

Algebra II B

Fulton Virtual School

Course Description

Fulton County Schools implements the Georgia Standards of Excellence for mathematics. The Fulton County Schools Mathematics curriculum stresses rigorous concept development, presents realistic and relevant applications, and keeps a strong emphasis on computational skills. Engaging students in problem solving and real-world applications are important aspects of mathematics instruction. The use of technology and manipulatives support the conceptual development of mathematical concepts and skills. The Georgia Standards of Excellence for mathematics are organized into content standards and standards for mathematical practice.

Course Objectives

Algebra II/Advanced Algebra is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

The topics included are:

It is in Algebra II/Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include quadratic (with complex solutions), polynomial, rational, and radical functions. And, finally, students bring together all of their experience with functions to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

Unit 5: Students extend their work with exponential functions to include solving exponential equations with logarithms. They analyze the relationship between these two functions.

Unit 6: In this unit students synthesize and generalize what they have learned about a variety of function families. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying functions. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. They determine whether it is best to model with multiple functions creating a piecewise function. Students will also explore finite the sum of finite geometric series. The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions” is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions and statistics is applied in a modeling context.

Unit 7: In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data— including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

Student Expectations

This course requires the same level of commitment from you as a traditional classroom course. Throughout the course, you are expected to spend approximately 2 - 3 hours per day on:

- Interactive lessons that include a mixture of instructional videos and tasks.
- Assignments in which you apply and extend learning.
- Assessments, including performance tasks, quizzes, tests, and cumulative exams.

Communication

Communication is extremely important to successful participation in an on-line course. Your teacher will communicate with you regularly through discussions, e-mail, chat, and personal visits. You should communicate with your teacher through email, text, or phone call.

Grading Policy

You will be graded on the work you do online and the work you submit electronically to your teacher. The weighting for each category of graded activity is listed below.

Quizzes	5%
Tests	35%
Projects	40%
Exam	20%

Fulton Virtual School Recovery Policy

Recovery is an additional opportunity for students to demonstrate mastery of content standards. If a student's cumulative course average falls below a 70, the student may be eligible for recovery. Students who successfully demonstrate mastery will not only improve their cumulative average but will be more prepared to succeed in the course.

Students may initiate recovery on major assessments as long as they have made a legitimate effort to meet all course requirements including submitting work on time. So that students stay focused on the content at hand and don't become overwhelmed and fall too far behind, they must initiate recovery on a major assessment within five school days of being informed of the grade on that assessment. To best prepare students for the recovery assignment and set them up for success, students will be required to complete all assignments for the unit (even if they do not receive credit). The format of the recovery assignment may be different from the format of the original assessment. After successful completion of the recovery assignment the final grade for the assignment will be the average of the original grade and the recovery grade to a maximum value of 70.

Fulton Virtual School Academic Integrity Policy

The next few pages include the Academic Integrity Policy for Fulton Virtual School. You are expected to read, understand, and follow these guidelines throughout your time with Fulton Virtual School.

Fulton Virtual School

Academic Integrity Policy

In a virtual learning environment, honesty and integrity are integral traits for academic success. At Fulton Virtual, we believe that all students must show integrity in the completion and submission in all aspects of the academic experience. Therefore, no forms of cheating, assisting others in cheating, and/or plagiarism (passing off the work of others as if it is your own) will be tolerated.

When collaboration is necessary to complete tasks and projects, Fulton Virtual School instructors will provide students with advance notice. Thus, all work is considered an individual assignment unless otherwise noted. The following list of dishonest behaviors has been compiled to assist you. This list is by no means exhaustive, and each infraction of academic dishonesty will be handled the virtual instructor on an individual, case-by-case basis.

Dishonest behavior includes, but is not limited to:

1. Plagiarism. Plagiarism can be defined as the inclusion of another's ideas, words, expressions, or data in writing or presentation without properly acknowledging the source.
2. Unauthorized use of another person's password/login. Student logins/passwords are confidential information that should not be shared with others.
3. Cheating. Cheating can be defined as the act or attempted act of deception by which a student seeks to misrepresent his submitted work as uniquely his own completed without assistance. Cheating includes copying another student's work and submitting it as your own.
4. Impersonation. Performing work or taking an examination for another student or allowing someone to do so for you.
5. Falsification and/or misrepresentation of data. This can be defined as the submission of false or contrived data or sources.
6. Computer crimes. This may include damaging computer programs, hacking, constructing viruses, introducing viruses into a system, copying programs, etc.

Academic dishonesty will result in one or more of the following actions:

- Loss of grade points
- Removal from the course
- Failure to receive credit for the course
- Loss of eligibility to earn credits through Fulton Virtual Schools

Fulton Virtual School instructors have the authority to require that students perform other tasks or undergo additional assessments in proctored situations. If a Fulton Virtual School instructor suspects that there is a problem with academic integrity, the administrators of both the local school and Fulton Virtual School will be informed. Failure to follow these guidelines may result in removal from your virtual course without further warning.

All Fulton Virtual Students Must Agree and Adhere to the Following Academic Integrity Guidelines:

- I understand and will support and will abide by the guidelines set for in the Fulton Virtual School Academic Integrity Policy.
- I will not personally cheat (i.e., use unauthorized materials in completing my assignments and assessments), and I will not help others cheat.
- If I become aware of anyone else's cheating or use of unauthorized materials (or any other violations of Fulton Virtual School's Academic Integrity Policy, I have a personal responsibility to report the matter to an instructor or administrator.

Avoiding Plagiarism

The following list of resources has been compiled to assist you in adhering to the Fulton Virtual School Academic Integrity Policy. This list is by no means exhausted, and students should conduct their own research regarding methods to avoid plagiarism whenever necessary.

Supplementary Resources

- Grammar Bytes! Presents: "Plagiarism: Avoid Academic Theft for Research Success"
<http://youtu.be/tUSaQ5-mDRI> (YouTube)
- Interactive Plagiarism Tutorial <https://plagiarism.duke.edu/> (Honor Council at Duke University)
- Episodes in Academic Integrity <http://www.ryerson.ca/academicintegrity/episodes/index.html> (Ryerson University)

Classroom Tips for a Successful Virtual Learning Experience

The following list of tips for success in a virtual learning environment has been provided by Fulton Virtual instructors. These are simply suggestions, and are not meant to be guidelines for each course. Upon registering for a new course, your virtual instructor will provide you with the methods they prefer to help you successfully complete their respective courses.

- Turn in all work on time. Late work is not accepted. If you have an emergency which prevents you from submitting your assignments on time, contact me immediately. Emergencies happen rarely.
- Don't procrastinate.
- Review your course schedule every day. For example, you may wish to place it beside your computer or on the refrigerator.
- Dedicate a specific time to work on your course. Treat it as part of your regular schedule.
- Participate fully in class discussions, where applicable. If you are an early bird, go back and read the posts made after your last entry. If you tend to procrastinate, remember that your posts may not be read if you enter them after the majority of your classmates have fulfilled their responsibilities for discussions. Also, if you are one of the last to enter your comments in a discussion, it is highly possible that no one will respond/react to your comments.
- Check off each assignment as you turn it in. In this way, you will know what you have completed and what you still need to complete.
- Be sure you keep a backup copy of EVERYTHING. When you submit your documents, label them with the unit and assignment.
- Check the Announcements section of daily.
- Check your e-mail daily. E-mails should have the subject line filled in with the appropriate assignment, or if a problem, appropriately titled so instructors can easily decide priority of which e-mail to handle first!!
- Be sure to properly identify yourself on all e-mails.
- Make sure to submit your assignments correctly.
- Make sure to label your uploaded assignments with your first initial and last name, the unit, and assignment names. (Ex: S.Silveri_Gatsby_FinalEssay) If you are unsure whether an assignment properly posted, please contact the instructor.
- Make sure to go through your course in order. Do NOT skip around. The course has been created so that you will learn the information in the correct order.