

August 8, 2017

Dear Parents and/or Guardians:

Once again a new school year has arrived, and I am pleased to welcome you! I am very excited about the chance I have to teach your child. I firmly believe that Radford is a great school, and am proud to be your child's teacher. I love teaching math, and my goal is to spark your child's interest in this great subject.

You are the most important person in your child's life, and I want to make sure I am giving ample support to both you and your child. I value your input and support, and firmly believe that when parent, student, and teacher are working together, everyone can be successful.

Attached is **your** copy of the syllabus your child has received today for Algebra 2.

Please complete the attached Student Information Sheet and sign in the space provided to indicate that you and your child have read, and are in agreement with, the attached syllabus. Have your child return the signed agreement to me during our next class meeting. **Please keep this copy of the syllabus with the cover letter for your own records for future reference.** If you have any questions, comments, or concerns, please feel free to contact me by email at [summer\\_pattison@notes.k12.hi.us](mailto:summer_pattison@notes.k12.hi.us), at 421-4200 ext. 265, or [www.MrsPattisonMath.weebly.com](http://www.MrsPattisonMath.weebly.com).

Sincerely,

Summer Pattison  
Algebra 2 Teacher

Radford High School  
2017-2018

☆ **Algebra 2 (MAX 1200)** ☆

**Instructor:** Mrs. Summer Pattison

**E-mail:** [summer\\_pattison@notes.k12.hi.us](mailto:summer_pattison@notes.k12.hi.us)

**Phone:** 421-4200 ext. 265

**Class Website:** MrsPattisonMath.weebly.com



**Welcome to Algebra 2**

Algebra 2 is a yearlong college preparatory course in math and will incorporate Common Core State Standards (CCSS). This course extends the concepts and skills studied in Algebra 1, therefore enrolled students need to have passed Algebra 1 with a C or better to take this course. Topics we will explore include linear functions, quadratic functions, polynomial functions, exponential and logarithmic functions, rational equations and function, and complex numbers. A passing grade in Algebra 2 is required to take Trigonometry/Analytic Geometry and AP Statistics.

The overall course goal is to provide meaningful instruction of geometry concepts interlaced with algebra skills. Students should become more aware of geometry in real-life situations/problems.

**Instructional Design**

The primary method of instruction that students will experience is lecture and note taking. This ensures concepts are learned properly. The lessons are also strengthened and supported by group work and problem solving assignments that require in-depth explanations in the form of writing. The daily routine would include but is not limited to, reviewing previous concepts/ skills by going over homework problems, taking notes on the new lesson, and doing practice problems on the new material.

**Daily Required Materials**

- Three-Ring Binder (at least 2")
- Dividers (4-tabs)
- Folder Paper
- Graph Paper\*
- Pencils (at least 2)
- Highlighters (at least 2 colors)
- Colored Pen/Pencils (for correcting)
- Calculator\*\*
- School ID (great as a straight edge)
- School planner
- Post-It's (3"x3")

\* Graph paper can be printed from <http://www.printablepaper.net> or elsewhere online.

\*\* A graphing calculator(TI-83, TI-84, or TI-Nspire) is recommended if you are planning on continuing to Trigonometry, AP Calculus, and/or AP Statistics.

**★Classroom Supply List★**

Please bring in the following unused supplies by **Friday, August 12** .

**4 pack of AAA batteries**

&

to help maintain a hygienic classroom **one (1)** of the following

- **1** roll of paper towel
- **1** box of tissue (pull-able)

## Teacher Expectations of Students

- Demonstrate self-DISCIPLINE.
  - Arrive to class on time.
  - Stay in your seat until the teacher has dismissed you.
  - Calculators are to be used for math purposes only. The teacher has the right to reset them or confiscate them if they are being used inappropriately.
- RESPECT yourself, your classmates, and your teacher.
  - Treat others the way you want to be treated.
  - Listen carefully when others are speaking.
  - Follow directions the first time they are given.
  - Only offer constructive criticism.
  - SWEARING OF ANY KIND IS UNACCEPTABLE.
  - Be a positive contributor to your class.
- Be RESPONSIBLE for your own actions.
  - Be ready to work when the tardy bell rings.
  - Bring all required materials (listed on previous page) to class.
  - Complete all assignments and turn them in on time.
- Bathroom use should be taken care of at recess or lunch, and will not be allowed within 10 minutes of the bell ringing (at the beginning or end of class). Please wait for an appropriate time during the class period to ask. Bathroom use is only allowed with the students' own planner filled out completely.
- ALL school rules will be strictly enforced.
- Do your best! The knowledge you gain from this class is directly proportional with the effort you put in. IF YOU TRULY DO YOUR BEST TO PASS THIS CLASS, YOU WILL!!!

## Consequences for Rule Breaking

- First Offense: Warning.
- Second Offense: Conference with teacher.
- Third Offense: Phone conference with parents & referral to counselor

## Grading System (I update grades on *Engrade* at least every 2 weeks)

Grades will be assigned according to the percentages below.

The grades you earn will be weighted in the following method:

A	90% - 100%	5%	Binder Checks
B	80% - 89%	15%	Assignments
C	70% - 79%	55%	Quizzes
D	60% - 69%	25%	Exams
F	00% - 59%	100%	Total Grade

**\*To earn the 1 math credit for this course, students must earn a passing grade for the Year. To calculate this grade, the 1<sup>st</sup> and 2<sup>nd</sup> semester grades are averaged. However, a student earning a failing grade for 2<sup>nd</sup> semester will automatically receive a failing grade for the year, as it shows that the majority of the Geometry Standards have not been met.**

## “FLIPPING THE CLASSROOM”

Students will be required to watch videos PRIOR to each class (outside of the classroom) containing terminology and basic models for the upcoming week. These videos are meant to give students the basics of the content they will be learning. This approach allows the teacher to better utilize class time to go deeper into the learning and cover more complex concepts. At the end of each video, the students will be asked to do an activity before coming in to class. This could be, but is not limited to, attempting a problem, or summarizing or reflecting on the concepts covered in the video. The activity is a graded assignment due upon entering class.

All videos for the coming week will be posted by the Friday afternoon prior. This will allow students ample time to view the videos by the due date based on their schedule.

## BINDER CHECKS

Your binder will be graded on *organization and completeness*. Binders will be graded up to 3 times per quarter with at least 1 week notice given. *Organization*: Lessons will be organized chronologically. A section of notes will be preceded by any activity/BellWork done for that section and followed by any Class Work, graded HW, and any graded Quizzes ending at that section. *Completeness*: At the top of each section of notes, you must have the Learning Target written and a 2-3 sentence summary relating to the learning target. (Binder Rubric on page 7).

## ASSIGNMENTS

### Bell Work & Class Work

Bell work will be done at the beginning of class, this is to review basic mathematical skills and prior learning.

The purpose of class work is to practice the topics learned that day. Class work is due during the period and is graded on completeness, not correctness. We go over class work the day it is assigned to check for understanding. **ANSWERS ONLY ARE NOT ACCEPTABLE, AND WILL EARN A 0%.**

### Power Homework

Homework is to be expected daily. I strongly believe homework is a valuable aid in helping students to practice the topics learned. Homework is due at the beginning of the next class and is graded on completeness, not correctness. Assignments must be done in **Power Homework** format (see example on page 5-6) to earn credit. **ANSWERS ONLY ARE NOT ACCEPTABLE, AND WILL EARN A 0%.** I expect students to attempt every problem assigned. Keep trying even if it at first it seems hard!

Homework Rubric

<b>**Score (pts)</b>	<b>Attributes</b>
20	All problems assigned were attempted with work shown in Power Homework format.
16-19	Most problems assigned were attempted with work shown in Power Homework format.
11-15	More than half of the problems assigned were attempted with work shown in Power Homework format.
1-10	Some problems assigned were attempted with work shown in Power Homework format OR problems not done in Power Homework format.
0	Assigned problems were written with answers only, the assignment was not turned in, or student received an extension.
<b>**Homework earns points regardless of being right or wrong. Homework is for practicing, while quizzes and tests are graded for accuracy.</b>	

If you are present in class, and do not have that day's homework **completed**, you may get an extension for one class day, and still earn full credit. In order to get an extension, you must have the paper set up in Power Homework Format, and have **at least** one problem **completed**. Extensions turned in after the 1 class day extension allowed will earn half-credit.

If you are present in class, and do not have that day's homework, you must turn in a completed green-sheet (see "I didn't turn in my homework because..." form on page 5) if you would like the opportunity to turn the assignment in late for half-credit. These green quarter-sheets are always located by the front of the classroom. If you do not turn in a green sheet, you will not be able to turn the assignment in late, and will, therefore, earn a 0% --F -- for that assignment.

## QUIZZES

Quizzes will be given intermittently to assess knowledge of topics within the quarter. Quizzes may be administered any time during class with or without prior notice. **QUIZ QUESTIONS MAY COME DIRECTLY FROM HOMEWORK & CLASSWORK ASSIGNMENTS!**

### Recovery Quiz Policy

My goal as a math teacher is for you to learn mathematics, and the purpose of a quiz is to assess your knowledge of a given set of concepts. If you have not fully understood a set of concepts, I want you to research your mistakes and try again. The Recovery Quiz program is designed to give you this opportunity, by allowing you to make-up any quiz on which you want to earn a better grade. These make-up quizzes are always different than the original, but on the same topics. This program can improve student achievement and overall learning, as long as the student prepares prior to taking the make-up. Students have 1 week from the day a graded quiz is returned to do a recovery quiz. Students have one recovery opportunity per quiz.

## EXAMS

Exams are an opportunity to demonstrate their knowledge of the topics covered. A review worksheet will be given **at least** one week before the exam is administered. Students will be given ample time to review and ask questions. **No re-teaching will be done on the day of an exam.**

Exams will be given at the end of each quarter\*. Each exam will cover:

- Quarter 1 Exam: Topics from quarter 1
- Quarter 3 Exam: Topics from quarter 3
- Semester 1 Exam: Topics from semester 1
- Semester 2 Exam: Topics in semester 2

*\*If a student does not take any test or exam, he/she will earn a 0% (zero) as their grade (unless he/she is permanently withdrawn from the class/school).*

## Absences

- Assignments: Students have until the day of the corresponding unit assessment to turn-in missed assignments for **full-credit**. After this day, missed assignments will not be accepted, and will earn a grade of a 0%.
- Quizzes: If you are absent the day before a quiz, you will still take the quiz on the assigned day. If you are absent on a quiz day, it is the students responsibility to take their quiz, within 1 week of the original quiz date outside of class time. Failure to do so will result in earning a 0%.

\*Extenuating circumstances are arranged on a case-by-case basis.

- **It is your responsibility (as a student) to find out what was missed in your absence.**

### Availability for Tutoring, Extra Help, & Questions

- TASK (with a valid TASK Pass)
- After-school until 3:00 p.m.
- By Appointment

\*After school tutoring for core classes is offered in the Transition Center from 3:00pm-4:00pm on select days of the week. See your teacher for details.

### Grade Checks, Field Trip Forms, & Excused Absence Notes

- Anything that needs my signature must be put under "the bear" at the beginning of class.
- It is your responsibility to collect the form at the end of class.

### Dress Code Policy (page 18 of the RHS planner)

If the student is out of dress code in school, one of the following will occur:

- If the offense is correctable: the student will be given a warning, and asked to fix the offense.
- If the offense is not correctable: the student will be sent to the Vice Principal.

### Academic Integrity

- Academic Honesty promotes:
  - being responsible for producing work that is your best effort
  - fostering positive relationships based on trust
  - being an accountable citizen for one's own actions, this includes, but is not
- Therefore, cheating or plagiarism of any kind on class work, homework, quizzes, or exams will result in a zero (0) on that assignment and parent notification.

**I didn't turn in my homework because...**

Name (print): \_\_\_\_\_

Today's Date: \_\_\_\_\_ Period: \_\_\_\_\_

Assignment: \_\_\_\_\_

\_\_\_\_\_

Reason for not turning in my homework:

I forgot it at home/elsewhere.

I did not do the homework at all.

I did not complete the homework.

Other: \_\_\_\_\_

\_\_\_\_\_

- I understand that by turning this sheet in in place of my homework assignment, I may turn in the assignment listed above late for **half-credit**.
- All late penalties apply. See syllabus for details.
- Late work is due by the day of the corresponding Chapter Test.

*I have read, and understand the above material, and agree to abide by it.*

\_\_\_\_\_ Student Signature \_\_\_\_\_ Date

**Mahalo!**

### Power Homework Format

Name  
Date  
Period

### Homework Assignment

<b>Question/Problem</b>	<b>Process</b>
<ul style="list-style-type: none"><li>• This section should include:<ul style="list-style-type: none"><li>+ Important instructions</li><li>+ the problem, and</li><li>+ any diagrams, pictures, or graphs.</li></ul></li><li>• Abbreviating is great, however, make sure you can read/understand what you abbreviated later.</li></ul> <p>For word problems, include the following <b>INFO</b> process on this side:</p> <ul style="list-style-type: none"><li>- What Information is given?</li><li>- What do you <b>Need</b> to find?</li></ul>	<ul style="list-style-type: none"><li>• This section should show all your work.</li><li>• Your process should be neat, legible, and organized.</li><li>• Line up your work shown with the question on the left side.</li><li>• You should put a circle or box around your final answer (or something to distinguish your answer from the rest of your process).</li><li>• The point of power homework is to be able to use your homework to help you study for quizzes and tests by folding the paper at the line to the left, and doing the problems "fresh". Then check your answers with those on your homework.</li><li>• For word problems, you must include the following <b>INFO</b> process on this side:<ul style="list-style-type: none"><li>- What <b>F</b>ormula(s) do you need to solve?</li><li>- What is your <b>O</b>utcome, or solution?</li></ul></li><li>• REMEMBER, if you start with words, end with words! Answer word problems in complete sentences.</li></ul>

# Power Homework Example

Hermione Granger  
7/31/15  
Per. 2

HW #1: Unit 1.1 p12 #3-18 (by 3's)

Solve for x.

3.  $4x + 7 = 28$

$$\begin{array}{r} 4x + 7 = 28 \\ -7 \quad -7 \\ \hline 4x = 16 \end{array}$$

$$\frac{4x}{4} = \frac{16}{4}$$

$$\boxed{x = 4}$$

6.  $\frac{n}{3} + 5 = 2$

$$\begin{array}{r} \frac{n}{3} + 5 = 2 \\ -5 \quad -5 \\ \hline \frac{n}{3} = -3 \end{array}$$

$$3 \frac{n}{3} = -3 \quad 3$$

$$n = -9$$

9.

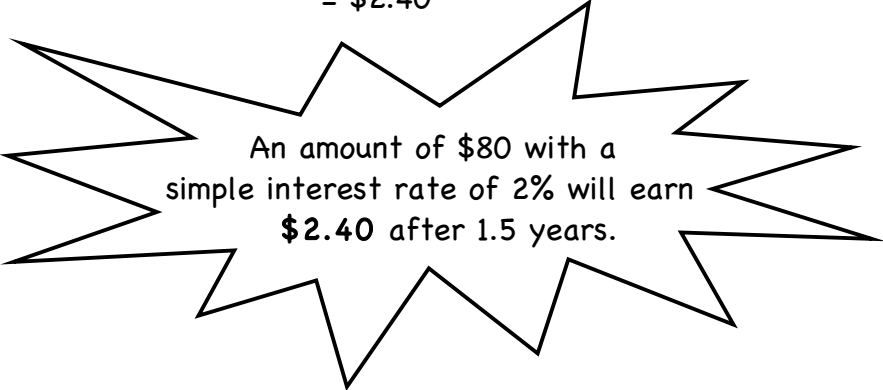
- I: • invest \$80  
• interest of 2% = 0.02

N: How much interest would you earn after 1.5 years?

F: Simple interest =  $Prt$ ; P=principal, r=interest rate, t=time.

O:  $P=\$80$ ,  $r=0.02$ ,  $t=1.5$

$$\begin{aligned} \text{Simple Interest} &= Prt \\ &= (80)(0.02)(1.5) \\ &= \$2.40 \end{aligned}$$



An amount of \$80 with a simple interest rate of 2% will earn **\$2.40** after 1.5 years.

## Binder Rubric

Q1   Q2   Q3   Q4

Lesson(s) # \_\_\_\_\_ Date: \_\_\_\_\_.

<b>ORGANIZATION</b> All of the following criteria are met:					
Earned	3 points each	2	1	0	
	<input type="checkbox"/> <b>Syllabus</b> is at the beginning of the binder.	• Syllabus is elsewhere		• No syllabus found	
	<input type="checkbox"/> <b>Divider tabs</b> are labeled (at least current quarter).	• Divider labeled elsewhere	• Dividers with no label	• No dividers present	
	<b>Table of Content:</b> <input type="checkbox"/> is located at the beginning of each divider <input type="checkbox"/> includes all section numbers & titles <input type="checkbox"/> completely, and legibly, filled in	• At least 2 components are complete OR • Majority of all items complete	• At least 1 component is complete OR • TOC is illegible	• No TOC found	
	<input type="checkbox"/> <b>Each section of notes</b> is arranged chronologically: <ul style="list-style-type: none"> <li>• Activity/BW</li> <li>• Notes</li> <li>• CW</li> <li>• graded HW</li> <li>• Quizzes</li> </ul>	• At least 75% of papers are in the correct order	• At least 50% of papers are in the correct order	• Less than 50% of papers are in the correct order	
	<input type="checkbox"/> <b>All papers are present</b> in the proper divider.	• At least 75% of papers are present	• At least 50% of papers are present	• Less than 50% of papers are present	
	<input type="checkbox"/> <b>All papers (not just Algebra 2) are neatly included in binder rings...</b> NOT stuffed into the notebook or tucked in the pocket.	• 1-5 papers out of binder rings	• 6-10 papers out of binder rings	• Most papers in pockets	
Earned	6 points	5-4	3	2-1	0
	<input type="checkbox"/> <b>Learning Target</b> clearly written at the top of the page	• At least 65% are present	• At least 50% are present	• At least 20% are present	• None written

Notes:

Score:

/24



## RAM WAY Notes Format

Date

Title of Lesson  
Learning Target

### **Inquiry Questions (3-5 questions per section)**

- Write a question that is answered by the information to the right.
- Write a word or phrase that is connected to the information to the right.
- Use a different color pen for your questions and summary sections to make it stand out from the notes.

### **Notes (Notes taken in class)**

- This section should show all the notes taken in class for this lesson.
- Write main ideas, important details, definitions, formulas, processes, and diagrams.
- Use symbols and abbreviations whenever possible, however, make sure you can read/understand what you abbreviated and use symbols for later.
- Notes should be clear and organized. Use more than one page when appropriate.
- REMEMBER, if you start with words, end with words! Answer word problems in complete sentences.

### **Summary: (2-3 sentences)**

- Always on your first page of notes, no matter how many pages you use.
- Write a short summary here of the information in the notes you took above. This will help you put the information in your own words, which will help you remember the information or help you discover what you don't really understand. You should then ask questions about what you don't understand either in class or during TASK.

# Student Information Sheet

After reading the attached syllabus, please initial & sign this sheet for your child to turn in during the next class meeting (tomorrow). Please keep the rest of the syllabus for your records.

Student's Full Name: \_\_\_\_\_ Birth date: \_\_\_\_\_

Extracurricular Activities (clubs, volunteer work, sports, etc): \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_

E-mail Address(es): \_\_\_\_\_

Best Contact Number(s): \_\_\_\_\_ **home cell work**  
circle one

**Question:** The last math class I completed was \_\_\_\_\_. The grade I received in that class was a(n) \_\_\_\_\_. If at RHS, who was your math teacher? \_\_\_\_\_

\*Please initial in the indicated blank to signify that you have read and understand the following class policies and procedures:

\_\_\_\_\_ **Dress Code Policy** (Please refer to page 5 of syllabus)  
Parent Initial

\_\_\_\_\_ **I didn't turn in my homework because...** (Please refer to page 3 & 5 of syllabus)  
Parent Initial

\_\_\_\_\_ **Recover Quiz Policy** (Please refer to page 4 of syllabus)  
Parent Initial

\_\_\_\_\_ **Power Homework Format** (Please refer to pages 3, 5, & 6 of syllabus)  
Parent Initial

*By signing below, you indicate that you have read, and understand, the above information and attached syllabus, and that all information provided above is correct to the best of your knowledge.*

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Contact Log** (for teacher use only)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_