

2018-2019 Algebra II Syllabus

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PLAN PERIOD: 1st Hour: 7:30 – 8:15 AM

TEXTBOOK

Algebra 2; McDougal Littell Algebra 2 2007
The textbook is available online at www.classzone.com.
User name: **PerkinsAlgebra2**
Password: **Pirates**

On this website you will find

- Online text
- Practice problems, quizzes, and tests
- Games & Activities

COURSE DESCRIPTION

Algebra II is a one-year course that covers all topics in Algebra II including probability, linear, quadratic and polynomial functions, rational equations, matrices, complex numbers, factoring polynomials, radical expressions, exponential functions, logarithms, conic sections, sequence and series, and trigonometry. Students will be required to complete projects on a regular basis outside of regular class work. A strong emphasis will be placed on critical thinking skills, verbal and written communication of methods for problem solving. Students will be asked to explain answers and show work on homework and testing, not simply state answers

CLASSROOM-SPECIFIC EXPECTATIONS OF STUDENTS

• No cell phones, music devices, and headphones are to be visible and/or used in the classroom unless permission is given by the teacher.

- Take care of locker and restroom stops in between classes. If you're late and/or out of the room, you may have missed something important.
- All school policies in the student handbook will be enforced.
- The only things on your desk should be things you need to be successful in this class - your brain, calculator, assignments, paper and pencil. All bags and purses must be on the floor.
- Please be respectful of everyone in this room.
- Minimize distractions.

ACADEMIC DISHONESTY

Cheating will result in no credit for all parties involved, and a formal report will be submitted to the office and appropriate organization sponsors. Students are always allowed to work together on practice problems, but simply copying another student's answers does not constitute "working together" and will be considered cheating.

GET HELP IF NEEDED!

Please come in to get help before you get too far behind. Before or after school and I also currently have a core lab during seminar to assist students who need help. Even if you just want to come in to work on homework. Please feel free to do this!

EXPLANATION OF GRADING

In this course, students will be assessed using target-based grading. As this is most likely new to some students and parents, this document is meant to explain the advantages of target-based grading over traditional grading and also clarify how students will be assessed in this course.

In a target-based reporting system, a student's grade is recorded on a scale of 0 to 4 for each learning target according to the scale below.

- 4** – Demonstrates thorough understanding of concepts and/or skills. (*I get it!*)
- 3.8** - Demonstrates thorough understanding of concepts and/or skills, but made a small error. (*I made a silly mistake.*)
- 3.5** - Demonstrates understanding of concepts and/or skills, but with small errors. (*I almost get it.*)
- 3** - Demonstrates understanding of concepts and/or skills, but with errors. (*I'm starting to get it, but I need some help.*)
- 2.5** - Demonstrates understanding of basic concepts and/or skills. Performance varies in consistency with regard to accuracy and quality. (*I have some idea, but I need help.*)
- 2** - Shows some understanding, but insufficient for a passing grade (*I don't really get it. I need lots of help!*)
- 1** - Does not demonstrate understanding of basic concepts or skills. (*I am totally lost.*)
- 0** – No attempt to demonstrate understanding of concepts or skills. (*Left blank.*)

Grading Plan

The grades in this course will be assigned based on the following areas:

I. Practice (5% of grade)

Students will be assigned practice problems and/or asked to participate during class. The problems are meant to serve as an opportunity for students to practice the skills learned each day. Because they are the students' first opportunity to practice the skills, it is essential that students attempt the problems. Each practice will be given a zero (not done), a 1 (half done) or a 2 (mostly/all completed) based on COMPLETION not accuracy. Practice will be recorded 1 time in the gradebook for each unit learned.

II. Tests/ Learning Target Grades (95% of grade)

After every 2 or 3 learning targets, students will be given a checkpoint over the material learned since the previous assessment. On this checkpoint, students will be assigned a grade (from 0 to 4) for each learning target addressed on the checkpoint. The purpose of the checkpoint is to provide feedback for students and the teacher about how well students have mastered the learning targets. It is strongly recommended that students make the necessary corrections and ask questions when we review the quiz the following day.

At the completion of every chapter or unit, students will take an assessment over all the learning targets in the unit. Assessments will be comprised of 4 to 5 learning targets. Existing grades (from checkpoints) will be replaced by unit assessment scores. Students will be allowed calculators

III. Retakes

Students will be allowed to retest anywhere between 3-5 learning targets at the end of the semester. The exact number of targets allowed will be determined by the instructor (based on number of targets covered). Existing grades (from assessments) will be replaced by retake scores. The retest dates will be announced by the instructor.

IV. Final Exam

You will have a semester test over everything that has been covered. This may also be the EOC if you are required to take this exam. Your semester grade will reflect the following 90% (Q2 or Q4) and 10% (Semester 1/2 Final)