**Streamwood High School**

**2017-18 Syllabus for Algebra 3-4**

Mrs. Severson                                                   Office Hours: during 1, 4, 5 and 8th hour,

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Course Description:  Honors Algebra 3-4 is a full year course, filling a graduation requirement. The goal is to integrate the mathematical knowledge from the previous classes to provide a solid basis for future math classes. Topics covered will include in-depth explorations of Polynomial, Radical, Rational, Exponential, Logarithmic & Trigonometric Functions, and Statistics & Probability.

Textbook and Materials:

*Algebra 2*; Bellman, Bragg and Handlin; Pearson, Prentice Hall; 2011

**Other materials: notebook or 3-ring binder,** Graphing calculator - TI-Nspire Graphing Calculator or TI - 84 series, Pencil, highlighter(s), Pocket folder (to hold handouts and worksheets)

Course Objectives/Learning Outcomes:

* Reasoning with Equations and Inequalities
* Interpreting Functions
* Seeing Structure in Expressions
* Arithmetic with Polynomials and Rational Expressions
* Creating Equations and Writing Functions
* Understand Transformations of Various Functions
* Use and Apply Quadratic, Rational, Exponential, Logarithmic Models
* The Complex Number System
* Trigonometric Functions and their graphs
* Making Inferences and Justifying Conclusions
* Using Probability to Make Decisions
* Use the 8 Common Core Standards for Mathematical Practice (attached)

Course Organization:  First semester teaching and learning includes polynomial, radical and rational relationships, multiple representations of these relationships and modeling these in the real world. Corresponding chapters are roughly 4, 5, 6, & 8. Second semester will focus on, logarithms, exponential, trigonometry, statistics and connecting these functions to the real world. Corresponding chapters are roughly 7, 11, & 13.

Course Policies:

*Attendance/Tardiness*:  Regular attendance and being on time to class are expected for all classes.  Absence from school is the greatest single cause of poor achievement in school.  Successful students are seldom absent or tardy.  The High School Attendance Program will be followed as outlined in your student handbook.

**ASSIGNMENTS**

All Homework and In-Class assignments will be assessed formatively. Homework/In-Class Assignments will be assigned on a regular basis, usually **daily**, due the next school day (unless specified otherwise). The point of these assignments is to check that students have understood what they have been taught. Assignments will be used to identify misconceptions and for feedback on their learning. All assignments will be marked in Infinite Campus in one of three ways: “T” for turned in, “M” for missing, or “I” for incomplete work or work that needs to be revised. Missing or incomplete work is due the day of the test.

**TESTS & QUIZZES**

Tests and quizzes will be given on a regular basis. You will be informed in advance about the dates, and be given adequate time to prepare. **Students must complete all formative quizzes and the given practice test BEFORE taking the summative assessment.** If a student does not take a quiz or a test, it will be marked as an Incomplete in the grade book. **If any student has an incomplete summative assessment at the end of the semester, they may not pass the class.**

If a student wants to reassess a test, the student must have all formative work completed -this means quizzes and homework, meet with the teacher, complete a reflection page and do any additional practice the teacher recommends. **Reassessments must be completed before the next summative assessment is given.**

**LATE WORK**

***Assignments***

If you are absent from class and the absence is excused, your assignments will be due within the number of days equal to the number of excused absences. For example: *If you miss three consecutive days and all are excused, then your homework will be due the fourth day after you have returned.*

All late assignments for a unit must be turned in by the day of the unit’s summative assessment.

***Tests/Quizzes***

If you are excused on the day a test is given, you will have two consecutive school days to complete the test. If you have not completed the test in those two days your score will be a 0 and you may reassess the test under the reassessment policy (see above).

***Electronic Devices***

Electronic devices are defined as cell phones, iPods or other MP3 player, and gaming platforms.  Students are responsible for their electronic devices.  Students are allowed to use electronic devices at teacher discretion.  Students who use their electronic device inappropriately will be issued a detention and the phone will be confiscated through the dean’s office.  A parent conversation will occur.  **(Electronic devices are not allowed on any assessment, test or quiz, and their use in the classroom is only allowed with teacher permission).**SHS is **not responsible** for lost or stolen electronic devices.

**Academic Dishonesty**

Academic Dishonesty refers to cheating, copying, plagiarizing, or otherwise representing the work of others as one’s own through verbal, written, graphic, electronic, or other means. Students determined to have been academically dishonest are subject to disciplinary action. Consequences will depend on the severity of the offense, the number of offenses, the impact on other students and teachers, and/or the curriculum. Academic dishonesty undermines the learning process and will not be condoned.

***Grading Policy***

This course will be utilizing Standards Based Learning and Assessment. School District U-­46 will continue to utilize Standards­ Based Learning and Assessment (SBLA) in its middle and high schools in 20­17-2018. SBLA is an approach that provides clear and specific learning standards that are shared with students, parents, teachers and administrators. These standards establish what a student must know and be able to demonstrate in order to show proficiency in a course’s content. SBLA requires teachers to assess students’ progress on a scale from 0 to 4, with 4 indicating “mastery” of the subject matter – meaning students have learned the required key concepts and skills in that course.

Formative assessments are used throughout the course to track student progress and growth. Formative feedback will be given consistently in the following areas: exit slips, in class assignments, homework, and quizzes.

Students are graded on each standard based on a rubric that is specific to each reporting strand.

The summative assessments for each standard are not averaged. At the end of the course, the student’s final grade will be a composite ranking in each of the course standards. The teacher will use the double majority matrix to make a professional decision based on evidence for the final grade of each standard.

**Standards Based Learning and Assessment (SBLA):**

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| --- | --- |
| **SCORE** | **DESCRIPTION** |
| 4-Mastery | Tasks or the target of instruction allows students to apply their knowledge and skills to new or related situations and scenarios.  A mark of 4 indicates not only evidence of application and analysis but also includes synthesis and evaluation. |
| 3-Proficient | Tasks or the target of instruction consists of complex knowledge, skills, application, and analysis. |
| 2-Basic | Tasks are basic recall and simple skills which include knowledge and comprehension. |
| 1-Below Basic | There is some evidence of emerging simple skills, there are gaps in knowledge and unreliable comprehension skills are seen. |
| 0-No/Insufficient Evidence | There is no evidence of learning including missing work and incomplete work. |
| NE-Not Evaluated | This standard has not been evaluated at this time. |

**Participation:**

Students will be expected to participate in the following ways:

* Pay attention to class conversation and contribute at least once a day
* Keep accurate notes and use these for review and enhanced understanding
* Have homework completed on time, ready to discuss questions or answers
* Actively seek help when you have questions
* Hold each other accountable for learning class material
* Play a role in group or partner activities

“**Mathematics ability is a function of opportunity, experience, and effort—not of innate intelligence.** Mathematics teaching and learning cultivate mathematics abilities. All students are capable of participating and achieving in mathematics, and all deserve support to achieve at the highest levels.”

* NCTM’s *Principles to Actions,* 2014

**CLASSROOM BEHAVIOR EXPECTATIONS**

It is our goal to provide each student with an environment that is conducive to learning. Rules are necessary to maintain this environment. Students in my class are expected to follow the rules stated in the Streamwood High School Handbook and meet the expectations listed below.

**We are SHS:**

* We are safe

All students must wear their IDs.

* We hold ourselves accountable

All students should come to class time.

Students need to bring their notebook, calculator, pencil and assignments.

Do your homework **on time** and get help (from me or your peer) when you have questions. Everyone is expected to attempt every problem.

**Ask questions!**

If time is provided to work on assignments students will use that time to work on algebra and not assignments for other classes.

* We show respect:

Be respectful of self and others.

Have a positive attitude about learning

Help your peers (and yourself) by **working together**.

"The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand."
 **-Vince Lombardi**