



# Roosevelt High School

HOME OF THE TEDDIES

## Advanced Algebra Syllabus

2020-2021

Teachers and Contact Info	Beth Trizna <a href="mailto:elisabeth.trizna@mpls.k12.mn.us">elisabeth.trizna@mpls.k12.mn.us</a> (612) 504 0718	Alexandra Lewis <a href="mailto:alexandra.lewis@mpls.k12.mn.us">alexandra.lewis@mpls.k12.mn.us</a> (612) 888 4041  Sisavan Vang <a href="mailto:sisavan.vang@mpls.k12.mn.us">sisavan.vang@mpls.k12.mn.us</a>	Ryan Voeks <a href="mailto:ryan.voeks@mpls.k12.mn.us">ryan.voeks@mpls.k12.mn.us</a>
Class Codes	2nd hour: 5th hour: 7th hour:	4th hour: fphjbd2 5th hour: up7jip3	1st hour: 3rd hour: 5th hour:

### Course Outline

Unit Title	Minnesota Academic Standards
Unit 1: Sequences and Series	<i>9.2.2.1 Recognize linear, quadratic, exponential and other common functions in real-world and mathematical situations; represent these functions with tables, verbal descriptions, symbols and graphs; solve problems involving these functions, and explain results in the original context.</i>
Unit 2: Exponential, Power and Logarithmic Functions	<i>9.2.2.1 Recognize linear, quadratic, exponential and other common functions in real-world and mathematical situations; represent these functions with tables, verbal descriptions, symbols and graphs; solve problems involving these functions, and explain results in the original context.</i>
Unit 3: Families of Functions	<i>9.2.1.1 Understand the concept of function, and identify important features of functions and other relations using symbolic and graphical methods where appropriate.</i>
Unit 4: Quadratics	<i>9.2.2.1 Recognize linear, quadratic, exponential and other common functions in real-world and mathematical situations; represent these functions with tables, verbal descriptions, symbols and graphs; solve problems involving these functions, and explain results in the original context.</i>
Unit 5: Polynomials	<i>9.2.3.7 Generate equivalent algebraic expressions involving polynomials and radicals; use algebraic properties to evaluate expressions.</i>

Unit 6: Advanced Systems of Inequalities	<i>9.2.4.1 Represent real-world and mathematical situations using equations and inequalities involving linear, quadratic, exponential and nth root functions. Solve equations and inequalities symbolically and graphically. Interpret solutions in the original context.</i>
Unit 7: Probability	<i>9.4.3.1 Calculate probabilities and apply probability concepts to solve real-world and mathematical problems.</i>

### Class Materials:

- Daily class materials:
  - Paper (loose-leaf or a notebook)
  - A way to organize (a folder or a binder, whatever works better for you)
  - Two different things to write with – maybe a pencil and a pen, or two different color pens, whatever you prefer.
- TI-84 Graphing Calculator is not required, but you may find it helpful to have one close by as you work. There are free online graphing calculators available such as [desmos.com](https://www.desmos.com) and [wabbitemu.org](https://www.wabbitemu.org) (This site allows you to download a graphing calculator.)

### Grading:

Letter Grades will be assigned based on your percentage of points:

A: 80-100%	B+: 68-73.9%	C+: 50-55.9%	D+: 32-37.9%	No Credit: 0-19.9%
A-: 74-79.9%	B: 62-67.9%	C: 44-49.9%	D: 26-31.9%	
	B-: 56-61.9%	C-: 38-43.9%	D-: 20-25.9%	

The categories that make up grades are below:

- 40% Summative (Exams and major projects)
  - This course will include tasks, projects and other forms of assessment. Time will be limited on assessments, with accommodations provided to students with IEPs and 504s.
- 60% Formative (Class Assignments and Participation, some Projects)
  - Practice assignments are intended to help students learn. As such, they will be checked for completion rather than correctness. Teacher comments, peer checks, and answer keys will help students self-assess their understanding.

## Online Expectations:

<p><b>Expectations for Students Use of Google Meet:</b></p> <ul style="list-style-type: none"><li>• Intended for educational use only</li><li>• Try to use in common areas (e.g. no bedrooms, bathrooms, etc)</li><li>• Wear school appropriate clothing</li><li>• Use school appropriate language</li><li>• Mute microphone when not speaking</li><li>• Use chat for learning specific questions and comments only</li><li>• Turn on audio, however live video is optional</li></ul>	<p>Courtesy goes a long way in any setting, including virtual classrooms. Your good manners should carry over to online meetings, too.</p> <ul style="list-style-type: none"><li>• Students should use their real names.</li><li>• Please address the teacher and other virtual school students in a respectful manner, even when disagreeing.</li><li>• When chatting, avoid using all uppercase letters; this is considered the equivalent of shouting.</li><li>• Before a virtual classroom session begins, eliminate distractions that may divert their attention away from learning.</li><li>• Clear the room of playful pets or noisy sibling if you can</li><li>• Minimize background noise by turning off the TV and radio.</li><li>• Turn off cell phones. (No multitasking during class!)</li><li>• Mute your microphone unless they are asked to speak.</li></ul>	<p>It's important that you are prepared before class!</p> <p>Make sure you download any necessary software and connect and test devices like microphones or video cameras before the lesson begins.</p> <p>Please exit other applications on your computer prior to launching the classroom software.</p>	<p><b>While in a virtual Class</b></p> <ul style="list-style-type: none"><li>• Focus on the classroom conversation and activities.</li><li>• Take notes on the information presented.</li><li>• Ask relevant questions to clarify the material covered or assignments given.</li><li>• Not join sideline chats with classmates when the teacher is speaking.</li></ul>	<p>Assume good intentions with your fellow students if you engage in discussion posts</p> <ul style="list-style-type: none"><li>• Without seeing their facial expressions, other people may not know when they are kidding or being sarcastic.</li><li>• Please reread your own messages for friendliness and respect before sending.</li><li>• What seems like a short or abrupt answer from a classmate (or teacher) probably doesn't mean anger—the other person might just be busy.</li></ul>
---	--	---	--	---

## Retakes, Late Work, Attendance

In general, I want you to be prepared for your assessments and assignments and not rely on retakes. If something comes up, I will consider retakes and late work on a case-by-case basis depending on your situation.

Absences: To be marked present, students should attend class. Other ways to be marked present:

- a phone call with me (on the day of missed class)
- posting completed coursework to the learning management system

---

Thanks for reading, and let me know if you have questions. I look forward to an exciting year!

Sincerely,

Ms. Trizna, Ms. Lewis, and Mr. Voeks