Welcome to Advanced Algebra 2

**Course Description**: This course is the third of a series of three courses designed to implement the *Common Core State Standards for Mathematics (CCSSM)* for grades 9-12. We will focus on specific learning targets that are expected to be mastered by the end of each unit. In addition to mastering the new learning targets, **students will be required to retain and build on knowledge from previous units and courses.**

**Expectations:**

* Be respectful of your teacher and classmates by being here on time every day.
* You will be given a computer to use during class. This is a tool, not a toy. All “toying” around is prohibited. We expect you to use technology as a resource.
* You also have the privilege of bringing a phone/smartphone to class. Along with that privilege there is a responsibility which we will discuss in class. While in class you are on the job and will not be on your phone. You will need to handle the responsibility and make good decisions.
* As you work (sometimes **in class**, sometimes **at home**), you might have questions. I get to school early and stay late. Come in and work with me as needed. You can also reach me by **email** at todd.jorgenson@k12.sd.us and, as I become comfortable with it, on **Google Classroom**. I will use both of these communications and my expectations are that they will be used to prevent/solve problems while they are small and not after they become major issues. **The study of mathematics is sequential. You can and must master concepts as we study/explore them in order to make use of and apply them to future concepts/applied problems. Advocate for yourself and get help as needed. You can do it.**
* As you work through the course activities, make lots of conjectures (educated guesses) about the mathematics in problems. As you explain your own thinking, use mathematical reasoning to justify your solution method(s). Go beyond explaining your procedure; share your thought processes. Use diagrams, concrete models, and other representations to illustrate your reasoning.
* **Question anything that doesn’t make complete sense**. **Master the art of asking and finding answers to the question “Why?”. Ask each other questions that press for mathematical reasoning, justification, and understanding.** Don’t ask/expect others to just “tell you how to do it.” Be accountable individually and collectively; reach consensus through mathematical argumentation and justification vs. relying on a dominant member of the group or on someone who has a higher GPA.
* Compare strategies for mathematical similarities and differences in solution methods. **Mistakes are opportunities for new learning; we can learn more by examining our mistakes than by just seeing a “correct” method. IT IS OK TO BE WRONG AND LEARN FROM IT!** Believe in yourself; don’t use the excuse of “I can’t do this!” Rather, have the mindset of “I haven’t figured out how to do this YET!” **Remove the word “can’t” from your active vocabulary.**
* Respect the ideas and opinions of each person in this class; **disrespectful behavior is unacceptable and will not be tolerated.** Everyone should have an equal shared presence in the classroom.

In addition to the expectations discusses above, students are expected to follow these guidelines:

* If a student is caught cheating on any assessment, he or she will receive a zero and parents will be informed.
* No food or drink (other than water) is allowed in the classroom. Please take care of restroom needs before class. I will discuss the restroom policy on the first day of class.

**Grading**:

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| --- | --- | --- |
| **Semester Grade** | | |
| First Quarter (40%) | Second Quarter (40%) | Semester Final (20%) |

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| --- | --- |
| **Grading Scale** | |
| A+ | 98-100 |
| A | 95-97 |
| A- | 92-94 |
| B+ | 89-91 |
| B | 86-88 |
| B- | 83-85 |
| C+ | 80-82 |
| C | 77-79 |
| C- | 74-76 |
| D+ | 71-73 |
| D | 68-70 |
| D- | 65-67 |
| F | Below 65 |

Quarter Grades will be calculated using the following categories:

* **Tests / Performance Tasks / Quizzes (75%)**: There will be a variety of assessments used throughout the course.
* **Problems of the Day (10%)**: Most days will begin with 1-5 problems of a variety of content. (Think of these as warm ups.) Most will be from previous assignments, tasks, or ACT prep type problems.
* **Homework / Daily Activities (15%)**: Homework is a critical element in this class. If you have questions on a homework assignment, you need to get extra help before school, after school, or during study hall. Late homework will be accepted but will be penalized 10% for each day it is late up to three days. Activities done in class are also subject to be graded.

**\*Enrichment Problems:**

**In order to earn an “A”, students must successfully complete two enrichment tasks per quarter. If a student does not successfully complete the required two, the highest grade attainable is a 91%.**

**Absence**:

In the case of a student being absent during a class period, each of the following things must happen:

* Upon returning, you must complete any assignment that was due the day you were absent.
* Check my website or Google Class for any work that was assigned the day you were absent.
* Check Google Classroom to see if a recording of one of the class periods is posted.
* You must seek additional help from the online Virtual Nerd, interactive lesson through Pearson, myself, or others as needed. **This is a good class to start forming study groups and work cooperatively to master concepts and solve problems**.

**Unexcused Absence**: If a student skips class or is unexcused from class, all work completed that day will be graded as a zero. The student must make up the work but will not receive credit for it.

**Planned Absence (extra-curricular activities, vacation, doctor, dentist, etc)**: Check with teachers / Google Classroom or my website for assignments prior to leaving. You are expected to submit any due assignment on time. Special circumstances may arise and additional time may be needed and granted. Communicate with me in these situations.