

Algebra II A Course Outline (2nd Trimester, 2014-15)

Classroom: Room704

Contact: hegedus_j@4j.lane.edu; (541) 790 - 8000

Tracking Grades: Synergy

Office Hours: TR 8 - 8:30 & W 3:05 - 3:35 (posted
Instructional Access time)



Assignments & Resources: http://blogs.4j.lane.edu/hegedus_j/

Introduction: This is the 1st of a 2-term Algebra II course designed to provide you with hands-on learning. Using the *College Preparatory Mathematics* (CPM) curriculum, you will hone critical thinking & collaborative skills, & use algebra to solve a variety of problems. Success in this course prepares you for Pre-Calculus.

Assessment & Grading Practices: Proficiency Grading (District-wide Scale, 0.5 credits per term)

A: 3.41-4.00, B: 2.75-3.40, C: 2.00-2.74, D: 1.00-1.99, F: 0-0.99; Overall average of averages on separate learning targets/objectives, for which each opportunity is scored according to a district rubric:

<i>Highly proficient</i> (4): Work exceeds expectations & serves as a clear example of what is expected.
<i>Proficient</i> (3): Student understands this concept and can reliably demonstrate the expected standards.
<i>Nearly Proficient</i> (2): Student is showing developing understanding of the skill or concept.
<i>Not Proficient</i> (1): Student is showing rudimentary understanding of the skill or concept.
<i>Insufficient Evidence</i> (0.1): No work, or work does not demonstrate significant comprehension of standards.
<i>No Opportunity Taken</i> (0): Student was absent or otherwise unable to take opportunity.

Enjoy multiple opportunities to show understanding & fluency on each objective. Assessments include daily quizzes, class work, homework & longer, comprehensive exams. Insufficient evidence of proficiency may result in reduced credit. You are responsible for all material covered & assigned. Modifications & accommodations (such as, extra time) will be made for documented cases (IEPs, 504 Plans & TAG Plans).

Attendance & Expectations: Plan ahead. Come prepared to stay & work all period. Regular attendance is essential for success & full credit. For absences, find out what you missed (assignments calendar is on my site) & make it up; some activities cannot be made up & may impact learning. Actively participate with your teams. Respect people, ideas, property & everyone's right to learn. Leave the room only with permission. Keep phones silenced & away. *Parents & guardians can reach you by calling (541) 790 - 8000.*

Materials: Arrive to class on time & ready to work with the following items every day.

- College-ruled composition book (for *Interactive Notebook* (INB)), provided at beginning of trimester
- Sharpened pencils with erasers, glue sticks (colored pencils are optional, but useful)
- Spiral notebook (graph-ruled is useful), folder & a section of a 3-ring binder for HW & classwork
- Graphing calculator (TI 83 – 84 are preferred)
- All recent & current work & related materials, as well as the textbook checked out for this course

You are responsible for your textbook. The school requires you to pay for a lost/stolen book (Alg2: \$75) to replace it. *If you are unable to obtain learning tools & materials, please let me know promptly & privately.*

Student Resources: Cooperate with study teams & use support from your instructor in class. Supplement: 1st. Take ~45 minutes per night (for students with strong grasp of prerequisite skills from previous courses & previous lessons in this course) for HW, which provides review, diagnosis of topics that you need to relearn &/or practice further, & preview to prepare you for upcoming lessons. You will take quizzes identical to HW exercises a few days later, giving you time to review & access additional support before you are assessed.

2nd. Maintain & consult resources in your *INB*, spiral, binder, assignments & assessments.

3rd. See class site, cpm.org (*Extra Practice, HW Help*), khanacademy.org, & other sites. Use *Academics Unlimited* &/or contact a tutor (free or paid) through the *Math Resource Center*. An e-book of the text is online (4J has paid your fee) & a parent guide with extra practice is available for free at cpm.org.

4th. See me *IA* Weds from 3:05 - 3:35 & Tues & Thurs from 8 - 8:30, or by appointment, for help & make-up.

Coursework: *Common Core State Standards* include skills, knowledge, & mathematical practices used to learn them. Oregon requires students to pass 3 years of math (Algebra & above) & to pass the *Smarter Balanced* test. To prepare to meet these requirements, you will create an interactive notebook, take various quizzes, & engage in team & individual activities. This curriculum repeatedly "spirals" through topics, so expect to develop proficiency over time. Our strong efforts in & outside of class are essential to success.

Included Among Key Student Learning Targets/Objectives for Algebra II A: I can ...

- ... find the intercepts and vertex of a quadratic function (graphing form, standard form, completing the square).
- ... fluidly move between multiple representations of a linear or exponential function.
- ... simplify rational expressions.
- ... make sense of problems and persevere in solving them.

Team Norms

Success for the individual is inseparable from success for the team. Teaching & learning are mutually supportive activities; we all learn best when we teach one another.

- No talking outside your team.
- Discuss questions with your team before calling the teacher over.
- Within your team, keep your conversation on math.
- Explain and justify your ideas; give statements and reasons.
- You must try to help anyone in your study team who asks.
- Helping your teammate does not mean giving answers. Help by giving hints and asking good questions.
- No one alone is as smart as all of us together. Do not leave anyone behind or let anyone work ahead. Your team is not done until everyone is done.
- Clear off tables before getting to work so you can see everyone's paper.
- You must use study team voices.

Whole-Class Discussion Norms

Success for the individual is interdependent with success for all. Teaching & learning are mutually supportive activities; we all learn best when we listen to one another.

- Raise your hand to pose questions & comments.
- Refer to your work & your other resources when composing questions & comments.
- When another person is addressing the class, refrain from side-talk, even on-topic talk.
- Listen to other people; contribute to the discussion when you think your perspective might clarify or broaden other's understanding, or clear up others' misconceptions.
- When it is your turn to speak, do so clearly & loudly enough for everyone to hear.
- Offer to share your written work to support your verbal contributions.

Formal Assessment Norms

For an exam (daily quiz, or longer, comprehensive test), use the opportunity to demonstrate proficiency & fluency, & afford all others the same opportunity.

- Adhere to school policy on academic integrity.
- No sharing; use your own calculator (or one you check out), your own *INB*, pencil (or pencils, sharpened ahead of time), eraser & straight edge.
- Keep your eyes on your own paper & demonstrate your own proficiency.
- Submit the quiz to the basket before time runs out & demonstrate your fluency.
- Take advantage of documented accommodations (IEP or 504), as appropriate.
- Let others take full advantage of the opportunity & avoid distracting behaviors.
- Refrain from talking, whispering, note-passing & pencil-sharpening during the quiz.
- Take full advantage of the opportunity (prepare yourself by using assignments to learn material, & by actively responding to experience with assignments by pursuing extra help & practice, as needed); lag-time between assignments & assessments allows this.
- After turning in quiz, read silently, preview upcoming lesson, or review previous work.
- Unless instructed otherwise, keep all other personal electronics off & away during quiz.

Student Information Sheet

Last Initial: _____
Class Period: _____

Please print clearly.

Student's First Name: _____ Last Name: _____
Parent/Guardian's First Name: _____ Last Name: _____
Parent/Guardian's First Name: _____ Last Name: _____
Parent/Guardian's Email/Daytime Phone: _____
Does the Student have internet access at home? (yes/no/intermittently): _____

Student's Interests, Strengths & Hopes (please specify):

Student's Areas for Improvement (please specify):

Student's Pet Peeves (please specify):

Student's Needs (please describe **testing**, **timing** or **seating needs**, TAG, 504 or IEP information):

"My signature below verifies that I have read the Course Outline, provided complete responses above, and am committed to supporting my child to succeed in class with Jordan Hegedus."

Parent/Guardian Signature: _____ Date: _____

"My signature below verifies that I have read the Course Outline, provided complete responses above, and am committed to achieving to my best ability, allowing my teacher to teach and my colleagues to learn, and that I will conduct myself safely and conscientiously in class with Jordan Hegedus."

Student Signature: _____ Date: _____

Sometimes, mobile apps can be useful tools for class activities. Please indicate whether you have an iPhone, iPod or another mobile device you can use, as instructed, in class (y/n): _____
Is it an *iPhone*, an *iPod*, or, rather, another device (please specify)? _____