

Algebra III

Course Description

Students in Algebra II expand their repertoire by working with rational and exponential expressions, as well as, polynomial, exponential, and logarithmic functions. As students encounter more and more varied mathematical expressions and functions, general principles they encountered in Algebra I remain relevant, unifying the material in the course.

Standards

Semester 1~

- A-SSE.2—Interpret the structure of expressions
- A-SSE.3—Write expressions in equivalent forms to solve problems
- A-REI.1, 2—Understand solving equations as a process of reasoning and explain the reasoning
- A-REI.11—Represent and solve equations and inequalities graphically
- F-IF.4, 6—Interpret functions that arise in applications in terms of context
- F-BF.1, 2—Build a function that models a relationship between two quantities
- A-APR.2,3—Understand the relationship between zeros and factors of polynomials

Semester 2~

- A-APR.2, 3—Understand the relationship between zeros and factors of polynomials
- A-APR.6, 7—Rewrite rational expressions
- N-RN.1, 2—Extend the properties of exponents to rational exponents
- A-REI.1, 2—Understand solving equations as a process of reasoning and explain the reasoning
- F-LE.2, 4—Construct and compare linear, quadratic, and exponential models and solve problems

Course Topics

Semester 1~

- Chapter 1—Equations and Inequalities
- Chapter 2—Linear Relations and Functions
- Chapter 3—Systems of Equations and Inequalities
- Chapter 4—Quadratic Functions and Relations

Semester 2~

- Chapter 6—Inverse and Radical Functions and Relations
- Chapter 7—Exponential and Logarithmic Functions and Relations
- Chapter 8—Rational Functions and Relations

Required Materials

Glencoe, Algebra 2 textbook
Spiral Notebook
Folder

Pencil/pen
Calculator
Graph paper

Homework Policy

Practice work, including bell ringers, class assignments, home assignments, exit slips, and various class activities constitute 20% of students' quarter grade. Assignments must be turned in on time for credit. Exceptions, due to special circumstances, may be made at the teacher's discretion. Assignments must be turned in on time for credit. Students who have an excused absence will be allowed an additional number of days equivalent to the number of excused absences to turn in missed work.

Formative Assessments Policy

Formative assessments including weekly quizzes, District Benchmark exams and various class activities constitute 30% of students' quarter grade. Assessments must be completed on time. Exceptions, due to special circumstances, may be made at the teacher's discretion. Assessments must be completed on time for full credit.

Students who have an excused absence will be allowed an additional number of days equivalent to the number of excused absences to complete missed assessments.

Unit Assessments Policy

Unit assessments including Unit Tests and PLC Midterms constitute 50% of students' quarter grade. Assessments must be completed on time. Exceptions, due to special circumstances, may be made at the teacher's discretion. Assessments must be completed on time for full credit. Students who have an excused absence will be allowed an additional number of days equivalent to the number of excused absences to complete missed assessments.

PARENT / STUDENT RECEIPT & ACKNOWLEDGEMENT OF SYLLABUS

Course Title: Algebra II

Please review this syllabus with your child and sign below. Return only this page to the teacher and keep the syllabus for reference.

Student: I have read this syllabus and understand all of the information contained in it. I agree to abide by all of the rules and expectations listed.

Student Signature _____ Date _____

Printed Student Name _____

Student e-mail to use for correspondence _____

- ☐ Student has computer access at home.
- ☐ Student has internet access at home.

Parent/Guardian: I understand all of the information contained in this syllabus and I have reviewed it with my child. My child has agreed to abide by all of the rules and expectations listed. Note: Any Accommodations/ Modifications for students will be implemented according to their IEP.

Parent Signature _____ Date _____

Printed Parent Name _____

Parent's e-mail to use for correspondence _____

- ☐ Parent has computer access at home.
- ☐ Parent has internet access at home.

Comments or questions: