**Omaha Bryan High School**

**Algebra 3-4**

**Course Syllabus**

“To give anything less than your best is to sacrifice the gift.” – Steve Prefontaine

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| **Instructor:** | | | Charlie Cuddy | | |  | |
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| **Office Phone Number:** | | | 557-3100 | | |  | |
| **Teacher Web Site** | | | [www.ops.org/high/bryan](http://www.ops.org/high/bryan) | | |  | |
| **Best times to contact:** | | | Before or After School | | |  | |
|  | A and B Days | | | | | | |  |
| Block: | A1/B2 | | A3/ B4 | A5/ B6 | | A7/ B8 | | CREW |
| Time: | 7:40-9:06 | | 9:12-10:38 | 10:44-12:55 | | 1:01-2:27 | | 2:33-3:05 |
| Class: | Algebra 3-4 Pre-Calc&Trig | | Pre-Calc&Trig  Math Analysis | Algebra  3-4 | | PLAN | | CREW |
| Room: | 123 | | 123 | 123 | | 203 | | 123 |

**Class Overview**

This year we will cover several different areas typically covered in a second year algebra course. We will focus on topics such as linear systems, quadratics and polynomials. Second semester we will explore some probability and statistics, as well as some radical, logarithmic and rational functions.

**Texts**

* Algebra 2, Pearson
* Algebra 2 Workbook, Pearson (available)

**Algebra 3-4 Standards**

*Semester 1 (Algebra 3)*

Unit 1: Equations, Inequalities, Functions and Graphs Chapters 1 and 2 (Multiplier 1)

Unit 2: Linear Systems Chapter 3 (Multiplier 2)

Unit 3: Quadratics Chapter 4 (Multiplier 3)

Unit 4: Polynomials (begin) Chapter 5 (Multiplier 2)

*Semester 2 (Algebra 4)*

Unit 4: Polynomials (finish) Chapter 5 (Multiplier 3)

Unit 5: Probability Chapter 11 (Multiplier 2)

Unit 6: Statistics Chapter 11 (Multiplier 2)

Unit 7: Radical Functions and Rational Exponents Chapter 6 (Multiplier 2)

Unit 8: Exponential and Logarithmic Functions Chapter 7 (Multiplier 3)

Unit 9: Rational Functions Chapter 8 (Multiplier 2)

**Assessment**

* Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
* Major tests are to be expected at the end of each major unit outlined above. **They will have a multiplier stated above (subject to change at the start of unit).**

**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

**There are three types of coursework**

* ***Practice –*** Assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems through homework, or work done in the computer lab. Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
* ***Formative (35% of the final grade) –*** assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (quizzes, projects or larger homework/take home quiz). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will expect students to redo work that is not of high quality to ensure rigor and high expectations if reasonable explanation exists. The students score on a formative assessment that was redone will be their final score.
* ***Note: Since all formative assessments are open note, and directly cover concepts reviewed the previous class period, and at the start of the quiz day there will be No opportunity for re-takes.***
* ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (end of unit test and finals). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).
* ***Note: In order to redo summative assessments, all practice for the sections covered must be completed and turned in to the teacher, and all formative assessments must be in ‘passing status’ with a student written justification for why they deserve an opportunity to retake the assessment, and what they’ve done since the summative score was returned to prove that they are ready to get a higher score.***

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

**A = 3.26 – 4.00**

**B = 2.51 – 3.25**

**C = 1.76 – 2.50**

*D = 1.01 - 1.75*

*F = 0.00 – 1.00*

*It should be your goal, and it is my expectation that you receive a grade of 1.76 (C) or higher in this course.   
If you come to class prepared, attempt the work that is asked of you, and ask questions when you don’t understand then that is obtainable goal for everyone in this course..*

**Redoing/Revising Student Coursework**

1. Students are responsible for completing all coursework and assessments as assigned. The coursework (homework) must be complete before a formative redo will even be considered. Typically formative assessments are not going to be allowed to be redone since they are all open note.
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. When time permits, teachers should allow the redoing or revising of summative assessments, given all formative assessments have been completed and are up to standard.
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. **If a student refuses to take an assessment in class for an unjustifiable reason, no redo will be allowed.**
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 CREW, 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.