Mission Statement: Burke High School is dedicated to providing an exemplary education through the collaborative efforts of students, parents, staff, and community.

Course Description: Honors Algebra 3-4 is designed to build on algebraic and geometric concepts. It develops advanced algebra skills through studying topics such as linear systems, quadratics, polynomials, radical functions, exponential and logarithmic functions, conic sections, and probability and statistics. The content of this course is important for your student’s success on the ACT and/or SAT college entrance exams.

Units of Study:

Semester 1
1) Expressions, Equations, and Inequalities
2) Functions, Equations, and Graphs
3) Linear Systems
4) Quadratic Functions
5) Quadratic Equations
6) Polynomials and Polynomial Functions

Semester 2 Units
1) Radical Functions & Rational Exponents
2) Exponential and Logarithmic Equations
3) Rational Expressions
4) Rational Functions
5) Quadratic Relations & Conic Sections
6) Probability and Statistics

Course Expectations:
Each class period will include the following four components; bell work (1 to 3 review problems or ACT prep problems), modeled lesson for the day including time for shared and guided practice, homework question time, and independent practice.

Homework will be assigned every day and is due the next class period. Completing and understanding the homework is an essential part of the class. Homework helps guide the learning process by providing accurate, timely, and helpful feedback to students. Daily homework will be recorded in the practice folder. The following grades will be used: “A” acceptable, “I” incomplete, “L” late or “M” missing.

Text Book: Algebra 3-4 Common Core Pearson The student will be assigned an algebra 3-4 textbook and will be expected to bring it to class each day along with their other supplies. If a class set of books is available (varies year to year) your student will not be required to bring their algebra book to class.
Assessments: Formative and summative assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” and “advanced” levels. Students will be evaluated for each unit based on a developed rubric. Coursework and assessments are important for student learning and should be completed to provide evidence of learning.

Students absent the day of an assessment have 2 weeks to complete the assessment. If the assessment is not completed within these 2 weeks, a score of zero will be recorded in the grade book.

Summative vs. Formative: The summative category, weighted at 65%, includes mid-chapter tests, unit tests and any end of unit projects or assignments. The formative category, weighted at 35%, can include homework, quizzes, in class assignments, or any other evidence of class work. Grades are calculated using a weighted average from both categories. This weighted average is converted to a letter grade using the grading scale for the 2019-2020 school year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>3.26 – 4.00</td>
</tr>
<tr>
<td>B</td>
<td>2.51 – 3.25</td>
</tr>
<tr>
<td>C</td>
<td>1.76 – 2.50</td>
</tr>
<tr>
<td>D</td>
<td>1.01 – 1.75</td>
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<tr>
<td>F</td>
<td>0.00 – 1.00</td>
</tr>
</tbody>
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Redoing/Revising Student Coursework (District Policy):

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students may be allowed redos and revisions of coursework for full credit as long as they are completed during that unit of study while a student still has an opportunity to benefit from the learning.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking, or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class.
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment but will replace the original score.

Redoing/Revising Specifically for this course:

1. Redoing, retaking, or revising will be done at teacher discretion.
2. Any assignment can be redone to improve the grade given the ‘redo’ is completed and recorded before the unit assessment.
3. To be eligible to retake a formative or summative assessment, all assignments for the unit, including bell work, class notes, homework, and in-class assignments must have been completed and recorded prior to the assessment date.
4. Late assignments for a unit may be recorded up to the date of the unit assessment. However, assignment turned in on the day of the unit assessment will not be eligible for a ‘redo’.
5. If a retake is allowed, the retake must be completed within 2 weeks of the original test date.
6. Missing the review day for a unit does not excuse the student from taking the assessment on test day.

Attending class is the best way to be successful and I hope to see you each day. In the event you are tardy to class, I will follow the tardy policy listed in the student handbook. Appropriate behavior is also necessary for success. Please be mindful of the following expectation.

“A student’s basic responsibility in school is to act in a manner that enhances his/her learning and other’s opportunity to learn.”
Please complete the following contact information and sign below indicating that you, the student, have read the syllabus and are aware of the requirements for pre-calculus. Please give this syllabus to your parents or guardian to read and sign, indicating that they are also aware of the requirements for pre-calculus.

Please return this page to Ms. Ohnemus.

Print student’s name ____________________________________________________

Parent/Guardian Contact Information:

Name _________________________________________________________________

Name _________________________________________________________________

Phone number (home) _________________________________________________

Phone number (cell) _________________________________________________

Email ________________________________________________________________

Best time to be contacted ______________________________________________

Preferred Number to Call ______________________________________________

I have read the syllabus for Ms. Ohnemus’ Pre-Calculus class and I understand the expectations.

Student Signature __________________________________ Date ______________

Parent/Guardian Signature __________________________________ Date __________