



# Deer Valley Unified School District No. 97

SANDRA DAY O'CONNOR HIGH SCHOOL

25250 N. 35<sup>th</sup> Ave, Phoenix, AZ, 85083 ★ 623-445-7100 ★ [sdohs.dvusd.org](http://sdohs.dvusd.org)



**Course:** Algebra 3-4  
**Teacher:** Cheryl Bremser  
**Room:** 602

**E-mail:** [cheryl.bremser@dvusd.org](mailto:cheryl.bremser@dvusd.org)  
**Voice Mail:** 623-445-7245

**Tutoring: Tuesdays and Thursdays 2:30-3:30pm**

## **Math Department Mission Statement:**

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The SDOHS math department will ensure that all students will increase their competency in math through quality instruction and collaboration.

## **Target Learning Goals:**

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1. Make sense of problems and persevere in solving them
2. Understand what variables represent and how they can be used to model equations and solve problems
3. Justify conclusions and critique the work of others
4. Use appropriate tools strategically and attend to precision
5. Use structure to identify patterns

## **Course Description:**

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This course is aligned with the Common Core State Standards and is a rigorous approach to formal mathematics concepts such as polynomial operations, linear equations, and the quadratic equation, as well as the study of statistics and geometry from an algebraic perspective. Emphasis is placed on studying algebra in context through problem solving and real-life applications.

### **Semester 1:**

- Unit 1: Functions
- Unit 2: Quadratic Functions, Equations & Relations
- Unit 3: Polynomial Functions, Expressions, & Equations
- Unit 4: Rational Functions, Expressions, & Equations
- Unit 5: Radical Functions, Expressions & Equations

### **Semester 2:**

- Unit 6: Exponential & Logarithmic Functions & Equations
- Unit 7: Trigonometric Functions
- Unit 8: Probability
- Unit 9: Statistics

## **Grading Policies:**

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Students will have multiple opportunities to demonstrate their knowledge of course material throughout the school year.

### **Assessments (64%)**

- Unit Quizzes
- Unit Tests
- Spiral Tests

### **Coursework (16%)**

- Homework
- Classwork
- Projects

### **Final Exam (20%)**

### **Grading Scale:**

**A = 90 – 100%**

**B = 80 – 89%**

**C = 70 – 79%**

**D = 60 – 69%**

**F = below 60%**

## **Powerschool Access**

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The Powerschool site allows parents/guardians and students to access the student's grades, attendance, and other information. If you need your access information, please stop by the front desk during business hours. You will need a photo I.D. The web address is [ps.dvUSD.org/public](http://ps.dvUSD.org/public)

## **Make-Up Work**

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Upon returning to class after an absence, a student has one school day for each day missed to make up work/test assigned during his/her absence regardless of the number of days absent. For example, if a student is absent on Thursday and Friday, he/she will have Monday and Tuesday of the following week to make up work and must turn in the work that was assigned during the days absent on Wednesday. It is the student's responsibility to check with teachers immediately upon return for work missed. Teachers may choose to schedule an appointment with the student to formulate a plan for the completion of make-up work. Coursework and assessments assigned prior to the absence(s) may still be due on the date assigned or due on the first day that the student returns to class.

Make-up work for extended absences may be requested through the Counseling Office and picked up there.  
*My Canvas account will always have a calendar showing what topics are covered each day.*

## **Late Work Procedure**

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Assignments completed on-line with work shown by the class period prior to the module quiz will receive full credit. Any assignment completed after the module quiz will receive partial credit.

## **Quiz & Test Recovery**

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To be eligible for a module quiz retake, all applicable homework assignments must be complete by the day prior to the quiz. If a student is then unsuccessful on a module quiz, then he/she can choose to meet with the teacher to develop a plan to demonstrate mastery. The higher score will be recorded.

Unit test recovery can occur twice a semester. This means students can re-take up to 2 unit tests each semester. Both scores will then be averaged with the highest grade possible being an 89%. Any unit re-take must occur prior to the next unit test.

## **Electronic Device Use**

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Technology (cell phones, iPods, hand-held devices, etc.) use in the classroom is intended to **enhance** the learning environment for all students; however, any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities, is prohibited. If the instructor determines that the use of technology is a distraction to the learning process, either of the student using the technology or to those around him/her, the student may, at the discretion of the teacher, be asked to discontinue the use of technology in the classroom.

## **Personal Electronic Device Use:**

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Personal Electronic Devices include cell phones, iPods, other mp3 players and similar technology devices **used for entertainment and communication/social media**. Students are expected to refrain from the use of electronic devices for personal entertainment and/or communication (i.e. email, Instagram, Facebook, etc.) during instructional time (as determined by the teacher or classroom designee). While students may freely use these devices before and after school, during passing period, and at lunch- the teacher **will** limit the use of personal devices and for which purposes during class to ensure that *all students are focused and ready to learn*.

## **Use of Electronic Devices to Facilitate Learning:**

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Sandra Day O'Connor High School utilizes iPads (and smartphones) **as a learning tool** in the classroom. The technology tools are added to the classroom for learning, and the classroom teacher will inform students as to when they may use their device and for which purposes. Students must adhere to their teacher's guidelines for use and appropriate times for use. Any student who violates the teacher's guidelines will be subject to disciplinary action.

*Please note- students may not access their personal devices, whether for entertainment or learning, if the teacher has stated that the classroom activities at that time do not warrant use. For example, during testing or assessments.*

## **Adherence to the O'Connor Academic Integrity Code:**

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All students enrolled in Algebra 3-4 will adhere to the framework and guidelines set forth in the O'Connor High School Academic Integrity Code. Cheating and Plagiarism will not be tolerated. **The purpose of this code is to promote a positive learning environment for all involved.** As humans, we will make mistakes as we grow. It is understood that we can learn from those mistakes and become better individuals in the future. Any student who violates this code will be referred to the Students Rights and Responsibilities handbook and assignment of appropriate consequences.

## **Plagiarism and Cheating**

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**Cheating:** In cheating, a student is taking the work of another, on any assignment, and claiming it as his/her own. At SDOHS cheating includes but is not limited to:

- \* Copying and/or offering homework verbally, in written form, or by electronic means from/to another student.
  - \* Copying and/or offering questions and/or answers on tests or quizzes verbally, in written form, or by electronic means from/to another student.
- \* Pressuring other students to copy and/or offer homework, answers and/or questions on tests or quizzes verbally, in written form or by electronic means.
- \* Bringing in and using unauthorized information during class time, including information stored in any electronic device.
- \* Offering or receiving information under circumstances in which information is not to be shared.
- \* Having anyone, including parents or tutors, complete assignments and submitting the work as one's own.
- \* Presenting collaborative work as independent work and independent work as collaborative. (In group work, one person should not and will not bear the burden for the entire group assignment.)
- \* Copying answers from answer guides in texts.
- \* Fabricating data, information, or sources. Presenting made up material as authentic.

**Plagiarism:** The act of plagiarism may include direct copying, but it may also be more complex than verbatim repetition. A student, in preparing a project for a class, will have plagiarized if he/she has taken information from sources without citing the sources that have been used. Plagiarized material may appear in a student's paper as word-for-word copying, a summation, or a paraphrase of another's ideas. A student has plagiarized whether the material from another source has been taken in whole or in part. In effect, by not naming the source, the student is claiming the work of another as his/hers. At SDOHS plagiarism includes but is not limited to:

- \* Submitting images and/or documents in whole or in part from the Internet without citation of the source(s).
- \* Copying another's work.
- \* Using another's ideas without proper citations.
- \* Incorporating portions of another's writing within the context of your own work.
- \* Failing to acknowledge a source of information.
- \* Using "unique" phrases without citations.
- \* Using graphics, charts, diagrams, or illustrations without citations.
- \* Using a translator (either in-person or on-line) without proper citations

Plagiarism and/or Cheating will result in disciplinary actions and a 0%, with no option to redo/retake. - **no exceptions.**

## **Loss of Credit Due to Absences**

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Upon reaching 5 unexcused absences or a combination of 12 unexcused and/or excused absences, a student may **lose credit** in any given class.

Any student may be placed on an Attendance Contract upon accumulating multiple excused and unexcused absences. Any student with excessive absences may:

1. Lose credit in one or more classes.
2. Lose parking privileges.

## **Communication:**

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Please contact the teacher for any student concerns. It is crucial that teachers, parents, and students maintain open lines of communication in order to ensure the best support for student success. Contact information is provided at the top of the first page of this syllabus.

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination, policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623.445.5000.

## Mrs. Bremser's Classroom Behavior Expectations and Consequences

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### Expectations

1. Students will be IN assigned seat by the time the bell rings.
2. Students will come prepared each day with iPad, paper, pencil, assignment, and notebook.
3. Students will choose behaviors that will enhance their learning and the learning of others around them.
4. Students will take responsibility for their own actions.
5. Students will do their best in all that they do.

### Consequences

1. The first consequence in a class period will be a reality check.
2. The second consequence in a class period will be a change in seating.
3. The third consequence in a class period will be a chat with the teacher.
4. The fourth consequence in a class period will be a phone call home.
5. The fifth consequence in a class period will be an office referral.

### **How to Get Help:**

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If you feel confused, **PLEASE ASK QUESTIONS!** My goal is to help you succeed. Tutoring will be held after school Tuesdays and Thursdays unless otherwise noted, in Mrs. Bremser's classroom, Room 602. One on one tutoring appointments can also be made by speaking with me. This will be in addition to the tutoring offered during Eagle Hour twice a week during the school day.

### **Materials:**

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- Two (2) dry erase white board markers for use in class
- Pencils (mechanical preferred)
- 2 Spiral Notebooks/Composition notebooks for homework (college ruled)
- TI-83/84 graphing calculator
- A stylus for the iPad is highly encouraged

If you are looking to donate items, teachers can always use dry erase markers, tissue boxes, and for the classroom!

**Student Name** \_\_\_\_\_

**Class Period:** 1 2 3 5 7

I have read the "Course Syllabus" for Algebra 3-4 for the 2017-2018 school year and understand the expectations of Mrs. Bremser as well as the consequences if such expectations are not followed.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

I have read my child's "Course Syllabus" for Algebra 3-4, and I understand the expectations of Mrs. Bremser as well as the consequences if such expectations are not followed. Parents/Guardians are encouraged to check my school website and Canvas website to keep up to speed on our class.

**Additionally, I understand the importance of a TI-83 or TI-84 calculator in this class.**

**Parent/Guardian Signature:** \_\_\_\_\_

**Home Phone:** \_\_\_\_\_ **Cell/Work Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**I prefer to be reached by:**     Home Phone                       Cell Phone                       E-mail