

Extra help is available from 3:15-3:30. Students need to get a note from me the day before to be allowed to come to my room.

Room: G-106  
Phone: 355-7931  
E-Mail: [cswwhite@greenville.k12.sc.us](mailto:cswwhite@greenville.k12.sc.us)  
School Web Site: [www.greenville.k12.sc.us/riverms](http://www.greenville.k12.sc.us/riverms)  
Course Text: Glencoe Algebra One

## About the Course:

This high school level course is based on South Carolina Curriculum Standards for Algebra I and is the same for both middle and high school. The main topics taught will be solving and graphing one variable equations and inequalities, solving and graphing two variable equations and inequalities, polynomials, and data analysis. Throughout this course, a conscious effort will be made to include technology as a means of enhancing the required topics. A portion of the course will be computer based. We will use the Carnegie Cognitive Tutor software as well as the Compass Learning Odyssey software (please see "Computer Lab Expectations"). SC course standards are listed on the following website: [http://ed.sc.gov/agency/offices/cso/standards/math/course\\_outlines.html](http://ed.sc.gov/agency/offices/cso/standards/math/course_outlines.html)

## Grading Procedures:

Coursework	Greenville County Scale
10% Problem sets/Homework	$93 \leq A \leq 100$
30% - Quizzes/Mini-Projects	$85 \leq B \leq 92$
60% - Tests/Projects	$77 \leq C \leq 84$
20% of Final Grade EOC Exam	$70 \leq D \leq 76$
	$0 \leq F \leq 69$

## Assigning High School Credit:

According to the Greenville County School system, "Students who take Algebra I in middle school will be enrolled in Honors Algebra I and will earn an **extra one half quality point** in accordance with the Uniform Grading Scale. Students and their parents should also be aware that any student taking a Carnegie Unit prior to his or her ninth grade year may retake any such course during the ninth grade year. In this case, only the ninth grade attempt will be used in figuring the student's GPR and only the ninth grade attempt will show in the transcript." All students must earn 3 math credits (one each, for 6th, 7th, and 8th grades) before entering ninth grade. Therefore students who fail an algebra course must attend summer school for either Pre-Algebra III or Algebra One. Unit credit is given for high school subjects successfully completed by students. **A student must be in attendance at least 170 days to receive credit for a one-year course.** Exceptions will be made for cases of extended or chronic illness when certified by a physician and for absences for emergencies when excused by the principal.

## Materials:

1. **Notebook:** A loose-leaf binder with dividers is *required*.
2. **Pencils and erasers:** mechanical pencils work best. Work must be done in pencil.
3. **Red Pen and dry erase markers**
4. **Calculator:** We will use TI83 or TI84 graphing calculators - ***It is strongly suggested that the student own one.***
5. **Graph Paper**

## Make Up Work

When students return to school from an absence, it is her/his responsibility to gather all worked missed. Once the "admit to class slip" is signed, the make-up assignment will be written on the back. If no admit slip is presented for teacher signature, the student must come back after 3:00 pm to receive make-up assignments. Generally, tests and quizzes that need to be made up will not be done during class time. Please arrange to make-up quizzes or tests during advisory or after 3:00 pm. All make-up work must be completed within five (5) days of the return to school.

## Late Work

It is the general policy I honors level classes not to accept unexcused late work. This includes forgetting it at home or in the locker. Each student is expected to have what is needed for class each day, including the assignment due that day.

## Classroom Procedures:

1. Students are expected to enter class quietly and complete the warm-up activity.
2. Homework is assigned on a daily basis. Students are responsible for each day's work, present or not. Homework must be complete, in pencil, and neat. Students should be ready to go over homework after the warm up activity.
3. Sharpen pencils and throw away trash before class begins.
4. During teacher led activities, listen actively.
5. During group work or pair share, contribute wisely.
6. Be aware of teacher's "quiet cues".
7. Copy assignments and make sure directions are understood before leaving the class.

## Behavior Guidelines:

1. Cooperate with your teacher and peers.
2. Respect the rights and property of others.
3. Carry out your student responsibilities.

*Any behavior that interferes with the learning of self or others cannot be allowed and will be dealt with accordingly and consistently  
All rules and policies in the handbook will be upheld*

## Consequences:

Any infraction of the rules stated above or in the student handbook must be confronted. A warning will be given. If any further action is necessary, it will usually occur in the following order:

1. **Warning**
2. **Parent Contact**
3. **Detention** - 30 minutes before or after school.
4. **Referral**

## Student Portal:

Handouts, test reviews and note taking guidelines will be placed in the Honors Algebra One folder in the student's home directory on the student portal. Students are expected to print these when assigned. If computer access is not available at home, students are allowed to print material in the media center.

## Computer Lab Expectations:

There is absolutely no tampering with the computers. Behavior such as changing the background, screensaver or toolbars, destroying the mouse, mouse pad or any other mischievous behavior will result in a referral and/or a reduction in lab grade. Computer stations will be assigned and it will be your responsibility to report any damage or changes to your workstation upon entering the lab.

## For Parents:

Contact will be made on a regular basis through phone calls and e-mail. The grade book, which is available on the parent portal, is kept up to date. Please make sure you have a password and are able to access this valuable information. The syllabus, assignments, and other important information will be posted on my webpage:

<http://webpages.charter.net/ccarson01>

Or you may link to it through the school webpage:

<http://www.greenville.k12.sc.us/riverms/>

## Learning Standards:

The student will:

- become familiar with mathematical patterns.
- solve linear equations.
- work with linear functions using several different mathematical representations
- perform some basic data analysis.
- solve quadratic equations.
- work with quadratic functions using several different mathematical representations including graphs and spreadsheets.
- solve systems of linear and quadratic equations.

## Student Outcomes:

Students will be able to:

### Number Patterns

- find the next term in a given sequence.
- find a specific term in a sequence.
- write a general formula for the nth term of a sequence.
- use number patterns to solve mathematical problems.

### Algebraic Concepts

- identify variables in a problem.
- use the distributive property.
- define and use the concept of absolute value.
- graph absolute value equations.
- order numbers using inequality symbols.
- graph inequalities on a number line.
- graph linear inequalities on the coordinate plane.

### Linear Functions

- identify the labels and units given a linear problem situation.
- identify variables in a linear problem situation.
- make a table of values for a linear problem situation.
- generate a formula for a linear problem situation.
- make a graph representing a linear problem situation.

- solve a linear equation.
- use a table, formula, graph, and equation to make predictions about a linear problem situation.
- identify the slope and intercept of a linear equation.
- explain the meaning of the slope and intercept in a linear problem situation.
- use proportional reasoning in linear problem situations.
- use percentages in linear problem situations.
- graph a linear equation.
- determine the slope, y-intercept, and equation of a line from its graph.

#### Data Analysis

- make a linear model, both graphically and algebraically, for a given set of data.
- use a linear model for data to make predictions extending beyond the given data.
- calculate the mean, median, and mode for a set of data.
- use a calculator to generate models for linear data.

#### Systems of Equations

- solve a system of linear equations graphically.
- solve a system of linear equations algebraically.
- represent a problem situation with a system of equations.

#### Quadratic Functions

- sketch the graph of a quadratic function.
- identify the maximum or minimum of a quadratic function.
- identify the intercepts of the graph of a quadratic function.
- identify the axis of symmetry of the graph of a quadratic function.
- identify the vertex of the graph of a quadratic function.
- model vertical motion problems with quadratic functions.
- use the quadratic formula to solve quadratic equations.
- model area problems with quadratic functions.

### Units of Instruction Aligned with Curriculum Standards:

#### Units

Connections to Algebra  
 Solving Equations in One Variable  
 Using Algebra and Graphs to Describe Relationships  
 Graphing and Analyzing Linear Functions  
 Linear Inequalities  
 Linear Equations and Systems of Equations  
 Exponents and Exponential Functions  
 Polynomials and Factoring  
 Quadratics

#### Standards

EA-1, EA-2, EA-3  
 EA-1, EA-3  
 EA-1, EA-3  
 EA-1,EA-3  
 EA-1, EA-3  
 EA-1, EA-4  
 EA-1,EA-2  
 EA-1,EA-2  
 EA-1,EA-2

#### PASS

May 7-11

#### End of Course Exam

Week of May 14-25

Extension Topics

No for tests. Yes for quizzes.

**\*Test dates are tentative and subject to change. Please check my webpage for exact dates**

#### Special Activities:

##### Computer Activities:

- Some of the class time may be spent using the computer tutors. Computer work will be generally self-paced with minimum requirements set by the teacher.

##### Cooperative learning:

- Students will be expected to work cooperatively and collaboratively on class projects and presentations.

##### Writing in math class:

- Students will be expected to write about the mathematics they are using.

##### Projects/presentations:

- Students may be expected to produce a finished mathematical project and present that work.

#### Teaching Methods:

The instructor will employ a variety of teaching methods that may include:

- Lecture/discussion
- Simulation
- Demonstration
- Role Play
- Cooperative Learning