Welcome to Algebra 2. I am looking forward to an exciting and productive year. The information in this syllabus is important and the expectation is that you are to share it with your parents.

Course Description
This is a SOL course designed by the standards and curriculum guidelines set by the Virginia Department of Education (VDOE). Resources pertaining to this course can be found on the VDOE's website. Students in this course may be required to take the SOL exam in May of 2020 and will have the opportunity to earn one verified math credit after passing the course and the SOL. This course contains both content that reviews and/or extends the concepts and skills learned in Algebra 1. Topics covered will include equations and inequalities, coordinates and graphs, general function families, systems of equations and inequalities, sequences and series, and permutations and combinations. Graphing calculators will be used extensively in this course. In addition, we will cover topics such as normal distributions, variances, and standard deviation. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses and college entrance exams.

Resources and Study Buddies
Since there is not time in class to go over all homework problems, students need to be active participants in reviewing their own work. Students should also get together regularly with other Algebra 2 students to help each other with assignments and study the material. An effective way to learn is to speak the mathematics by teaching. Teaching another student the material will reinforce the topic in your own mind and give you a better understanding of Algebra 2.

Materials
Binder or Folder
Bounded Notebook – mainly for homework assignments
Pencils and erasers – complete all work in pencil
Graphing Calculator – calculator policy on website
Chromebook

Grading
Your grade will be determined by a variety of assessments. A student's grades will consist of Unit Tests, Quizzes, Benchmarks/Quarterly Assessments, and/or Projects. Please reference my website for the grading policy.

Homework
To be successful in Algebra 2, you should be spending about 30-60 minutes working on Algebra 2 for each class block. Homework will not be graded but will be monitored for completeness. It is your responsibility to properly complete homework assignments; even if you feel you do not need to because you understood the lesson.

Incentives to Demonstrate Mastery
The goal of any academic topic is to show improvement in the learning process and one way to do this is to score higher on any Cumulative Assessment.

Absences
Solutions to class notes will be available via my website. Homework solutions will be typically available through my website or other Algebra 2 teacher’s websites. It is your responsibility for checking for missed days through your OneNote account or my website. If you are absent on the day of the test/quiz you must make up the test/quiz within two school days from the assigned test date.
**Expectations**

- As an instructor of Algebra 2, I have high expectations of students taking this course. These expectations are filtered down not only from Loudoun County but from the State of Virginia. There is also a certain level of independence and resourcefulness to be demonstrated by anyone taking Algebra 2.

- Your work throughout this class must be neatly organized, legible and should primarily be your own. But it is through maturity and respect that when you do not understand something then you must take on the responsibility to get together with a friend, ask an Algebra 2 teacher either via email or when present in school, or “Google” the topic.

- Show respect for yourself and others – do not interrupt and be supportive of the efforts of your classmates and the instructor.

- Abide by the PFHS Honor Code at all times. If you are unsure that you are allowed to work with others on an assignment – ask your teacher!

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**PARENTS:**

- Please review this syllabus, the calculator policy that is found on my website with your child and then sign the “Syllabus Understanding & Expectations Agreement” sheet.

- To help keep you informed, I update Phoenix at least once every two weeks so both you and your child can keep track of any upcoming tests and/or due dates, homework assignments, and any other pertinent information.

- A Unit Concept Plan will be given to your child at the beginning of every unit. Please take a look at this as it will keep you informed on what to expect every class day.

- Your child may go through difficulties that they may have not experienced in their previous mathematics classes. I strongly encourage your child to collaborate with other Algebra 2 students throughout the year, ask as many questions as they can in class, and consider one-on-one assistance if he/she is beginning to struggle.

- Math Lab is available during core in Rm. 142. I will be available before school on Mondays in Rm 133 from 8:15 – 8:50 and usually on Fridays after school in Rm 133 from 4:10 – 4:45. It is always best to have your child email me just to make sure I am not in a meeting.

- If you have any questions, please feel free to contact me at Julie.Carter@lcps.org.
To the Student: I understand that …

... Algebra 2 is very challenging and rigorous course and I will need to work hard to succeed at it.

... I will try to understand the material and not just try to get a good grade.

...the grading policies outlined in the syllabus are subject to modifications as see fit by the teacher.

...I agree that if I am absent on a class day that it is my responsibility to seek out Ms. Carter for material that I missed. Additionally, if I am absent on a test day, I must make arrangements with Ms. Carter to make that test up within two school days.

... If I decide to take a retake assessment I will do so by the announced date. If I do not complete the retake by the assigned date I forfeit my opportunity to complete it and understand that the original test grade will be kept in the gradebook.

... when I put my name on an assignment, quiz, or test, I am indicating to Ms. Carter that the work on that assignment is my own and that I did not copy answers or work from someone else.

... my work on assignments, quizzes and tests will be scrutinized and graded with the highest of standards. Even seemingly small infractions will result in deductions.

... in class and when I am working in a group, I will respect the thoughts and opinions of each group member, even the thoughts and opinions of those with whom I do not normally associate with.

... if I am marked down on an assignment, I did something incorrectly and will not try to grovel for more points.

... my attendance in class will have a dramatic and positive impact on my grade.

... during class I will give Ms. Carter and the class my undivided attention, and I promise not to be a distraction to others or work on assignments from other classes.

... Ms. Carter will be polite to me, and I will in turn be polite to her and to my classmates.

... other individuals in this class may not grasp material as quickly as I do, and I will respect their questions.

... if I do not understand something, I will ask a question out loud to Ms. Carter so that the entire class can hear. I might be helping my classmates answer a question that they may be reluctant to ask.

... if I continue to struggle with the material, I will let Ms. Carter know immediately and will seek out his help outside of normal classroom hours.

... I will try my absolute best to participate in class discussions by taking chances which may include answering questions prompted by Ms. Carter; even if I’m unsure that my answer is correct or not.

... Ms. Carter knows a lot about mathematics, but she doesn’t know everything.

Syllabus Understanding & Expectations Agreement

By signing this document, you are indicating to me that you have read through, understand, and agree to the items written above and also in the course syllabus and class policies. I expect this to be a challenging, but a rewarding year and it is your teacher’s main priority for your child to succeed.

Student’s Name (please print): ____________________________  Class Period: ______

Student’s Signature: ____________________________
Parent's Name (please print): ________________________________

Parent's Signature: ________________________________