

INSTRUCTOR: Mr. Booren

CLASS: Algebra 2/Room113

Phone: (503) 399-3241

Text: Algebra 2 Core Connections

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✓ STUDENT RESPONSIBILITIES

Learning mathematics requires students to **actively think** about what they know and to relate that to the new ideas to be learned. Some students are not accustomed to the idea that what they worked on yesterday, last week or last year is going to be related to today's lesson. Developing the ability to reason mathematically is essential to success in mathematics and in life, so it is an important part of how this math course will be taught this year. To be successful, students must:

1. Actively contribute in work and discussions with whole class, study team, or individually.
2. Complete or attempt all assigned problems and turn in assignments on time.
3. Check and correct problems on assignments based on answers and solutions provided to the class.
4. Ask for help from their study team first, then teacher. Come in outside of class time for help when necessary.
5. Take notes and keep a well-organized spiral.
6. Not distract others students from their opportunity to learn.

✓ LETTER GRADE

90-100%	A
80-89.9%	B
70-79.9%	C
60-69.9%	D
Below 60%	F

✓ GRADING POLICY

The total number of points earned for assignments, participation points, presentations, group quizzes and chapter tests determine the grade earned. Letter grades are then assigned according to the following scale.

Students' grades will be determined by the students' mastery level on these Course Topics:

Semester 1

- Algebra Review
- Parent Graph Functions
- Rational Functions
- Systems of Parent Graphs
- Personal Management (Homework & Participation)
- Semester 1 Final

Semester 2

- Polynomial Functions
- Trig, Exponential Functions
- Inverses and Logarithmic Functions
- Radical Functions
- Personal Management (Homework & Participation)
- Semester 2 Final

✓ SEMESTER GRADE BREAKDOWN

Individual Chapter Tests/ Projects/Quizzes	60%
Classwork/ Homework/ Team Tests	20%
Final Exam	20%
<i>Extra Credit - no more than 2% of overall grade</i>	

✓ LATE/MAKE-UP WORK

All late work and make-up work is due by the date of the corresponding chapter test.

✓ INDIVIDUAL CHAPTER TESTS/PROJECTS

Chapter tests will be administered shortly after the last day of a chapter. This will usually be within 2 – 3 class periods. As we progress through the course, each chapter test will include problems/concepts from the previous chapters. Please be prepared for all tests as there are only **TWO retakes/revisions** allowed at the Algebra II level. Students who are absent on the day of the test will take a different version of the test. If you are absent the day before a test, you are still expected to take the test on time.

✓ QUIZZES

Quizzes will pertain to specific concepts in the current chapter/unit. You should expect one or two within a chapter (announced or unannounced). Types of quizzes may vary (i.e. individual or partner). **Students who are absent on a quiz day will NOT be given a makeup. The percent you earn on the individual unit test will replace this score.** You will be given a blank copy for your notebook to study.

✓ CLASSWORK/HOMEWORK/TEAM TESTS

Each day there will be core problems that must be completed in class within teams. Homework will be assigned daily and is due the day of the unit exam. Homework will be graded on effort/completeness and will be worth 10 points. Team tests will also be given prior to the individual chapter test. Only **ONE test** will be scored from the entire group. Based on the graded test, all members of the group will receive the same score. **Students who are absent on a team test day will NOT be given a makeup. The percent you earn on the individual unit test will replace this score.**

✓ ATTENDANCE

Participation and attendance in Algebra II are very important, as knowledge of the material is necessary for success in learning new skills. Both class grades and dropout rates show significant evidence of a direct correlation between **consistent** attendance and achievement.

✓ EQUIPMENT & SUPPLIES

One spiral or composition notebook with 100 pages (one per semester, graph paper preferred), graph paper, pencils, and a calculator. **We will use a Texas Instrument 84+ calculator. At North we have classroom sets of calculators for students to use in class however we cannot check these out overnight. We highly recommend each student buy their own if at all possible. Most colleges require you to have one, so this is a safe investment. Our library has a limited number of calculators to check out for the semester; lost, stolen, or broken calculators could result in a charge of up to \$150.**

✓ CLASSROOM GUIDELINES

1. Come to class prepared and on time.
2. Expect to participate the entire period.
3. Be considerate of others. Respect their right to ask questions and learn.
4. Be responsible for your materials, classroom and school.
5. Follow the guidelines set by the school and district disciplinary code.
6. Remember CELL PHONES and all electronic devices should be OFF **AND PUT AWAY.**
7. During TEAM time use the 90/10 rule...(90% math/10% social)



Participation
Respect
Integrity
Diversity
Excellence

✓ PARENTS

Please send me a short e-mail to inform me you have read the course syllabus. Ten points will be awarded to students if you reply by Sept 14th. If you do not have e-mail, please call me at 503-399-3241. Secretaries can leave a message that you called if I am not available.

Area of Identification:

Math

Reading

Both

General Intellect

Course Name: Algebra II

Teacher's Name: Mr. Booren

TAG Considerations

In each subject/course students will be pre-assessed on the knowledge and skills that will be learned in the subject/course. The purpose of this pre-assessment is to find out what students already know and are able to do to avoid repetition and to give the student access to advanced and/or accelerated content.

Formal or informal pre-assessments may include end of chapter/unit tests, student input and self-evaluation, placement test, specific teacher observational data, lab demonstration or test, work samples, fist of five, thumbs up/thumbs down, or other forms of pre-assessment.

Differentiated Instructional Strategies

Show what differentiation will take place in this course.

- Acceleration – materials and instruction at a quicker pace or at a deeper level than standard instruction and materials.
- Independent Study/Project – Designed to allow a student to proceed independently and at his/her own rate.
- Assignment Modification – The regular assignment may be modified to meet the needs of the student,.
- Cluster/Small Grouping – Grouping students with similar needs, interests, and/or abilities in the same classroom.
- Enrichment – Activities that add or go beyond the existing curriculum.
- Compacting – Student demonstrates what they know then spends the time participating in enrichment activities.
- Tiered Assignments – Providing assignments that reflect the individual level of the student's knowledge content.
- Flexible Grouping – Student are grouped together to receive appropriately challenging instruction.
- Contracting – Student pursues an area of special interest.
- Multiple Intelligences – Incorporation of strategies into instruction that allow students to use areas of strength.
- Learning Styles – Different approaches or ways of thinking, i.e., auditory, tactile kinesthetic, and visual.
- Higher Level/Critical Thinking – Higher order thinking skills to gain understanding of complex problems or ideas.