WELCOME to Algebra II! The second year of Algebra is traditionally an intense study of linear, quadratic, polynomial, exponential, and logarithmic functions. The skills and concepts studied in this course are important for many disciplines in college. The study of Algebra II requires daily work and commitment in order to be successful. The following is a set of expectations and explanations for this course. They are designed to help you be the best you can be. Please read carefully. If you have any questions, feel free to ask me.

PREPARATION

1. MATERIALS. Come to class with the materials you need to do math. Those include:
   - Three ring binder with lined paper AND graph paper
   - Planner
   - Calculator
   - Ruler or straight edge (preferable the see-through plastic kind)
   - Pencils, pencils, and more pencils
   - Colored pencils or pens (at least 2 different colors)

2. HOMEWORK. Will be listed on the website, but also a good idea to write down in planner!
   - Homework should be done in pencil unless otherwise indicated.
   - All assignments that are passed in should have the proper heading on the first page.
     **Name; Date; Assignment** (for example, Jen Coté, 9/4/12, 1.3 problems 1-10, 18, 23, & 34)
   - Please do not leave “scrunches” on the side of your paper.
   - When reasonable, copy down the original problem or incorporate the question in your solution.
   - Work should be shown in an organized manner so that both you and others can “see” how you approached the problem and find mistakes, if they occur.
   - Use graph paper for all graphing problems.
   - Check your answers to the odd numbered problems BEFORE you come to class.
   - Homework will be collected (but not necessarily everyday). Please make sure that you show you’ve “checked” the problems and have corrected them where you can. (checking in pen is appreciated!) Also, don’t throw out any assignments until the Unit Test (I may collect in bulk.)

Homework will be evaluated as follows:

<table>
<thead>
<tr>
<th>Check Plus</th>
<th>Check</th>
<th>Check Minus</th>
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</thead>
<tbody>
<tr>
<td>• All problems are attempted</td>
<td>• Almost all problems are attempted</td>
<td>• Work is incomplete or missing bits</td>
</tr>
<tr>
<td>• The process for solving each problem is clear</td>
<td>• The process for solving most problems is clear</td>
<td>• The process for solving many problems is unclear</td>
</tr>
<tr>
<td>• Corrections are made in a colored pen/pencil</td>
<td>• Corrections are clear on some of the problems</td>
<td>• Corrections are not made</td>
</tr>
<tr>
<td>• A check plus is equivalent to receiving 3 out of 3 points</td>
<td>• A check is equivalent to receiving 2 out of 3 points</td>
<td>• A check minus is equivalent to receiving a 1 out of 3 points</td>
</tr>
</tbody>
</table>

**Get your homework in on time! Late HW will be marked down. No HW will receive a score of 0.**
CLASS CONDUCT

1. GET TO CLASS ON TIME. Take your seat and get yourself settled as soon as you can.

2. WARM UP. Most everyday there will be a warm-up problem on the board. Once you’re seated, get out the materials you need and start the warm-up. You should have a section of your notebook where you do warm-up problems. Please start the warm-up by yourself; after a few minutes of starting it on your own, you can usually work with a partner. Warm up material is fair game for assessments.

3. CLASS PARTICIPATION. Questions and enthusiastic discussion are encouraged, but raise your hand when appropriate. Also, when someone is speaking, please be a respectful listener.

4. NOTETAKING. In this course you will be required to take notes. These notes will assist you with homework, studying for tests and quizzes, and making connections between various concepts. Staying organized with notes, handouts, tests and quizzes will be a great support to your success in this class, and future math classes at MA..

5. A POSITIVE ATTITUDE AND A SENSE OF ADVENTURE. These are two of the most important things you can bring to class. Open your mind to new topics. Know that you’re not expected to know everything, but you are expected to try. Let yourself make mistakes .. and then learn from them. Get comfortable being in the “not knowing” place. Try not to get “rigid” about math – be patient, flexible, and resilient. And of course, have fun! I want you to take your work seriously, but I also want you to enjoy learning math.

WHAT TO DO IF ....

...YOU’RE ABSENT. If you are absent, the best way to find out what you have missed is to check the website. The assignment will be listed. When you get back to school, you can ask a classmate to copy her/his notes, and then come see me if you need further clarification. You can also use the online resources links to find helpful videos or additional explanations for the material. If you know ahead of time that you are going to miss class, it’s good practice to check in with me about upcoming work. This includes early dismissals for sport activities. NOTE: Quizzes and tests must be made up within one week. Any homework assignments that are not passed in within one week of your return will be recorded as a 0. (Exceptions will be made in cases of extended absence).

...YOU NEED HELP. If you’re having trouble with the material, don’t panic .. there is help available. But there’s a process I’d like you to follow. First, be patient .. sit with the material a bit. Next, go to your notes, warm ups, or the book to see if anything you’ve done already can help. If you’re still stuck, you can always check out the enormous resource of math videos online (khan academy is a personal favorite). If that doesn’t help, you can call a friend or come see me in tutorial. As I said above, it’s totally fine – and sometimes even better – if you work a problem as far as you can and then come to class with questions. But do something .. don’t do nothing. We will usually go over homework in class the day it is due, and if your question doesn’t come up, ask it!! If you still feel confused, tutorial is a great place to get unconfused. When you come to see me, come prepared. Have your questions ready with sample problems from the book. At this point in your high school career, you must take the initiative to get help. Don’t wait until it’s too late (like the day before a test!)
THE COMPONENTS OF ASSESSMENT

1. TESTS AND QUIZZES. You definitely know what these are. There will be no “make-up” tests or quizzes if you do poorly. However, all students are allowed to do test corrections for partial points.

2. ASSIGNMENTS

   a. HOMEWORK. “Just do it.” I will do my best to be reasonable about the amount of homework given each night. I expect you to be reasonable about the effort you put into your homework.

   b. PROBLEM SETS/PROJECTS. Occasionally, I will assign longer-term projects or problem sets. Directions, expectations and rubrics for such assignments will be clearly stated. You will usually have at least a week to complete the assignment.

   c. NOTEBOOKS I think that one of the components to being successful in math is being organized. I also know that when you move on to higher-level courses this is crucial. Therefore, at least once a quarter, I will do a notebook evaluation. I will be very clear about what you need to have in your notebook (a table of contents, good notes, neatly organized and numbered pages, etc.).

3. EFFORT, PARTICIPATION, ATTITUDE, GROUPWORK (a.k.a. “GORP”)

These are some of the less “tangible,” – but easily achieved – characteristics of a good student.

   Effort - Always do the best you can do. The effort you exhibit can be seen in all areas of this course -- from being prepared for class, to doing a warm-up problem, to studying for a test.

   Participation - (not to be confused with talking all the time). Participation takes many forms – asking or answering a question, presenting a problem, sharing an observation, or wondering aloud about a concept. There are also times when quiet engagement is perfectly appropriate!

   Attitude - Bring a good one to class. Remember, you’re not expected to know everything, you’re just expected to try.

   Groupwork - Some of what you learn in this class will happen when you’re working with others, either in pairs or in groups. Listening, explaining, questioning, analyzing, debating, and describing are just some of the skills you will use when working in groups. I expect you to learn how to work well with your classmates. Challenge each other, but also teach each other. Don’t just give people answers; give them the tools to get there. And if you need help, don’t be afraid to ask for it.

   And don’t forget about ..

   Respect/Gratitude – We are so very fortunate to be at MA; there are so many opportunities for teaching and learning together. In our busy and sometimes stressful days, it’s important to give gratitude/respect - to ourselves, each other, and the community as a whole. It may seem like a simple thing, but acts of respect and gratitude can have a very positive effect on your wellbeing and your orientation towards learning. And they also create a very supportive, safe, and fun classroom.
In general, the following will be a breakdown of your grades:

<table>
<thead>
<tr>
<th>Qtr grades</th>
<th>fall</th>
<th>spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>60%</td>
<td>62%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>GORP</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade before final</td>
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<tr>
<td>Final Exam</td>
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**Academic Honesty**

The policies surrounding academic honesty are clearly stated in the Handbook online. Please make sure you have read these carefully. If you have any questions regarding these policies, please ask.

One “gray” area that often comes up in math is around collaboration. I am in full support of students doing homework together when it is appropriate; as I said earlier, sometimes, students are the best teachers for each other and the “oh, I get it” moment can occur as easily out of the class, as in the class. However, homework is not to be a “divide and conquer” exercise, i.e. you do 2 through 5 and I’ll do 6 through 9 and then we’ll share answers --- this is cheating. What is acceptable is when both students do all the problems and then check over them together. When students have answers that are different, this creates a wonderful opportunity for discussion, debate, teaching, and learning. Also, remember when you are "helping" a classmate, you are in the role of a teacher, not a teller.

Again, if you are unclear about any of the policies, please ask.

**A few more nuts and bolts …**

**Cell phones**

**Leaving class during class**

**Tutors and working ahead**

**My style as a teacher**

Are there any questions you might have??