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2008-09 Syllabus

Course Name: Algebra II

Instructor Name: Mr. Michael L. Werth

Tutoring Availability: Tuesday & Thursday: 2:30-3:30

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web site: www.provmath.org

Overview & Essential Questions:

Our course will begin with a review of the basic properties and operations on numbers, an introduction to functions, and linear equations and inequalities. While we work through the units in the textbook, we will be achieving standards, building skills, and learning concepts towards achieving mastery in the topics of Algebra II, which will help you to be ready for college, and to score proficient on our End-of-Course Exam. We will build up our problem-solving and study skills as the year progresses and ultimately prepare ourselves for advanced college placement exams such as for URI and the SATs. Throughout the year, interspersed with subsequent units, we will continue to review and refresh previous topics until full mastery is achieved on the major topics of study towards the end of the course. Students will then be given a performance-based End-of-Course examination, covering topics from the entire course, counting towards graduation requirements, and that will show proficiency in the topics mastered. Students will be expected to study for the End-of-Course exam, and will be required to be proficient on the End-of-Course exam to “pass” the course and receive credit for it. Keeping that in mind, students should strive throughout the year to revise and master all assignments that do not meet proficiency when first submitted so that they are fully prepared for the End-of-Course exam.

Requirements & Expectations of Course:

All students are required to bring their daily binder, textbook, calculator, pens and pencils to class every day before the bell rings. Students who are not in class before the bell rings with their materials will be marked tardy to indicate that they are not prepared for class. Tardy student will receive a 0 for their preparation for class grade. Students who are on time will receive a 100 for being on time and prepared for class. Students will have their materials open and be working in their syllabus from the beginning of class to the bell at the end of class. Students are expected to take teacher notes when put on the board, or book notes from their textbook. Students are expected to keep up with the syllabus for their daily homework assignment. Students who do not turn in homework, their daily binder, or keep up with the syllabus will receive a 0 for those grades. Students who keep their binder up to date at all times with all assignments complete will receive high scores for those assignments based on the quality of the content. Students will work individually or in a group of two students to keep up with their work during class. Off-topic conversation will result in a grade of 0 for lack of participation. Students who work hard during class to get assignments completed will receive a grade of 100 for participation.

End-of-Course Exam:

Our Algebra II End-of-Course Exam will be taken by students all over Rhode Island and in 13 other states nationally. The Exam will consist of a common core, which will be taken by students across all participating states. The core Algebra II Exam will cover a range of algebraic topics that are typically taught in an Algebra II course. These include:

O: Operations on Numbers and Expressions

O1. Real numbers; O2. Complex numbers; and O3. Algebraic expressions

E: Equations and Inequalities

E1. Linear equations and inequalities; and E2. Nonlinear equations and inequalities

P: Polynomial and Rational Functions

P1. Quadratic functions; and P2. Higher-order polynomial and rational functions

X: Exponential functions

X1. Exponential functions

F: Function Operations and Inverses

F1. Function operations and composition; F2. Inverse functions; and F3. Piecewise functions

Successful and proficient students on the Algebra II End-of-Course Exam will be able to:

1. demonstrate an understanding of operations with numbers and algebraic expressions, involving real and complex numbers
2. solve linear and nonlinear equations and inequalities and systems of linear equations and inequalities. Student expectations with respect to linear, quadratic, exponential, rational, radical, and higher-order polynomial equations and inequalities will include solving, translating among multiple representations, and modeling and solving problems presented in context
3. represent, determine the key characteristics of, and solve problems that involve quadratic functions and higher-order polynomial and simple rational functions
4. represent, determine the key characteristics of, and solve problems involving exponential functions. (Students should be able to use the definition of logarithms and its relationship to exponents to solve such problems.)
5. demonstrate an understanding of combinations and inverses of functions

Number of Items: 57 items

Item Types: Multiple-choice (46), short answer (7), and extended response (4) (at least 30% of the student's score will be based on the short answer and extended-response items.)

Times: Although untimed, two testing sessions approximately 45-60 minutes in length are recommended; one session with a calculator and one without.

Textbooks & Materials:

1) Schultz, James E., Wade Ellis, Jr, Kathleen A. Hollowell, Paul A. Kennedy, Martin Engelbrecht, Betty Mayberry. *Algebra II*. Texas: Holt, Rinehart and Winston, 2007.

2) Web Sites: <http://library.duke.edu/research/citing/workscited/index.html> (how to cite sources in your researched papers and journals); http://www.go.hrw.com/gopages/ma/alg2_07.html Holt Online Homework Help and Other resources.

Skill Standards/What Students will be able to do:

O: Operations on Numbers and Expressions

O1. Real numbers; O2. Complex numbers; and O3. Algebraic expressions

E: Equations and Inequalities

E1. Linear equations and inequalities; and E2. Nonlinear equations and inequalities

P: Polynomial and Rational Functions

P1. Quadratic functions; and P2. Higher-order polynomial and rational functions

X: Exponential functions

X1. Exponential functions

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F1. Function operations and composition; F2. Inverse functions; and F3. Piecewise functions

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 4. represent, determine the key characteristics of, and solve problems involving exponential functions. (Students should be able to use the definition of logarithms and its relationship to exponents to solve such problems.)
 5. demonstrate an understanding of combinations and inverses of functions

Content Standards/What students will know:

Overarching Unit of Study: Problem-Solving

Throughout the course, students will be exposed to and challenged by NECAP and SAT problems of the day. Developing Skill in solving complex problems is not only valuable for Proficiency-Based High School Graduation Requirements and College Entrance exams, but also important in the 21st century workplace. Students can no longer believe that there's a guaranteed hourly paid job available to them when they graduate from school; many of these types of jobs are being outsourced overseas, and there's not enough job left for everyone. Workers who prepare themselves to be flexible, adaptable, creative, and who can solve the complex problems not only in their personal lives, but in the marketplace, will be the wave of the future.

Overarching Unit of Study: Linear and Non-Linear Functions

O: Operations on Numbers and Expressions

O1. Real numbers; O2. Complex numbers; and O3. Algebraic expressions

E: Equations and Inequalities

E1. Linear equations and inequalities; and E2. Nonlinear equations and inequalities

P: Polynomial and Rational Functions

P1. Quadratic functions; and P2. Higher-order polynomial and rational functions

X: Exponential functions

X1. Exponential functions

F: Function Operations and Inverses

F1. Function operations and composition; F2. Inverse functions; and F3. Piecewise functions

This course is a college-preparatory algebra course, which is the foundation for all of advanced mathematics. As such, students must spend a significant amount of time at home on homework, studying the textbook, and working with the online resources.

Major Projects & Products:

- 1) Daily Binder Portfolio: Students will keep a daily binder as evidence of their progress.
- 2) Quarterly Projects: Students will be asked to produce a quarterly project where appropriate in the curriculum. Projects will be developed and handed in separately on specific due dates.
- 3) Quizzes, Tests, Quarterly Exams, Mid-Term Exams, and End-of-Course Exam: All students will be expected to keep up with the curriculum syllabus and be prepared for testing at any time. Students will be required to be proficient on the End-of-Course exam for credit for the course. Therefore, students should keep up with the program of study, and resubmit work that is not proficient in order to make sure they understand the material leading up to the End-of-Course Exam.

Important Dates:

In general, all student work for the quarter is due the week that it is assigned. Late work (50% off the grade) will be accepted up to one week before the end of the quarter. The final quarter projects are due two days before the end of the quarter. The quarters end as follows:

Quarter 1: Ends on 11/07/08: Quarter Projects due 11/05/08: Late work due by 10/31/08

Quarter 2: Ends on 01/30/09: Quarter Projects due 01/28/08: Late work due by 01/23/09

Quarter 3: Ends on 04/09/09: Quarter Projects due 04/07/09: Late work due by 04/02/09

Quarter 4: Ends on 06/18/09: Quarter Projects due 06/15/09: Late work due by 06/08/09

Assessment & Grading Policy:

Mr. Werth's Grading System*:

Proficient with Distinction	5 = A
Proficient	4 = B
Very Nearly Proficient	3 = E approaching C
Partially Proficient	2 = F approaching E
Substantially Below Proficient	1 = F
Not Submitted	0 = F

* Students are allowed multiple opportunities to make up all missing work and to redo all papers that are a "4" or lower to improve upon their initial score. Students are provided with daily opportunities to come after school for help or to find out if they're missing any work. Although proficiency grades are criterion referenced, and are not derived by percentage of "correct answers", to get a "percentage approximation" of "perceived value" of these grades, multiply proficiency score by 20.

In general, all assignments are equally valuable in the grading system. Daily and weekly proficiency grades for each assignment including homework, projects, quizzes, and tests, as well as preparedness for class and participation are averaged in for each student to earn a "weekly grade". The average of all the weekly grades, including all assignments, end up being averaged for the final grade. Overall, the classroom binder generally results in being worth about 30% of the grade. Homework, including specific assignments, as well as keeping up with the syllabus work out to be about 30% of the grade. Approximately 40% of the grade works out to be preparedness for class, participation, and all other assignments that are given. The best way to earn a high grade in this course is to keep up with the syllabus and be sure to submit the daily binder for grading, submit all homework assignments, submit specific assignments described in class, and turn in the quarter project on time. Students who do not do the homework, keep an up-to-date binder, or keep up with the syllabus will not pass the course.

Student Ethics Policy:

All the work that you do in this course must be your own original work. You may never copy written work or graphical designs from other students, books, or the Internet and submit it as your own work to be graded. Copying from other people's art or writing, books, or web sites is only for the purpose of gathering information to consider, or for taking notes. Copying is never proof of learning or contributing significantly to your education. At most, copying is considered "notes" that you use to synthesize and write original work. If you do copy from someone or somewhere, and submit this for a grade, you will receive a zero for any copied assignments and you will be reported to the dean. Do not let others copy your own work so that you will not be accused of being the one who copied from them. See Appendix A below for more information about intellectual property and plagiarism. Remember, if you copied it, then don't submit it as your original work!

Appendix A: Etiquette on Original Work and Intellectual Property:

http://www.tqnyc.org/avoid_plag.php

PLAGIARISM

Basically, plagiarism is using other's work as if it was yours. You may not realize it, but certain practices lead others to conclude that other's works are your own. Here are some of these practices:

1. Using someone's exact words and not putting quotation marks around them, which means the reader has no way of understanding this is not the work of the site author.
2. Using someone's work and not attributing the source.
3. Paraphrasing so closely (same order of sentences, same order of paragraphs, same order of sections), with merely a word substituted here and there. This indicates that the work is really still someone else's. The intellectual work of re-thinking the meaning wasn't done. This is true even if the source is given.
4. Cut 'N Paste: Using parts of several people's work, which some think is original - Not! The sum of sentences from other authors doesn't make the combination original,
5. It is possible to plagiarize someone's graphic work: taking an image and changing a small part. This also is copyright violation, in which an image cannot be "derived". Look at Copyright Website: < <http://www.benedict.com> > for examples of this.

INTELLECTUAL PROPERTY

Intellectual property violations are legal concerns and include copyright infringement or trademark violation.

INTELLECTUAL PROPERTY covers "the properties generated by thought processes, creativity, and organizational capabilities of individuals and legal entities which are fixed in a tangible form" (Caseiro, 2000, p.18). There are four kinds of intellectual property. We are most concerned with Copyrights and Trademarks in entries.

COPYRIGHT: First, think simply: If you did not write it, draw it, or produce the .gif or applet, etc....then you need to pay close attention to what is OK legally. Copyright means "Original works of authorship fixed in a tangible medium of expression" (Caseiro, 2000, p.20) "Copyright" means that the author or artist or software developer claims protection for the expression of original work they did. They have the right to have their work used for pay or with permission, and their work cannot be used without permission. You can see this symbol: © on a work protected with a copyright.

One Frequently Asked Question is worth answering for all of you: "If something I see says "For Educational Use" or "For Personal Use", can I use it on my site?"

The answer is NO. When you publish on the web, you publish for the whole world. "Educational use" means IN A CLASSROOM. "Personal Use" means for your private use. These are tough ideas to think about. If you have any questions about specifics, use the HELP DESK, but more importantly, ASK YOUR COACH.

Reference: Caseiro, Chris. Basics of Intellectual Property. GPSOLO, American Bar Association, 17, 3, 18-23 (April/May).

Quarter I			
Week I: Unit I: Foundations for Functions: Chapter 1: Section 1.1 and 1.2			
Assign. No.	Assignment Description	Initial Grade	Redo Grade
PS1	Problem-Solving #1: do problem-solving question of the day		
PS1-HW	Problem-Solving #1: HomeWork: follow-up homework on the problem-solving question		
T1	Toolbox #1: write key terms in highlighted yellow + Know it! + Vocabulary + <i>italicized</i> + Reading Math + Helpful Hint + any other terms you need to know in toolbox/vocabulary section and define/explain each pp. 6-9		
W1	Workshop #1: do Example 1, Example 2, and Example 3 from pp. 6-9		
J1	Journal #1: do the Check It Out! Exercises from pp. 7-9		
J2	Journal #2: do Think and Discuss activity on p. 9. Fill out the chart and express each set of numbers as specified in each column.		
HW1	HomeWork #1: do Exercises 1-76, about 15 of the even numbered and 15 of the odd-numbered evenly distributed throughout the exercise set from pp 10-13. [In other words, do odds and evens from each category of problems in the exercise set. Write the questions and directions as needed to explain what you're doing. Show all work, tables, equations, graphs, and explain. If you do more than the 30 problems asked for, then you will get an extra credit grade. Throughout the course, it will be necessary for you to do these Exercises in order to develop mastery of the material and to be prepared to score proficient on chapter tests and the end-of-course exam to be given in May.]		
W2	Workshop #2: do the Multi-Step Test Prep on p. 11. This will begin to scaffold your work for the Unit Chapter Project due before the end of the first quarter.		
PS2	Problem-Solving #2: do problem-solving question of the day		
PS2-HW	Problem-Solving #2 HomeWork: follow-up homework on the problem-solving question		
T2	Toolbox #2: write key terms in highlighted yellow + Know it! + Vocabulary + <i>italicized</i> + Reading Math + Helpful Hint + any other terms you need to know in toolbox/vocabulary section and define/explain each pp. 14-16		
W3	Workshop #3: do Example 1, Example 2, Example 3, and Example 4 from pp. 14-16		
J3	Journal #3: do the Check It Out! Exercises from pp. 15-16		
J4	Journal #4: do Think and Discuss activity on p.16. Fill out the chart and give examples as specified in each column.		
HW2	HomeWork #2: do Exercises 1-65, about 15 of the even numbered and 15 of the odd-numbered evenly distributed throughout the exercise set from pp 17-19.		
W4	Workshop #4: do the Multi-Step Test Prep on p. 18. This will scaffold your work for the Unit Chapter Project due before the end of the first quarter.		

Quarter I			
Week II: Unit I: Foundations for Functions: Chapter 1: Section 1.3 and 1.4			
Assign. No.	Assignment Description	Initial Grade	Redo Grade
PS3	Problem-Solving #3: do problem-solving question of the day		
PS3-HW	Problem-Solving #3: HomeWork: follow-up homework on the problem-solving question		
W5	Workshop #5: do the Pythagorean Theorem Activity, Example, and Try This #1-7 exercises on P. 20.		
T3	Toolbox #3: write key terms in highlighted yellow + Know it! + Vocabulary + <i>italicized</i> + Reading Math + Helpful Hint + any other terms you need to know in toolbox/vocabulary section and define/explain each pp. 21-23		
W6	Workshop #6: do Example 1, Example 2, Example 3, and Example 4 from pp. 21-23		
J5	Journal #5: do the Check It Out! Exercises from pp. 21-23		
J6	Journal #6: do Think and Discuss activity on p. 23. Copy and complete the graphic organizer as described.		
HW3	HomeWork #3: do Exercises 1-85, about 15 of the even numbered and 15 of the odd-numbered evenly distributed throughout the exercise set from pp 24-26. [In other words, do odds and evens from each category of problems in the exercise set. Write the questions and directions as needed to explain what you're doing. Show all work, tables, equations, graphs, and explain. If you do more than the 30 problems asked for, then you will get an extra credit grade. Throughout the course, it will be necessary for you to do these Exercises in order to develop mastery of the material and to be prepared to score proficient on chapter tests and the end-of-course exam to be given in May.]		
W7	Workshop #7: do the Multi-Step Test Prep on p. 25. This will begin to scaffold your work for the Unit Chapter Project due before the end of the first quarter.		
PS4	Problem-Solving #4: do problem-solving question of the day		
PS4-HW	Problem-Solving #4 HomeWork: follow-up homework on the problem-solving question		
T4	Toolbox #4: write key terms in highlighted yellow + Know it! + Vocabulary + <i>italicized</i> + Reading Math + Helpful Hint + any other terms you need to know in toolbox/vocabulary section and define/explain each pp. 27-29		
W8	Workshop #8: do Example 1, Example 2, Example 3, and Example 4 from pp. 27-29		
J7	Journal #7: do the Check It Out! Exercises from pp. 27-29		
J8	Journal #8: do Think and Discuss activity on p. 29. Copy and complete the graphic organizer as described.		
HW4	HomeWork #4: do Exercises 1-53, about 15 of the even numbered and 15 of the odd-numbered evenly distributed throughout the exercise set from pp 30-32.		
W9	Workshop #9: do the Multi-Step Test Prep on p. 31. This will scaffold your work for the Unit Chapter Project due before the end of the first quarter.		

Quarter I			
Week III: Unit I: Foundations for Functions: Chapter 1: Section 1.5, Mid-Ch Test, and Quarter Project			
Assign. No.	Assignment Description	Initial Grade	Redo Grade
PS5	Problem-Solving #5: do problem-solving question of the day		
PS5-HW	Problem-Solving #5: HomeWork: follow-up homework on the problem-solving question		
W10	Workshop #10: do the 1-5 Technology Lab: Explore Negative Exponents Activity, Examples, and Try This #1-7 exercises on P. 33.		
T5	Toolbox #5: write key terms in highlighted yellow + Know it! + Vocabulary + <i>italicized</i> + Reading Math + Helpful Hint + any other terms you need to know in toolbox/vocabulary section and define/explain each pp. 34-38		
W11	Workshop #11: do Example 1, Example 2, Example 3, Example 4, and Example 5 from pp. 35-37		
J9	Journal #9: do the Check It Out! Exercises from pp. 34-37		
J10	Journal #10: do Think and Discuss activity on p. 38. Copy and complete the graphic organizer as described.		
HW5	HomeWork #5: do Exercises 1-96, about 15 of the even numbered and 15 of the odd-numbered evenly distributed throughout the exercise set from pp 38-41. [In other words, do odds and evens from each category of problems in the exercise set. Write the questions and directions as needed to explain what you're doing. Show all work, tables, equations, graphs, and explain. If you do more than the 30 problems asked for, then you will get an extra credit grade. Throughout the course, it will be necessary for you to do these Exercises in order to develop mastery of the material and to be prepared to score proficient on chapter tests and the end-of-course exam to be given in May.]		
W12	Workshop #12: do the Multi-Step Test Prep on p. 40. This will begin to scaffold your work for the Unit Chapter Project due before the end of the first quarter.		
1st Q. Project	Quarter Project #1: do Multi-Step Test Prep: Properties and Operations: <u>Man on the Moon</u> on p. 42. Write a full report with a cover sheet in Microsoft Word. Include your own graphics downloaded from the web. Use insert object MS Equation 3.0 to show all your math work, or print your full report with all questions, graphics, and cover sheet, and do the math by hand to show all the work and full solutions. Write a summary essay at the end of your report on all that you discovered and learned from doing this Quarter Project #1. Include your opinion in your summary essay on what you think Multi-Step Test Prep is all about. Why do you think this style of doing math with multiple steps is important to your future in problem-solving, critical thinking, and college?		
Q1	Quiz #1: Do questions 1-22 Quiz on p. 43 and turn in to teacher when done.		
E1	Exam #1: Be prepared for a mid-chapter 1 exam to cover sections 1-5. All your homework 1-1 to 1-5 should be completed, and you should have submitted Q1 so that you are prepared for the exam. See the teacher to take the exam as soon as you submit your Q1.		

Quarter II			
Week I: Unit I: Foundations for Functions: Chapter 1: Section 1.6 and 1.7			
Assign. No.	Assignment Description	Initial Grade	Redo Grade
PS6	Problem-Solving #6: do problem-solving question of the day		
PS6-HW	Problem-Solving #6: HomeWork: follow-up homework on the problem-solving question		
T6	Toolbox #6: write key terms in highlighted yellow + Know it! + Vocabulary + <i>italicized</i> + Reading Math + Helpful Hint + any other terms you need to know in toolbox/vocabulary section and define/explain each pp. 44-46		
W13	Workshop #13: do Example 1, Example 2, and Example 3 from pp. 44-46		
J11	Journal #11: do the Check It Out! Exercises from pp. 44-46		
J12	Journal #12: do Think and Discuss activity on p. 46. Copy and complete the graphic organizer as described.		
HW6	HomeWork #6: do Exercises 1-61, about 15 of the even numbered and 15 of the odd-numbered evenly distributed throughout the exercise set from pp 47-50. [In other words, do odds and evens from each category of problems in the exercise set. Write the questions and directions as needed to explain what you're doing. Show all work, tables, equations, graphs, and explain. If you do more than the 30 problems asked for, then you will get an extra credit grade. Throughout the course, it will be necessary for you to do these Exercises in order to develop mastery of the material and to be prepared to score proficient on chapter tests and the end-of-course exam to be given in May.]		
W14	Workshop #14: do the Multi-Step Test Prep on p. 49. This will begin to scaffold your work for the Unit Chapter Project due before the end of the Qtr.		
PS7	Problem-Solving #7: do problem-solving question of the day		
PS7-HW	Problem-Solving #7: HomeWork: follow-up homework on the problem-solving question		
T7	Toolbox #7: write key terms in highlighted yellow + Know it! + Vocabulary + <i>italicized</i> + Reading Math + Helpful Hint + any other terms you need to know in toolbox/vocabulary section and define/explain each pp. 51-53		
W15	Workshop #15: do Example 1, Example 2, and Example 3 from pp. 51-53		
J13	Journal #13: do the Check It Out! Exercises from pp. 51-53		
J14	Journal #14: do Think and Discuss activity on p. 53. Copy and complete the graphic organizer as described.		
HW7	HomeWork #7: do Exercises 1-66, about 15 of the even numbered and 15 of the odd-numbered evenly distributed throughout the exercise set from pp 54-57.		
W16	Workshop #16: do the Multi-Step Test Prep on p. 56. This will begin to scaffold your work for the Unit Chapter Project due before the end of the Qtr.		

Quarter II			
Week II: Unit I: Foundations for Functions: Chapter 1: Section 1.8 and 1.9			
Assign. No.	Assignment Description	Initial Grade	Redo Grade
PS8	Problem-Solving #8: do problem-solving question of the day		
PS8-HW	Problem-Solving #8: HomeWork: follow-up homework on the problem-solving question		
T8	Toolbox #8: write key terms in highlighted yellow + Know it! + Vocabulary + <i>italicized</i> + Reading Math + Helpful Hint + any other terms you need to know in toolbox/vocabulary section and define/explain each pp. 59-62		
W17	Workshop #17: do Example 1, Example 2, Example 3, and Example 4 from pp. 59-62		
J15	Journal #15: do the Check It Out! Exercises from pp. 59-62		
J16	Journal #16: do Think and Discuss activity on p. 62. Copy and complete the graphic organizer as described.		
HW8	HomeWork #8: do Exercises 1-61, about 15 of the even numbered and 15 of the odd-numbered evenly distributed throughout the exercise set from pp 59-62. [In other words, do odds and evens from each category of problems in the exercise set. Write the questions and directions as needed to explain what you're doing. Show all work, tables, equations, graphs, and explain. If you do more than the 30 problems asked for, then you will get an extra credit grade. Throughout the course, it will be necessary for you to do these Exercises in order to develop mastery of the material and to be prepared to score proficient on chapter tests and the end-of-course exam to be given in May.]		
W18	Workshop #18: do the Multi-Step Test Prep on p. 64. This will begin to scaffold your work for the Unit Chapter Project due before the end of the Qtr.		
PS9	Problem-Solving #9: do problem-solving question of the day		
PS9-HW	Problem-Solving #9: HomeWork: follow-up homework on the problem-solving question		
T9	Toolbox #9: write key terms in highlighted yellow + Know it! + Vocabulary + <i>italicized</i> + Reading Math + Helpful Hint + any other terms you need to know in toolbox/vocabulary section and define/explain each pp. 67-70		
W19	Workshop #19: do Example 1, Example 2, and Example 3 from pp. 67-69		
J17	Journal #17: do the Check It Out! Exercises from pp. 68-69		
J18	Journal #18: do Think and Discuss activity on p. 70. Copy and complete the graphic organizer as described.		
HW9	HomeWork #9: do Exercises 1-58, about 15 of the even numbered and 15 of the odd-numbered evenly distributed throughout the exercise set from pp 70-73.		
W20	Workshop #20: do the Multi-Step Test Prep on p. 71. This will begin to scaffold your work for the Unit Chapter Project due before the end of the Qtr.		

Quarter II			
Week III: Unit I: Foundations for Functions: Chapter 1: Quarter Project, End-Ch Quiz, Unit Test			
Assign. No.	Assignment Description	Initial Grade	Redo Grade
PS10	Problem-Solving #10: do problem-solving question of the day		
PS10-HW	Problem-Solving #10: HomeWork: follow-up homework on the problem-solving question		
2nd Q. Project	Quarter Project #2: do Multi-Step Test Prep: Introduction to Functions: <u>Native American Art</u> on p. 74. Write a full report with a cover sheet in Microsoft Word. Include your own graphics downloaded from the web. Use insert object MS Equation 3.0 to show all your math work, or print your full report with all questions, graphics, and cover sheet, and do the math by hand to show all the work and full solutions. Write a summary essay at the end of your report on all that you discovered and learned from doing this Quarter Project #2. Include your opinion in your summary essay on what you think Multi-Step Test Prep is all about. From your research on the web for pictures of Native American Art, what else did you find out about Native Americans and their use of mathematics in their art or in their culture?		
Q2	Quiz #2: Do questions 1-13 Quiz on p. 75 and turn in to teacher when done.		
HW10	HomeWork #10: do Chapter 1 Study Guide: Review Exercises 1-55, ALL 55 PROBLEMS – Evens & Odds from pp 75-79. [This will give you a full preparation for the Chapter 1 Unit Test. Write the questions and directions as needed to explain what you're doing. Show all work, tables, equations, graphs, and explain. Throughout the course, it will be necessary for you to do these Exercises in order to develop mastery of the material and to be prepared to score proficient on chapter tests and the end-of-course exam to be given in May.]		
Q3	Quiz #3: Do questions 1-24 Chapter Test on p. 80 and turn in to teacher when done.		
U1	Unit Test #1: Be prepared for a Unit Test for Chapter 1 Exam to cover sections 1-9. All your homework 1-1 to 1-9 should be completed, and you should have submitted Q2 and Chapter 1 Study Guide Review so that you are prepared for the exam. See the teacher to take the exam as soon as you submit your Q1.		