**Buford High School**

**Course Title** **Advanced Algebra** **Term** **2**016—2017   
Teacher Bonnie K. Davis room # 208

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| Email Address **Teacher Web Page** | Bonnie.davis@bufordcityschools.org  <http://bhsdavis.weebly.com/> |
| Teacher Support (Help sessions) | I will be available on Tuesday and Thursday mornings from 7:00—7:30 am and after school on Mondays and Wednesdays until 4:00 pm. BHS UpGrade is also offered after school on Mondays and Wednesdays until 4:00 pm. |

### Course Description

This is the third course in the Georgia High School Mathematics sequence. With an integrated curriculum, Advanced Algebra will focus on mastery of these primary domains: Quadratic Functions, Inferences and Conclusions from Data, Polynomial Functions, Rational and Radical Relationships, Exponentials and Logarithms, and Mathematical Modeling.

### Course Curriculum Content

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| **GPS requirements** | **Units/Topics** |
| The CCGPS (Common Core Georgia Performance Standards) can be accessed online at: <https://www.georgiastandards.org> | 1. Quadratics Revisited 2. Operations with Polynomials 3. Polynomial Functions 4. Rational and Radical Relationships 5. Exponential and Logarithms 6. Mathematical Modeling 7. Inferences and Conclusions from Data |

### Instructional Materials and Supplies

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| **Published Materials** | **Instructional Supplies** |
| *Holt McDougal* Georgia Advanced Algebra *\*required reading assignment for Performance Essay 1st semester.* | 1. Pencil 2. Colored pen 3. Notebook 4. Calculator – Scientific recommended |

**Evaluation and Grading**

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| **Assignments** | **Grade Weights** | **Grading Scale** |
| Benchmark Assessments  Unit Tests  Performance Essay/ Writing Prompts  Homework/Class Work/Quizzes | Benchmarks (30%)  Tests (40%)  Writing (10%)  Daily (20%) | A: 90 and above  B: 80 - 89  C: 70 - 79  F: 69 or below |

***\*\*\*PLEASE NOTE THE DETAILED BREAKDOWN OF GRADES ON THE BACK\*\*\****

**Required Reading:**

During the course of the year, we will have an outside reading assignment. It will consist of math-related articles which will need to be read online prior to the day of the Performance Essay. More details will be given closer to the assignment date to allow ample time for students to read the material. The Performance Essay is an assignment designed to improve writing skills.

**Honor Code Policy:**

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

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

**FINAL GRADE CALCULATION:**

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| **Benchmarks (30%)** | **Tests (40%)** | **Daily (20%)** | **Writing (10%)** |
| **Benchmark 1 – 100 pts**  **Benchmark 2 – 200 pts**  **FINAL EXAM– 600 pts** | **Tests will be given regularly. Students will be notified in advance of the date of all tests. These can also be found in the curriculum calendar on my website.** | **Daily grades will be based on homework assignments, class work, and quizzes. Quizzes are counted more than other assignments.** | **The writing category will consist of writing prompts and a performance essay. There will be a total of 5 writing prompts given the day after a test. The Performance Essay is a detailed writing assignment requiring students to recall content knowledge in essay form. Focus will be on providing good explanations to a problem using thorough details and proper mechanics.** |

**IMPORTANT DATES:**

**Fall Benchmark #1 – September 15th  Spring Benchmark #1 – February 13th**

***Performance Essay –October 26th Performance Essay –March 22nd***

**Fall Benchmark #2 – November 3rd Spring Benchmark #2 – April 18th**

**Fall FINAL EXAM – December 13th – 16th Spring FINAL EXAM – May 23rd –26th**

**Attendance Excused Absence Policy:**

Students who are granted **Excused Absent** status for days missed will be subject to the following:

* **All pre-assigned work will be due on the day of a student’s return from an absence.** For example, if a student is absent on the day of a test/quiz and no new material has been presented, the student is expected to be prepared to take the test/quiz on the day they return to school.
* For **assignments which did not have a pre-assigned due date during the time of the student’s absence**, students will be given five days to arrange for make-up work or follow other arrangements granted by the teacher. All incomplete work carried over into a new marking period should be completed no later than the tenth day of the following period.

**Classroom Rules and Expectations:**

* RESPECT- (Yourself, your teachers, classmates, and school property)
* Come to class prepared each day (with materials and assignments) – this is NOT optional.
* Keep up with all assignments and ask for help when needed.

**All policies outlined in the BCSS student CODE OF CONDUCT and the BHS student handbook will be followed in this classroom.**

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| **Teacher consequences for Minor Classroom Disruptions** | |
| 1st | Penalty assigned at teacher’s discretion – Parent Contact |
| 2nd | 30 minute faculty detention and 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.***