

## GSE Algebra II Fall 2019

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Room 602

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Resources: Patrickjmt.com

Deltamath.com

Class Blog: [schsgebra2.weebly.com](http://schsgebra2.weebly.com)



### Course Description

It is in Algebra II that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into seven critical areas, organized into units. They apply methods from statistical reasoning to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, logarithmic, exponential, and radical functions. They expand their study of modeling to create and solve everyday problems. And, finally, students bring together all of their experiences with functions and geometry to create and solve contextual problems.

#### Standards for Mathematical Practice:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with Mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeating reason.

#### Content Area Standards:

The standards addressed in this course fall under the following subject areas:

- Quadratics
- Operations with Polynomials
- Polynomial Functions
- Rational and Radical Functions
- Exponential & Logarithms
- Modeling
- Statistics and Probability

A more detailed description of the standards addressed in each unit can be found at [www.georgiastandards.org](http://www.georgiastandards.org)

### GSE Algebra 2 Unit Schedule

\*\*Time spent on each unit is an approximation;

Some units may need less time and some may need more time\*\*

<b><u>Unit 1:</u></b> Quadratics Revisited	2 weeks	11%
<b><u>Unit 2:</u></b> Operations with Polynomials	3 weeks	11%
<b><u>Unit 3:</u></b> Polynomial Functions	3 weeks	11%
<b><u>Midterm Exam:</u></b>	-----	10%
<b><u>Unit 4:</u></b> Rational & Radical Relationships	3 weeks	15%
<b><u>Unit 5:</u></b> Exponential & Logarithms	3 weeks	11%
<b><u>Unit 6:</u></b> Mathematical Modeling	2 weeks	10%
<b><u>Unit 7:</u></b> Inferences and Conclusions from Data	3 weeks	11%
<b><u>Final Exam/SLO:</u></b>	1 week	10%

More info on standards for these units can be found at

<https://www.georgiastandards.org>

## Grading Policy/Grade Improvement

Assessments are graded by standard. Problems in the assessments will be graded on a 4-point scale. Short assessments will be given throughout the unit and tests will be given at the end of each unit. Multiple short assessments may be given at one time, but they will be graded separately. The most important thing is that the student understands the material.

**YOU ARE ONLY ALLOWED TO RETAKE ASSESSMENTS OR IMPROVE YOUR GRADE AFTER PROVING THAT YOU HAVE WORKED ON YOUR OWN.**

### Grading Scale

90 – 100 %	A
80 – 89 %	B
74 – 79 %	C
70 – 73 %	D
69 & below	F

## Academic Expectations

- Come to class everyday on time prepared with all materials necessary for learning
- Review/Study every night, which includes the concepts you understand and concepts you do not understand
- Be respectful of your classmates' questions and opinions
- Participate in your own learning by asking questions

## Classroom Expectations

Information on classroom expectations can be found in your classroom's *Class Rules wall*.

## Tutoring/Grade Improvement

Tutoring will be available by appointment only and through online sources. See your teacher for more information. All material covered in the units are eligible for grade improvement at any time during the semester. By demonstrating mastery of the standard, the student can increase any and all grades in the gradebook.

## Absences

If you are absent from school for ANY reason, it is THE STUDENT'S RESPONSIBILITY to get any materials/notes/HW that was missed on the absent day. Any missed quizzes or tests will be assigned a grade of zero until the assignment is completed in tutoring. Students have one week to make up missed assignments following return to school after an absence. Students should check their Office 365 file for missed assignments and work that was returned.

## Cell Phones/Electronic Devices

While cell phones and other electronics can be an important communication and safety device for families, their use during the school day is prohibited and can be quite disruptive. Cell phones or other unauthorized electronic devices that are visible or audible during the school day will be confiscated.

## ALGEBRA II CLASS CHECKLIST

### Supplies Needed

To improve organizational skills, we require the following supplies:

- Interactive Notebook**
- #2 Pencils**
- Erasers**
- Graph paper**
- Loose leaf lined paper**
- TI-36X Pro Calculator**

Grading Rubric	
4	Uses appropriate concepts and correct answer is generated (e.g. calculation, figures, diagrams, graphs, tables, etc.). Uses a strategy that leads to a solution of the problem. All necessary work is shown and is neat and readable. Mathematical representation is actively used as a means of communicating ideas related to the solution of the problem. (Correct answer and associated work shown)
3	There is appropriate use of accurate mathematical representation. Uses a strategy that leads to a solution of the problem that is not correct due to calculation errors or careless mistakes. All necessary work is shown but work is sloppy but readable. (May have correct answer, Unfinished work or not simplified, or calculation mistakes)
2	Uses a strategy that is partially useful, leading some way toward a solution, but not to a full solution of the problem. Work is sloppy or questions are not discernable. Work is incomplete or explanation may not be clearly presented. (May show some correct work but no correct answer and work is sloppy or incorrect)
1	Answers only or answers left blank. The solution doesn't address any of the mathematical components presented in the problem. Work is sloppy work and questions are not discernable. There is no use or inappropriate use of mathematical representations (e.g. figures, diagrams, graphs, tables, etc.).
0	No solution generated

Student's Name \_\_\_\_\_ Email \_\_\_\_\_

**Parent/Guardian Contact Information**

Name \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_ Relationship to Student \_\_\_\_\_

Name \_\_\_\_\_ Cell Phone \_\_\_\_\_

Email \_\_\_\_\_ Relationship to Student \_\_\_\_\_

**Current Address**

Street \_\_\_\_\_ Apt# \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

**Parent/Guardian PLEASE INITIAL:**

- \_\_\_\_\_ *I have read the syllabus, and if I have any questions I will contact Mr. Anderson.*
- \_\_\_\_\_ *I understand the policy on cell phones/mp3 players.*
- \_\_\_\_\_ *I understand what supplies are needed for GSE Algebra II.*
- \_\_\_\_\_ *I understand the requirements for grade improvement.*
- \_\_\_\_\_ *I understand the academic expectations for GSE Algebra II.*

X \_\_\_\_\_ X \_\_\_\_\_

Student Signature

Parent/Guardian Signature

**PLEASE RETURN THIS PAGE TO Mr. Anderson**

