Burke High School Course Syllabus

Course Title: Algebra 3-4
Room Number: 227
Instructor's Name: Ms. Courtney Williams

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Plan Periods: Block 2 and 5
Best way to contact: email or call during plan

1. Course Description: This course covers the topics of a traditional second-year algebra course. Content includes solving polynomial equations as well as linear, absolute value, and quadratic equations and inequalities, and working with exponents and logarithms, complex numbers, systems of equations and inequalities, and simple probability. Appropriate technology will be used to assist in instruction and learning.

2. Instructional Philosophy: I want to help all of my students become more mathematically proficient. This course will prepare all students for higher-level math, develop number sense, and practice problem-solving strategies. It is an exciting course with in-depth real-world understandings.

3. Content Standards:
   - Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
   - Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
   - Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
   - Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

See the Unit Planners for Critical Content and Critical Skill Statements

4. Texts
   - Pearson, Algebra 2. I will have textbooks for use in the classroom, but will only send home guided notes and worksheets. If a student would like to check out a book to use at home, I would be happy to provide one.

5. Major Units of Study
   Semester 1
   - Equations and Inequalities, Functions and Graphs
   - Linear Systems
   - Quadratic Functions and Equations
   - Polynomials and Polynomial Functions
   Semester 2
   - Radical Functions and Rational Exponents
   - Probability and Statistics
   - Exponentials and Logarithmic Functions
   - Rational Functions

6. Course Expectations
   - Become fluent with numeric operations necessary for second year algebra.
   - Be fluent with algebraic procedures appropriate for second year algebra.

7. Assessment
   - Students will have daily homework assignments to be turned in the following class, weekly quizzes, and unit tests.
   - Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
   - Major tests and/or projects are to be expected at the end of each major unit outlined above.
8. OPS Secondary Grading Practices*

All coursework and 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” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request on my website. For the standards based grading scale, refer to the Burke High School Student Handbook pages 11 and 12.

9. Redoing/Revising Student Coursework*

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in 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, an assessment may be taken 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. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework, but will replace the original score.

*Indicates standardized language

10. Class Rules and Expectations:

   **Be Safe, Be Respectful, Be Responsible**

- Rules and guidelines set forth in the student handbook will be followed in this class.
- Come prepared to learn every day with necessary materials: notes, pencil, scientific calculator, and three-ring binder
- Be respectful of classroom materials, such as, calculators, pencils, whiteboards, etc.
- **Attendance:** Being in class, on time, is important for student success. Anyone entering the classroom after the bell has stopped ringing is tardy. Per school policy.
- **Absences:** Students are responsible for making up any coursework and notes given during absence. Work to be missed during planned absences needs to be completed prior to absence. This means checking the website, asking a friend, or checking the classroom calendar BEFORE asking the teacher what was missed. If a student is present for the majority of a unit then absent for a review day, the student is still expected to take the test on or before the assigned day, unless otherwise arranged with the teacher. This policy applies to excused and unexcused absences. I will post all notes and assignments on my website for students to access or students can come see me before or after school for any missed work.
- **Electronic Devices:** I know students will have and use cellphones in my classroom. Inappropriately using a cellphone with social media or texting takes away from their ability to pay attention and participate, and ultimately will limit their ability to be successful. I will give one warning to a student who is being distracted by their cellphone in my class. If the distraction continues, I will ask the student to store the phone in their backpack or my desk until the end of class. If a cell phone is too much of a distraction, I will send the student and cell phone to their administrator and contact a parent or guardian.