li> </ul> <p><b>Conduct/Behavior</b></p> <ul style="list-style-type: none"> <li>• Respectfulness</li> <li>• Participation</li> <li>• Follows Directions</li> <li>• Citizenship (Class Rules)</li> </ul> <p><b>Completion of Homework and Classwork</b></p> <p>4 = Performance is Exemplary                      3 = Performance consistently demonstrates expectations                      2 = Performance is progressing toward expectations                      1 = Performance demonstrates little to no evidence of expectations</p>

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**We have reviewed and understand the Pre-Coordinate Algebra Syllabus together.**

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Print Student Name

\_\_\_\_\_  
Print Parent/Guardian Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Period

\_\_\_\_\_  
Parent Phone Number

\_\_\_\_\_  
Parent Email

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