

Algebra II Syllabus

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Math Office: 220H

Hello, and welcome to Algebra II! Here is some information that you will need for my course:

<i>What do I need to bring to class?</i>	Every day, I expect you to have: • A pencil with an eraser (quizzes and tests must be done in pencil) • I-pad and crayon/stylus charged and ready with Schoology and OneNote • Graphing calculator (may use the classroom set when in class, but will need one for homework) • Your Algebra II textbook (hard copy or online version) • A good attitude and a good work-ethic! You have a choice to make each day excellent. <i>Make good choices!</i>
<i>Attendance Policy</i>	Gone for a school related activity (meeting, sports, music, field trip, etc): You must communicate this with me prior to leaving. You will be responsible for all missed material. It is YOUR responsibility to look at the lesson plans/calendar to see what you are missing and complete the material. You will not be given extended time. If you will miss a quiz or test, you must make arrangements to complete outside of classtime. (These do not count towards your allotted 10 absent days.) Gone for a vacation: You must communicate this with me prior to leaving for your vacation to complete the necessary assignments/quizzes/tests. You will be responsible for all missed material. Gone because you are sick: Check the lesson plans/calendar to see what you missed. You will receive one more day than the number of days you missed to complete any makeup work or tests. Most importantly, COMMUNICATE with me. I have many students, so you need to be willing to talk to me when you are absent or need help. Talking to me in person is best; however, that is not always feasible. Please email me with questions or concerns if you can't see me in person. (I check my email frequently. Schoology messages sometimes get lost in the shuffle.) How it works in the office: • Automatic alerts at the end of the period for each UV to families • Automatic alerts sent at 5 and 7 absences • Family contact by admin when nearing 10 absences to discuss contract
<i>Tardy Policy</i>	• Students who come late to class without a pass will be marked UT (Unexcused Tardy). • Students who come late to class without a pass after 20 minutes will be marked UV (Unverified). You will not be able to make up points missed due to UT or UV. • Every 5th UT tardy will be marked as a UV. • If a student continues to be late, an email will be sent home as well as a Packer referral submitted.
<i>Homework Policy</i>	• Homework will be assigned EVERY class period. • Homework must be submitted to Schoology at the beginning of the next class period, unless otherwise stated. • Homework that is not handed in on time will be worth half credit until the day of the test. At the beginning of the test period, all missing work is worth zero points. REMEMBER: Homework is important and greatly enhances learning. Do not get behind. You should be working on math every day, even when we don't have class. Each new lesson is built on the lesson before it. Ask questions. If there is not enough time to answer all of your questions in class, get help outside of class. It is your responsibility to get help before or after school or during your free period.

Quizzes	- Announced quizzes will be given every 2 or 3 sections. - Each quiz will range from 10 – 20 points. There are no retakes for quizzes, so you must keep up with your homework. - Unannounced quizzes will also be given periodically.
Tests	- Tests will be given at the end of each unit/chapter. Each test will be worth 100 points and will contain questions that are worth 1-6 points each. You must follow directions and show work for each problem to earn full credit. Therefore, it is important to show all work. Partial credit may be given. - Students will NOT be given extra time to complete the test. It must be finished during the class period; therefore, it is important that you prepare appropriately as well as use your time wisely.
Classroom Rule	- I expect you to be respectful to yourself, your classmates, the materials in the room, and to me. Deep down, I think you all understand what is right and what is wrong. If you aren't sure, be sure to ask and I will give my best answer. All school rules apply in my classroom. - Cell phones need to be <u>OUT OF SIGHT-OUT OF USE!</u> Keep it turned off and in your locker, your backpack or one of cell phone pockets on the wall. If you have your phone out, it will be brought to the office. - No earbuds/headphones are allowed to be in your ears during class. If I continually must ask you to take them out, they will be brought down to the main office at the end of the day. Smart watches may not be worn on test/quizz days. If you are using your smart watch during class, it will be brought to the office. - Cheating will result in an automatic ZERO (No Excuses) - No food is allowed in the academic areas. Only beverages in a spill-proof container are allowed in the classroom. If you bring food or a container that is not approved, you must return to the commons to throw it away. If you are not back before the bell rings, you will be marked UT. - Hats may be asked at any time to be removed in class at teacher discretion. Hoods are to be taken down as the student enters the room.
Cellphone Procedures	<pre> graph LR A["Managed in Office: The first time the student's phone is turned into the Main Office, the office will hold it until the end of the student's instructional day."] -- 1 --> B["Managed in Office: The second time the student's phone is turned into the Main Office, it must be checked into the office for the next five school days. No phone? Still need to check in with the administrator."] B -- 2 --> C["Managed in Office: The third time the student's phone is turned into the Main Office, a family meeting will be scheduled. The phone must be checked in until the meeting."] B -- 3 --> D["Additional consequences will be reviewed by the administrative team."] C -- 3 --> D </pre> The flowchart illustrates the consequences for bringing a cell phone to school. It starts with a box stating that the first time a phone is turned in, it is held until the end of the instructional day. An arrow labeled '1' leads to a second box stating that the second time, the phone must be checked in for five school days, or the student must check in with the administrator if no phone is present. An arrow labeled '2' leads to a third box stating that the third time, a family meeting will be scheduled, and the phone must be checked in until the meeting. A bracket labeled '3' connects the second and third boxes to a final box stating that additional consequences will be reviewed by the administrative team.
Extra Credit	Read this several times to yourself to make sure you understand it: An extra credit test question is asked at the end of each unit for a chance to earn 2% bonus on your test. I do NOT offer additional individual extra credit! The Mathematics Department does NOT offer additional extra credit! So in other words, you cannot earn extra credit!!!

Grading Scale	Grades are weighted by category, meaning some points are worth more than others. Tests are a large part of your grade. This is a math department policy for Algebra I, Geometry and Algebra II. <table border="0"> <tr> <td><u>Grading Scale:</u></td><td><u>Grading Weight:</u></td></tr> <tr> <td>A = 90 – 100%</td><td>65% Tests and Projects</td></tr> <tr> <td>B = 80 – 89%</td><td>20% Quizzes</td></tr> <tr> <td>C = 70 – 79%</td><td>10% Quarter Final Test</td></tr> <tr> <td>D = 60 – 69%</td><td>5% Daily work and Activities</td></tr> <tr> <td>F = Below 60%</td><td></td></tr> </table> Your semester grade will be calculated as the average between the two quarters. ** I update my grades at least once a week. If you are ineligible for an activity due to your grades and you complete a missing homework assignment, quiz, or test, I will not be able to immediately grade it to determine if you are eligible. Missing and late work is not my priority; therefore, if it takes you a few days to get something finished, it may take me a few days to get it graded and updated.	<u>Grading Scale:</u>	<u>Grading Weight:</u>	A = 90 – 100%	65% Tests and Projects	B = 80 – 89%	20% Quizzes	C = 70 – 79%	10% Quarter Final Test	D = 60 – 69%	5% Daily work and Activities	F = Below 60%	
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Integrity Policy	Any violation of Integrity (which can be found online in the student handbook) will result in a 0 grade for that assignment, quiz, or test. You will <u>not</u> have an opportunity to earn those points back.												
Algebra II Objectives	Prior to Algebra II, students should already be able to ... • Graph linear and quadratic equations • Solve linear and quadratic equations • Factor quadratic expressions • Simplify radicals • Simplify polynomials Upon completion of Algebra II, students will be able to ... • Graph nonlinear functions by transformations (polynomials, rational, radical, power, exponential, logarithmic, trigonometric) • Solve nonlinear equations and inequalities (polynomials, rational, radical, power, exponential, logarithmic) • Solve application problems • Solve systems of equations and inequalities • Use patterns and problems involving sequences and series • Determine the number of possible outcomes for a given event, using appropriate counting techniques • Calculate and use experimental and theoretical probabilities • Explore basic concepts of Trigonometry • Explore basic concepts of Statistics												
Resources	• You can make arrangements to meet with me or another math teacher to receive help during the school day or a WIN session • You may come to the math office (220H) or my room at any time to see if there is a teacher available. • Re-watch recorded lessons using the link on Schoology. • The following websites can provide additional help: (a) Khan Academy (b) CK-12 (c) brightstorm (d) tutornd.com												

PACKER PRIDE

DISPOSITION	Novice	Approaching	Proficient	Advanced
Collaboration	<i>Learners work together, resolving controversy and conflict through respectful negotiation.</i>			
	Learners need frequent reminders to: ☐ follow the rules of the classroom and school ☐ cooperate and work in partnerships, small, or large groups ☐ interact respectfully as a team ☐ listen to ideas, opinions, and skills of others	Learners: ☐ follow the rules of the classroom and school often ☐ cooperate and work in partnerships, small, or large groups ☐ interact respectfully as a team ☐ listen to ideas, opinions, and skills of others	Learners: ☐ recognize the value of and follow the rules of the classroom and school ☐ cooperate and work flexibly in partnerships, small, or large groups ☐ share responsibility and interact respectfully to be productive both individually and as a team ☐ understand ideas, opinions, and skills of others	Learners: ☐ collaborate in the process of creating rules and norms ☐ accept and give constructive feedback in a positive way ☐ show leadership and initiative as a contributing global citizen; act on constructive feedback
Compassion	<i>Learners demonstrate their understandings of the complexities of cultures and global issues and see viewpoints beyond their own in order to positively impact the world around them.</i>			
	Learners need frequent reminders to: ☐ listen to information from different viewpoints with respect ☐ recognize their own perspectives and values	Learners: ☐ listen to information from different viewpoints with respect ☐ recognize their own perspectives and values	Learners: ☐ show kindness and empathy ☐ consider information from different viewpoints with respect ☐ recognize their own and others' perspectives and values	Learners: ☐ explain the cultural impacts of their decisions, the decisions of others, articulating perspectives and showing empathy ☐ exhibit character and take-action as a contributing global citizen to improve conditions in our community
Responsibility	<i>Learners actively engaged in their learning and demonstrate responsibility, organization, and perseverance.</i>			
	Learners need frequent reminders to: ☐ follow expectations for participation ☐ complete work	Learners: ☐ follow expectations for participation ☐ complete work in a timely manner often	Learners: ☐ follow expectations for organization and participation ☐ engage curiosity and collaboration, taking pride in completing work well	Learners: ☐ actively pursue achievement with a sense of importance and student agency ☐ find passion and value in a task; persist with resilience and stretch oneself despite difficulties