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Alvin C. York Institute

Mission: "To serve as a model rural school of excellence where all stakeholders prepare and excel"
Motto: Prepare and Excel

Alvin C. York Institute Syllabus

Course Title: Algebra II

Teacher Name: Angel Beaty, Amanda Allen

Prerequisite: Algebra I

Materials: Pencil, Paper, Three-ring Notebook with Dividers

Course Description: Algebra II is a course that uses problem situations, physical models, and appropriate technology to extend algebraic thinking and engage student reasoning. Problem-solving situations will provide all students an environment that promotes communication and fosters connections within mathematics, to other disciplines, and to the real world. Students will use physical models to represent, explore, and develop abstract concepts. The use of appropriate technology will help students apply mathematics in an increasingly technological world. The concepts emphasized in the course include analysis of functions, solving systems of equations, graphing, data analysis, and logarithmic and exponential functions.

Teacher Beliefs/Guiding Principles: We believe that a teacher is morally obligated to enter the classroom with only the highest of expectations for each and every student. Our desire is to create an safe and positive environment where students can meet their full potential. Our goal is not only to promote the learning of mathematics, but to help students become thinkers and problem-solvers while learning to provide valid reasons for logical arguments.

Classroom Expectations: All students are expected to be prompt, prepared, respectful, responsible, and attentive at all times.

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| Grading Policy: <u>First Semester</u> | <u>Second Semester</u> |
| 85% - Learning Target Tests | 85% - Learning Target Tests |
| 15% - Mid-Term | 15% - EOC / Final |

Assignment Policy: Homework assignments are intended to reinforce and extend learning initiated in the classroom and serve as a tool for teachers to assess student understanding of classroom instruction. Completion of routine homework can motivate students to develop good work habits while increasing the opportunity for individual initiative and responsibility. Homework can also stimulate creativity, critical thinking, and awareness that learning can take place outside of the classroom.

Attendance/Make-up Work Expectations: The school-wide attendance policy applies. Attendance is very important to any mathematics course. When you are absent, your grade suffers. If you are absent from class, **you** are responsible for finding out what notes and assignments you missed. You have **three days** to make up any missed assignments.

Reassessment Policy: Students will have the opportunity to improve scores on individual learning targets by retaking an alternate version of the test. Students who score below 70 on the initial exam will be required to retake that target after satisfactorily completing extra practice. Extra practice materials will be determined by the teacher and student on a case-by-case basis. The assignment must be completed and reviewed by the teacher before retesting. Students should begin extra practice immediately after receiving test feedback. Students who score between 70 and 92 on the initial exam may retake after completing extra practice. **All retakes must be taken within 2 weeks of the original exam date.** Retakes may be taken only for the current grading period. No grades will be changed once a grading period has ended. This grading process allows students to take ownership of their grades. They have the opportunity to know what they need to improve on and how to improve it.

Tutoring: Schedule will be announced and sent home as soon as it becomes available.

Accommodation Options: All IEP's, 504's, ILP's will be followed per state guidelines. Students with issues that are not so apparent should meet with the teacher at the first available opportunity to determine options.

Course Calendar/Schedule:

Unit 1: First Degree Equations and Inequalities

- Solving Equations and Inequalities
- Linear Relations and Functions
- Systems of Equations and Inequalities

Unit 2: Polynomials and Radical Equations and Inequalities

- Polynomials
- Quadratic Functions and Inequalities
- Polynomial Functions

Unit 3: Advanced Functions and Relations

- Conic Sections
- Rational Expressions and Equations
- Exponential and Logarithmic Relations

Unit 4: Sequences and Series

- Sequences and Series
- Probability and Statistics

Unit 5: Trigonometry

- Trigonometric Functions
- Trigonometric Graphs and Identities

Contact Information:

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Ms. Angel Beaty abeaty2@yaidragons.com

2017 / 2018 Algebra II Grading Process

During this school year, Ms. Beaty, and Mrs. Allen will use a grading process that is designed to give students more directed feedback about specific learning objectives. Students will know the areas that they have performed well in and areas in which they need improvement. The following will outline how this grading system operates and what students can expect.

1. For each unit, students will receive a list of learning targets that are written in student friendly language. These targets specify what students need to know as well as how they are expected to apply and demonstrate what they know. Lessons will focus on these learning targets and students will know the learning target addressed by each lesson. Students will be assessed throughout the unit to see how they are progressing on their targets. This information will provide feedback to the teacher and student on the progress being made and where to go next.
2. At the end of each unit, students will be assessed on their understanding of the learning targets. Each unit assessment will be planned out so that each target is assessed an appropriate amount and in an appropriate way. The assessment will be scored and students will receive a report that indicates their performance on each of the targets.
3. After receiving feedback on their performance, students will have an opportunity to take a second assessment. This second opportunity will allow students to demonstrate improvement in their understanding of individual learning targets they initially struggled with. If students show an improvement on their learning target performance, their grade will go up accordingly. If they don't show improvement, their grade remains the same. There is no penalty for taking longer to demonstrate competency of a learning target.
4. A student who still does not demonstrate acceptable understanding can request help with the learning target from the teacher or meet with a tutor. They are allowed to check their current understanding at any point during the school year, and if they choose may take another assessment to show understanding. Although students are **strongly encouraged** to retake targets within two weeks of initial testing, they **may** show comprehension of a learning target at any time after the initial unit assessment. Whenever this occurs, the student's score on that target will be changed to reflect this new understanding and their grade will improve accordingly.