



## **2021-2022 School Year**

**Teacher Name: Mr. Baubles**

**Name of Course: Algebra 3-4**

**\*Teacher Email: [dylan.baubles@dvusd.org](mailto:dylan.baubles@dvusd.org)**

*\*Email is the preferred method and all emails will be returned within 48 hours. A phone call can be arranged.*

**Cultural vision- BGHS** is committed to providing continuous opportunities to demonstrate achievement and personal growth in a collaborative student-centered community of diversity and kindness. To this end we embrace standards-based practices and focus on student learning and growth.

### **SUPPLIES LIST**

- Chromebook and charging cord provided by the School District
- Pencils
- Folder
- Composition/or notebook for journal writing/bell work

### **GUARANTEED AND VIABLE CURRICULUM**

BGHS students will develop mathematical skills by attending class, taking notes, and doing practice assignments. These skills will be assessed individually and collectively multiple times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability.

There are state standards, district curriculum expectations and a scope and sequence to ensure students are learning alongside their peers and at Goldwater we also focus heavily on critical thinking skills, communication skills, life skills, and habits of mind. Please check Power Schools, and/or the BGHS course website for the Standards, Performance Objectives and Rubrics for grading.

## COURSE OUTLINE of Units

Fall Semester Algebra 3-4		Spring Semester Algebra 3-4	
Unit Title & Resources Utilized	Essential Standards	Unit Title & Resources Utilized	Essential Standards
Unit 1: Quadratic Functions	<ul style="list-style-type: none"> <li>● Solving Quadratic Equations</li> <li>● Key Features of Graphs</li> <li>● Transformations</li> <li>● Imaginary/Complex Numbers</li> </ul>	Unit 5: Radical Functions	<ul style="list-style-type: none"> <li>● Inverse Functions</li> <li>● Key Features</li> <li>● Rational Exponents</li> <li>● Simplifying Radical Expressions</li> <li>● Solving Radical Equations</li> </ul>
Unit 2: Absolute Value Functions	<ul style="list-style-type: none"> <li>● Domain and Range</li> <li>● Key Features of Graphs</li> <li>● Transformations</li> <li>● Average Rate of Change</li> <li>Linear Regression</li> </ul>	Unit 6: Exponential and Logarithmic Functions	<ul style="list-style-type: none"> <li>● Sequences</li> <li>● Graphs of Exponential Functions</li> <li>● Graphs of Logarithmic Functions</li> <li>● Properties of Logs and Exponents</li> <li>● Solving Equations</li> </ul>
Unit 3: Polynomial Functions	<ul style="list-style-type: none"> <li>● Key features of graphs</li> <li>● Operations on Polynomials</li> <li>● Solving Polynomial Equations</li> </ul>	Unit 7: Trig Functions	<ul style="list-style-type: none"> <li>● Angles of Rotation and Radians</li> <li>● Fundamental Trig Identities</li> <li>● Right Triangle Trig</li> <li>● Graphs of Trig Functions</li> </ul>
Unit 4: Rational Functions	<ul style="list-style-type: none"> <li>● Key Features of Graphs</li> <li>● Operations on Rational Expressions</li> <li>Solving Rational Equations</li> </ul>	Unit 8: Probability	<ul style="list-style-type: none"> <li>● Compound Probability</li> <li>● Conditional Probability</li> <li>● Bayes Theorem</li> </ul>

**+ All topics subject to change at the discretion of the teaching team**

## GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and the student's future. **Each piece of student work is crucial as it provides an opportunity for feedback on improvement and also for growth in each student's education. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of student learning and growth.** In order to ensure that teachers provide feedback based on student learning, BGHS uses levels of achievement based upon a student demonstrating what they know and can do relative to the State Standards.

Final course marks ("grades" in a traditional system) are determined by teachers' professional analysis of student work. This includes both the most recent work as well as consistent evidence of levels of achievement using state standards and exit outcomes. Mathematical calculations such as averaging or curving the grade are not used. Valuable feedback on student work may be provided through use of rubrics and grading scales. Feedback and coaching is provided in person during instructional time, GOLD time, and/or tutoring sessions. Feedback may be verbal or in writing and is intended to be timely and clear to provide support for student learning and growth. BGHS teachers are trained in analyzing student products against standards and in obtaining evidence of learning using a variety of instructional methods. Please do not hesitate to inquire about how levels of achievement are determined by contacting our teachers. **The grade reported for the late work will be the actual grade earned. The behavioral aspect of not having work ready to be turned in on time will be addressed through various actions and possibly consequences (ex, conference, lunch detention, parent contact, counselor referral, intervention referral, etc.).**

Grading Scale For 7 <sup>th</sup> – 12 <sup>th</sup> Grades	
<b>4</b>	Evidence demonstrates a high level of proficiency of the learning standard(s)
<b>3</b>	Evidence demonstrates proficiency of the learning standard(s)
<b>2</b>	Evidence demonstrates partial proficiency of the learning standard(s)
<b>1</b>	Evidence demonstrates minimal proficiency of the learning standard(s)
<b>0</b>	No evidence of proficiency of learning standard(s)

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on these dates. This progress update is only a "snap shot" of where a student is for the purpose of feedback; a final mark can only be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from parents, teachers and counselor.

## REPORTING TIMELINE

Fall Semester "Snapshots," Progress Report, and End of Semester Mark Reporting Dates <i>(Grading is reported in Power Schools)</i>	Spring Semester "Snapshots," Progress Report, and End of Semester Mark Reporting Dates <i>(Grading is reported in Power Schools)</i>
August 20 <sup>th</sup> - Snapshot September 10 <sup>th</sup> - Snapshot October 1 <sup>st</sup> * - <b>Progress Report</b> October 22 <sup>nd</sup> - Snapshot November 19 <sup>th</sup> - Snapshot December 17 <sup>th</sup> - Snapshot January 4 <sup>th</sup> * - <b>End of Semester in PowerSchools</b>	January 29 <sup>th</sup> - Snapshot February 19 <sup>th</sup> - Snapshot March 12 <sup>th</sup> * - <b>Progress Report</b> April 9 <sup>th</sup> - Snapshot April 30 <sup>th</sup> - Snapshot May 14 <sup>st</sup> - Snapshot May 21 <sup>st</sup> - <b>End of Semester in PowerSchools</b>

Your final mark will be determined by assessment of your proficiency in the standards for the course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth. **Students that do not develop, practice and demonstrate skills through the assessments (whether they are formative or summative) are not likely to pass this course.**

## CLASSROOM EXPECTATIONS

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions.

### What to do immediately upon entering this classroom:

1. Look at the White Board or Smart Board to determine learning goals and find your assigned seat.
2. Turn all electronic devices off and place in backpack or pocket\* (Needs to be out of sight)
3. Take out your Chromebook and all necessary materials and put backpack away as indicated.
4. Begin bellwork and/or join your team to actively engage in learning.
5. Contribute to the learning and work hard to demonstrate your abilities.

<b>BULLDOG PACK MATRIX</b> 			
	CLASSROOM	COMMON AREA	RESTROOM/LOCKER ROOM
<b>PRIDE</b>	<ul style="list-style-type: none"> <li>● Support your peers</li> <li>● Produce work you are proud of</li> <li>● Be actively engaged</li> </ul>	<ul style="list-style-type: none"> <li>● Use positive language</li> <li>● Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>● Respect school property</li> <li>● Clean up after yourself</li> </ul>
<b>ACCOUNTABILITY</b>	<ul style="list-style-type: none"> <li>● Be on Time</li> <li>● Personal devices away</li> <li>● Ready to Learn</li> </ul>	<ul style="list-style-type: none"> <li>● Move with purpose</li> <li>● Have pass and ID</li> </ul>	<ul style="list-style-type: none"> <li>● Use Restroom Before/After Class or at Lunch</li> <li>● Use for intended purpose</li> </ul>
<b>COURAGE</b>	<ul style="list-style-type: none"> <li>● Stand up for what's right</li> <li>● Try something new</li> </ul>	<ul style="list-style-type: none"> <li>● If you see something, say something</li> </ul>	<ul style="list-style-type: none"> <li>● If you see something, say something</li> </ul>
<b>KINDNESS</b>	<ul style="list-style-type: none"> <li>● Treat ALL with Respect</li> </ul>	<ul style="list-style-type: none"> <li>● Include everyone</li> </ul>	<ul style="list-style-type: none"> <li>● Respect others space and privacy</li> <li>● Wash hands</li> </ul>

## Consequences of Positive Choices

Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Positive Peer relationships
More/ higher level skills	Increased success	Positive Relationships with staff
Scholarships, better jobs	Increased respect	Internships and Opportunities

## Consequences of Poor Choices

Tier	Minor Offences	Major Offences
1st	Restate expectations, Redirect, Task change, Seat change, Conference, Replacement choices	Referral to Administration Consequences issued in line with student handbook
2nd	Buddy Teacher w/reflection, Conference, email communication to parent	
3rd	Phone call home, In person conference w/parent, Thinking center, Detention	
4 <sup>th</sup>	A referral to the administration/office	

## BGHS ELECTRONICS PROCEDURES

At BGHS we know that technology is all around us and can enhance work outcomes. We embrace technology and strive to use it as a powerful learning tool. We provide Chromebooks to our students and strive to integrate technology in our lessons. Because our students have access to Chromebooks and school computers they will not need to use cell phones during class time. **We ask students to not access their phones or music devices, etc. during instructional time.** As they graduate, head to college or start jobs they will need to know how to manage their devices and understand the appropriate time and place for technology use. Following expectations is an important part of preparing for life after high school.

BGHS students will use Chromebooks to complete tasks during class. If a student does not comply with this policy and his electronic device is being used or creates a disruption in the classroom, the following steps will be taken.

1<sup>st</sup> Offense: Teacher will request that the student put technology away and that devices are not to be visible or used during class time. \*

2<sup>nd</sup> Offense: Teacher will apply classroom consequences and document the offense. \*

3<sup>rd</sup> Offense: Teacher will issue a purple pass and send the student with the device to the office where the electronic device will be stored to be picked up at the end of the day.

\*If at any time during this process the student escalated this issue, the student can be referred to administration. *If a student has multiple instances where the office has taken their phone, parent pick up will be required and a conference with the parent may be requested.*

## BGHS OUT OF CLASS PASS

At BGHS teaching and learning time is a priority. When a student is out of class they are often not directly supervised and are missing out on instruction. We limit the number of passes students use in a semester and students are taught to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom or to get a drink. Students are asked to make every effort to be in class from bell to bell. If students need to leave class, they will fill out an e-Hallpass. Abuse of passes may need to be handled with a parent contact or a conference with administration.

## GOLD and Advisory periods

At BGHS, student mastery of content and each student's social and emotional well being are important. Each Tuesday and Thursday, we have set aside time to meet these needs of our students. Some of these days, students will meet with an assigned Advisory teacher to help develop a sense of belonging to the Bulldog family. Other days, students will participate in GOLD time (Get Our Learning Done). During this time, teachers will request students to come to their room to work with the teacher in a small group setting to master necessary skills. Students will check to see where they will go each Tuesday and Thursday on the Flex Time Manager.

## CONFIRMATION OF SYLLABUS 2021-2022



I have received Course Syllabus and I am aware that a copy of this, and the course Exit Outcomes are on the school website and on Canvas.

I understand that technology used in the classroom will be used to support the teaching of the state standards.

I understand the teachers and counselors are available to provide information and support and can be reached by email or I can leave a voicemail message.

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**\*A signature indicates that you have reviewed the syllabi in this class and indicated if further communication is necessary. A lack of a signature does not indicate that your student will not participate in the curriculum.**

My child's name is: \_\_\_\_\_

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STUDENT'S SIGNATURE

PRINTED NAME

DATE

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PARENT/GUARDIAN SIGNATURE

PRINTED NAME

DATE