

Algebra 3/4 Syllabus, 2018-2019 - P2



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Hello! It is my pleasure to introduce myself as your math teacher for this school year. I am thrilled to be working with you. My goal this year is to create an environment in which each student has many opportunities to be successful, feels respected, and has fun learning. Math is about much more than numbers - the purpose of this class is not to be a human calculator. This course will focus on communication, collaboration, critical thinking, and problem solving rather than on memorizing and applying formulae. Be ready to be challenged as a thinker and supported as a learner.

General Information for Algebra 3/4

Description

Algebra 3/4 extends what students have learned in previous mathematics courses by focusing students on utilizing multiple representations of functions and relations and on finding connections among the concepts they study. Students will continue to use problem solving strategies, questioning, investigating, and explaining in conjunction with their knowledge of the connections among algebra, geometry, and functions to analyze problems and formulate solutions.

We will work in groups and individually to explore the following topics in Algebra 3/4:

- * Solving Equations & Inequalities
- * Functions & Their Inverses
- * Logarithms & Exponentials
- * Parent Graphs & Their Functions
- * Rational Expressions & Their Operations
- * Polynomials & Their Graphs
- * Complex Numbers
- * Trigonometric Functions
- * Statistics

Bring your supplies every day. There is no required textbook for Algebra 3/4, so it is critical that you keep your materials organized with a binder or notebook. (If you cannot obtain a binder or notebook, please contact me and I will find you something. It is your responsibility to purchase one or to inform me that you need one.)

Classroom Agreements

Everyone	Teacher	Students
<ul style="list-style-type: none">● Don't feel ashamed of mistakes, don't make fun of mistakes● Be respectful● Don't interrupt	<ul style="list-style-type: none">● Be ready to teach● Deal with behavior, but don't overreact● Be considerate of everyone's learning style	<ul style="list-style-type: none">● Stay open-minded● Be ready to learn

Required materials

- 3-ring binder (1" is fine) with lined notebook AND graph paper
- Pencil and eraser
- Any calculator (if you have one)

Graphing Calculators

I have *some* TI-84 graphing calculators in my classroom, and it is not required that you have your own. When a graphing tool is necessary for homework completion, you can either check a graphing calculator out from the library or download the "Desmos" app onto your phone. Desmos is a free app and is a really great graphing tool.

PHONES

Phone use is only allowed in my class with *explicit teacher direction*. I do not have the option of allowing students to use their phone for non-educational purposes. I will sometimes allow students to use the Desmos app (see "Graphing Calculators, above), but students must receive *explicit direction* from me to use it. Additionally, no phones will be allowed

during assessments, for any reason. Students using their phone will have it confiscated for the remainder of the class (and possibly longer if it is a repeated offense).

Parents - if you need to reach your child, please wait until lunch or after school. If you have any need to contact your student during class, please call the office and they will get in touch with my classroom. Cell phones are a huge distraction to the learning process, even if it seems like it will only be a short interruption. Please support me and your child in stressing the importance of being focused and present in the learning environment.

How will I be graded?

The Algebra 3/4 team at Cleveland High School uses a Standards Based Proficiency Grading System - this means the grade you will see on your report card will be based on specific standards (or commonly called learning targets) outlined in the course. The following table shows the rubric that will be used:

Skill Level	Description of Understanding on a Learning Target
4 = A	<ul style="list-style-type: none">• Student consistently demonstrates an advanced mastery of concepts through multiple representations.• They communicate their understanding in a clear and logical manner.
3 = B	<ul style="list-style-type: none">• Student can demonstrate mastery of concepts with very few minor errors.• They communicate their understanding logically.
2.5 = C	<ul style="list-style-type: none">• Student is progressing toward the standard, but still has several errors or misconceptions.• They communicate some understanding.
2 = F	<ul style="list-style-type: none">• Student has shown some evidence of learning but it is incomplete with major errors or misconceptions.• Solutions may be given without adequate communication.
1 = F	<ul style="list-style-type: none">• Student demonstrates little to no evidence of learning.

Weighting

15% - Quizzes, Classwork, Homework, Projects, Presentations, etc.

85% - Assessments (tests)

Assessment Retake Policy

Students are allowed up to two retake opportunities on assessments from each learning target, within a time frame given by your teacher. However, students must make corrections to the original assessment and complete additional practice before a retake will be allowed. A retake application form will be provided in the classroom.

Collaborative Learning

In order to better prepare students for the workplace and/or college, I expect you to work in collaborative groups. Each day you will likely have time where I ask you to work in groups, and also individually. I believe it's important to be comfortable with both types of work.

Homework

Homework is meant as practice and reinforcement of concepts covered in class. Students will be expected to complete approximately 30 minutes of homework per week.

Now that you have read the rules and procedures for this class, have your parent/guardian do the same and both of you sign below:

Student Name: _____

Student Signature: _____

Parent/Guardian Name: _____ Parent /Guardian Signature:

Please keep this in the front of your math binder for reference.