Course Expectations for Algebra II

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COURSE DESCRIPTION:

This one-year course in algebra continues and expands upon the concepts and procedures learned in Algebra I. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, matrix arithmetic, and sequences and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

COURSE GOALS:

1. To understand and use the vocabulary and notation of mathematics. [NS: B]
2. To develop the ability to reason and communicate mathematically in order to apply learned concepts to new problem-solving situations. [NS: A, B, C]
3. To solve real-world problems using algebraic techniques involving equations and inequalities. [NS: A, 1.12.6, 1.12.8, 2.12.2, 2.12.6, 3.12.1, 3.12.2]
4. To solve algebraic problems using linear and absolute value functions. [NS: 2.12.2, 2.12.4, 2.12.6, 4.12.5]
5. To solve linear systems in two or three variables by graphing and by using algebraic methods. [NS: 2.12.4, 2.12.5, 2.12.6, 3.12.4, 4.12.5]
6. To formulate, organize numerical data, and solve real-life problems using matrices. [NS: A, 1.12.7, 2.12.4, 3.12.2, 4.12.5, 5.12.1]
7. To develop different methods for solving quadratic equations and inequalities using the real and complex number system. [NS: 2.12.2, 2.12.3, 2.12.4, 2.12.6]
8. To perform operations on, solve, and graph polynomial functions. [NS: 2.12.3, 2.12.4]
9. To perform operations on and solve equations involving rational exponents and radical functions. [NS: 1.12.6, 1.12.7, 2.12.3, 2.12.4]
10. To solve and graph exponential and logarithmic functions. [NS: 2.12.4, 3.12.4]
11. To perform operations on, solve, and graph rational functions and expressions. [NS: 2.12.2, 2.12.4]
12. To identify, graph and write equations of conic sections. [NS: 4.12.1, 4.12.7, 4.12.8]
13. To investigate finite and infinite sequences and series. [NS: 2.12.1, 4.12.9]
14. To create mathematical models from data for analysis and prediction. [NS: B, D, 3.12.4, 5.12.1, 5.12.2, 5.12.6]

COURSE REQUIREMENTS AND GRADING PROCEDURES:

GRADING POLICY

The purpose of grades is to provide effective feedback to students, parents, and the school administration about a student's progress towards mastery of the established standards for a particular course or subject. As such, other factors such as attendance, effort and behavior will not be considered when calculating a student's grade. However, **excessive absences** (Seven unexcused absences during a semester) may result in a loss of credit in accordance with CCSD Regulation 5113. Extra credit will **not** be permitted unless the work is specifically designed to provide more evidence of a student's progress towards mastery of the established standards.

Teachers will provide students with unit overviews that outline the performance expectations for that unit. These outlines will be accompanied by rubrics that define the levels of proficiency students are expected to demonstrate. The goal is for students to become more involved in monitoring their level of proficiency and participating in Assessment for Learning in order to improve their performance.

Students will be graded on a 0-100 point scale, with the following grade equivalents:

90-100	=	A	Consistently exceeds standards
80-89	=	B	Consistently meets standards
70-79	=	C	Approaching standards
60-69	=	D	Emergent
0-59	=	F	Does not meet standards/ Evidence not provided

In order to demonstrate sufficient evidence of proficiency, a student will be required to make arrangements with the teacher to make-up any assessments missed due to an absence. Failure to complete required assessments may result in a lower grade or a failing grade due to a lack of evidence.

Throughout the semester, students will be expected to complete formative and summative assessments. The Southwest Career and Technical Academy will be incorporating Project-Based Learning across the curriculum. The project-driven assessments will be implemented and assessed according to a standard rubric for all students, based on our beliefs in the attributes of Academic Knowledge, Character, Skills, Work Ethic, and Preparation. Further assessments include, but are not limited to, homework, class activities, participation, lab activities, class projects, quizzes, and exams. For this subject, assessments will be weighted as follows:

Project-Based Learning and the Six Tenets

The Southwest Career and Technical Academy is dedicated to assessing student learning and achievement through Project-Based Learning (PBL). The Southwest CTA uses six tenets, or beliefs, to assess student performance during each PBL assessment. These tenets will be the basis of grading during each PBL project. The six tenets are as follows:

- Content Knowledge
- Work Ethic
- Use of Resources
- Teamwork and Collaboration
- Professional Presentations
- Writing Skills

These tenets may also be used in the classroom setting at the teacher's discretion.

Content Knowledge	40%
Work Ethic	15%
Writing Skills	15%
Professional Presentations	10%
Teamwork and Collaboration	10%
Use of Resources	10%

Class Activities

There will be a wide variety of learning activities such as small group work, individual explorations, group presentations, and practice problems. Student notebooks will represent the largest portion of the class activity grade, which will include daily review, notes, assignments, and in-class learning documentation. Class activities are not always possible to make up when a student is absent. This means that some points may be lost regardless of an excused or unexcused absence.

Homework

Doing homework thoughtfully and on a regular basis is the most important factor for success. Students will be required to complete homework on a daily basis. The assignment will include practice problems from what was taught in class that day. Students will be best served by these assignments if they spread the work out and practice their math daily. If a student is having a difficult time when attempting to complete the homework they are encouraged to come work after school with the teacher.

Tests and Quizzes

Quizzes will be given sporadically during a unit of study and tests will be given at the end of each unit. Final project and presentation assessments will also be graded in this category.

Semester Exam

A comprehensive semester exam will be administered at the end of each semester and will be weighted at 10% of the final grade. In order to prepare for the exam, it is encouraged that students study and review the concepts they are learning on a daily basis.

According to CCSD regulation 5121, "Semester exams shall be comprehensive of the material covered during the semester and may be worth up to, but not exceed, 20% of the student's final semester grade. Final semester grades shall reflect assignments and assessments completed throughout the semester and the final exam grade". Semester grades are not to account for more than 10% of the final grade. Semester grades will be calculated as follows:

Quarter 1 Grade	=	45%
Quarter 2 Grade	=	45%
Semester Exam	=	10%
Semester Grade	=	100%

REQUIRED MATERIALS

- 1½" 3-ring binder used ONLY for math class
- 5 dividers
- Loose–leaf paper
- Pencils, erasers, and pens
- Coloring utensils
- Student planner
- Calculator (TI – 30XS)

The following text will be utilized in this course:
Algebra II: Applications, Equations, Graphs
McDougall Littell © 2004 by Larson, Boswell, Kanold & Stiff

These materials are to be brought to class daily. Students are expected to come to class prepared to learn.

MAKEUP WORK POLICY

The following language is from CCSD Regulation 5113:
Teachers shall provide an opportunity for a student to make up missed work due to any absence, and students shall be held accountable for the work. When a student is absent, however, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through makeup work.

After any absence, a secondary student is required to initiate contact with the teacher(s) to obtain appropriate makeup work **within** three school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed

and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (3) days to complete makeup work.

LATE WORK POLICY

Late work that is considered practice (homework, classwork, etc.) will be accepted and graded for credit at the teacher's discretion. If you do not have your assignment done and ready to grade at the beginning of class when it is due, it is LATE. ***NO make-up or late assignments will be accepted without prior consent from the teacher.***

DISCIPLINE PROCEDURES AND CITIZENSHIP GRADING:

A. Classroom Discipline Plan

Students are expected to treat the teacher, themselves, the classroom, and their peers with respect and consideration. They are to come prepared to class on time with materials and homework. In addition, cooperation will be a key behavior component and expectation.

The following steps in the Southwest Career and Technical Academy Progressive Discipline Plan will be followed when students do not follow established rules and behave inappropriately:

STEP ONE:	**Teacher-Student Conference (Warning)**
STEP TWO:	**Parent Contact by Teacher (Phone or Letter)**
STEP THREE:	**Counselor Referral**
STEP FOUR:	**Dean's Referral**

Some offenses are serious enough to warrant a referral to the Dean for the initial infraction (e.g.: physical violence, gross insubordination, truancy, etc.)

B. Tardy Policy

Timeliness Is Expected (T.I.E.) program promotes being on time as a basic skill for success that every person needs to possess. Through this program, it is our expectation that SWCTA students arrive on time to every class. Not only are students developing skills for success in high school but for the rest of their lives. Being on time before school may require special attention from the student's parent or guardian.

When a student is tardy during the 2011-2012 school year, the student will bring home a tardy slip. Any tardy during 1st block will result in a deans' detention to be served after school the following day. Detention will be served from 1:30-2:00 in a room designated by the dean's office. In addition to dean's detention, the third tardy in 1st block will also result in a Required Parent Conference, and a sixth tardy will result in one day of suspension. A day of suspension will be given for every tardy thereafter. Tardies received for any other periods of the day will require a parent or guardian to bring the student to school the next day

and sign them in at the dean's office. Students who attempt to attend classes before being reinstated will be required to call home and get a parent to come sign them in or get permission to leave campus. Students not signed in will be placed on RPC (Required Parent Conference) pending a parent conference.

It is our goal that all students achieve to the best of their ability. By being on time to each class, students have a better opportunity to be successful. Parents or guardians may contact the Dean's Office at 799-5766 (X4500) in the event that there are questions regarding our Timeliness Is Expected program.

C. Cell Phone/Nuisance Item Policy

The Southwest Career and Technical Academy cell phone/nuisance item policy is in accordance with CCSD Regulation 5136 and the specific needs of the Southwest Career and Technical Academy.

FIRST OFFENSE:	**Warning/Copy of Policy/Confiscation**
SECOND OFFENSE:	**RPC-B/Parent Pick-Up/Confiscation**
THIRD OFFENSE:	**RPC-T/Behavior Contract/Parent PickUp/ Confiscation**
FOURTH OFFENSE:	**1 Day Suspension/Parent Pick-Up/ Confiscation**
FIFTH OFFENSE:	**3 Day Suspension/Parent Pick-Up/ Confiscation**
SIXTH OFFENSE:	**5 Day Suspension/Parent Pick-Up/ Confiscation**

D. Citizenship Policy

CATEGORY	**Outstanding (4)**	**Satisfactory (3)**	**Needs Improvement (2)**	**Unsatisfactory (1)**
Engagement	Consistently involved in class activities; contributes to overall learning process; collaborates with others and/or the teacher.	Engages in class activities, but may have to be encouraged; works with others or groups, but may not initiate collaboration.	Does not engage in class activities; rarely demonstrates initiative and may occasionally disengage from class.	Consistently uninvolved in class activities. Adamant refusal to work.
Preparation	Consistently prepared with materials; work is on time and may go beyond expectations.	Student has materials and submits work in a timely fashion and as expected.	Student may have had multiple instances of being unprepared, late work, or not completed as	Consistently unprepared for class. Does not submit work on time or at all.

			requested.	
Behavior	Consistently respectful of both classmates and adults; Takes responsibility for individual actions; Consistently complies with school and classroom rules.	Respectful to both peers and adults. Occasionally accepts personal responsibility. Mostly complies with school and classroom rules.	Disruptive to others. Argumentative and defensive when disciplined. Disregard for school or class rules.	Consistent disrespect to classmates or adults. Regularly disruptive to learning process and violation of school or class rules. **Plagiarism**

Student citizenship grades are reported as follows: (This part cannot be changed)

O = Outstanding
S = Satisfactory citizenship
N = Needs Improvement
U = Unsatisfactory citizenship

CODE OF HONOR

Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student

- Copying assignments that are turned in as original work*
- Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

**This includes submitting the same assignment to two separate teachers without prior permission.*

What is plagiarism?
Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

**This includes submitting the same assignment to two separate teachers without prior permission.*

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.

Dear Families,

Please sign and detach this portion along the line above and have your child return it to the teacher listed below, so that you may keep this copy of the course expectations for future reference. Please contact Ms. Abrego at 799-5766, if you have any questions regarding the information included in this document. I look forward to meeting you and becoming a partner in your child's educational experience at Southwest Career and Technical Academy.

Teacher Signature:_____Date:_____

I HAVE READ THESE COURSE EXPECTATIONS AND UNDERSTAND THE EXPECTATIONS FOR MY CHILD THIS YEAR.

Parent/Guardian Signature:_____Date:_____

I HAVE READ THESE COURSE EXPECTATIONS AND UNDERSTAND THE EXPECTATIONS FOR ME DURING THIS SCHOOL YEAR.

Student Signature:_____Date:_____

Please indicate your preference, sign and date this form below.

☐ ***I give*** my child permission to view "PG" rated films.

☐ ***I do not give*** my child permission to view "PG" rated films with the understanding that an alternative assignment will be given.

Parent/Guardian Signature: _____

Date: _____