

# <u>Algebra II</u>

## Evidence Based Grading

Final grades in this course will be determined using Evidence Based Grading (EBG). EBG determines grades that reflect what students know, understand, and can do.

**Purpose Statement:** The purpose of evidence based grading is to provide students with clear learning outcomes and instruction, collaborative feedback, grades that reflect proficiency and growth.

**Course Description:** The purpose of Algebra II is to develop and connect learning from Algebra I. Students will apply methods and extend learning in topics such as set theory, operations with rational and irrational expressions, factoring of rational expressions, linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, graphing quadratic equations, properties of higher degree equations and rational exponents.

<u>Attendance:</u> Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

**Course Expectations:** Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

- 1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
- 2. Use morning time and the teacher to seek help outside of class when needed.
- 3. Complete all assessments within teacher timelines.

|                            | Grading   |
|----------------------------|---|
| Academic Behavior<br>Goals | <ul> <li>Collaborative goals created by the student and teacher to improve academic and<br/>personal abilities</li> </ul>                               |
| Practices                  | • work and assignments designed to help students <u>build knowledge and skills</u> (daily work, notes, participation work)                              |
| Scrimmages                 | <ul> <li>work and assignments designed to <u>formatively assess</u> student progress towards<br/>learning targets (quizzes, learning checks)</li> </ul> |
| Games                      | <ul> <li>assignments designed to <u>summatively assess</u> a students achievement of a<br/>learning target (tests, essays, projects)</li> </ul>         |

| Proficiency Scale   |                   |             |             |  |  |  |  |  |  |  |
|---------------------|-------------------|-------------|-------------|--|--|--|--|--|--|--|
| 4 3 2 1             |                   |             |             |  |  |  |  |  |  |  |
| Excoods Proficioney | Moote Proficionay | Approaching | Developing  |  |  |  |  |  |  |  |
| Exceeds FIORCIERCy  | weets Fronciency  | Proficiency | Foundations |  |  |  |  |  |  |  |

#### Course Skills:

| Skill #1 | Create Mathematical Representations   |
|----------|---|
|          | <ul><li>A. I can create visual/graphical representations.</li><li>B. I can create symbolic representations.</li></ul>   |
| Skill #2 | Simplify, Solve and Evaluate  |
|          | <ul><li>A. I can rewrite and/or simplify expressions.</li><li>B. I can solve equations and inequalities.</li></ul>  |
| Skill #3 | Analyze and Interpret   |
|          | <ul><li>A. I can analyze and interpret the structure and/or solution of a problem.</li><li>B. I can identify and use proper formulas and definitions.</li><li>C. I can make viable arguments and decisions.</li></ul> |

#### **Grade Determination:**

The proficiency score for each skill will be determined based on recency, growth, and common trends on assessments. Semester Exams will be given to students as a chance to re perform in any skill that has not yet met proficiency.

| A  | В   | С  | D  | F   |  |  |
|--|---|--|--|---|--|--|
| 100% - 90%                                 | 80% - 89%   | 70% - 79%  | 60% - 69%  | 0% - 59%  |  |  |
| All skills<br>achieved at 3 or<br>4 levels | All skills<br>achieved at 2, 3<br>or 4 levels with<br>at most one skill<br>at 2 level | All skills<br>achieved at 2, 3<br>or 4 levels with<br>two or more<br>skills at 2 level | All skills achieved<br>at 1, 2, 3 or 4<br>levels with at<br>most one skill at 1<br>level | All skills<br>achieved at 1, 2, 3<br>or 4 levels with<br>two or more skills<br>at 1 level |  |  |

### Central High School Courses:

-Will determine grades based on student learning and growth.

-Will not include practice and behavior in grade determination.

-Will give all students regardless of absence an opportunity to demonstrate learning.

-Will not include extra credit.

**Instructional Resources:** Pearson Envision, Savvas, Canvas, Blooket, Kahoot, Desmos, Youtube, and Khan Academy.

### Course Calendar/Pacing:

|    | 2023-2024 Algebra 2 Pacing Guide |       |         |       |    |    |  |       |    |    |         |    |    |          |   |    |    |        |       |     |    |    |
|----|----------------------------------|-------|---------|-------|----|----|--|-------|----|----|---------|----|----|----------|---|----|----|--------|-------|-----|----|----|
|    |                                  | Augus | st/Sept | ember |    |    |  |       |    | (  | Octobe  | er |    |          | Т |    |    | N      | ovemb | er  |    |    |
| 20 | 21                               | 22    | 23      | 24    | 25 | 26 |  | 1     | 2  | 3  | 4       | 5  | 6  | 7        |   |    |    |        | 1     | 2   | 3  | 4  |
| 27 | 28                               | 29    | 30      | 31    | 1  | 2  |  | 8     | 9  | 10 | 11      | 12 | 13 | 14       |   | 5  | 6  | 7      | 8     | 9   | 10 | 11 |
| 3  | 4                                | 5     | 6       | 7     | 8  | 9  |  | 15    | 16 | 17 | 18      | 19 | 20 | 21       |   | 12 | 13 | 14     | 15    | 16  | 17 | 18 |
| 10 | 11                               | 12    | 13      | 14    | 15 | 16 |  | 22    | 23 | 24 | 25      | 26 | 27 | 28       |   | 19 | 20 | 21     | 22    | 23  | 24 | 25 |
| 17 | 18                               | 19    | 20      | 21    | 22 | 23 |  | 29    | 30 | 31 |         |    |    |          |   | 26 | 27 | 28     | 29    | 30  |    |    |
| 24 | 25                               | 26    | 27      | 28    | 29 | 30 |  |       |    |    |         |    |    |          |   |    |    |        |       |     |    |    |
|    |                                  |       |         |       |    |    |  |       |    |    |         |    |    |          | + |    |    |        |       |     |    |    |
|    |                                  |       | ecemb   | er    | 1  | 2  |  |       | 1  | 2  | January | 4  | 5  | 6        |   |    |    | ۲<br>ا | ebrua | 1 1 | 2  | 3  |
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| 3  | 4                                | 5     | 6       | 7     | 8  | 9  |  | 7     | 8  | 9  | 10      | 11 | 12 | 13       |   | 4  | 5  | 6      | 7     | 8   | 9  | 10 |
| 10 | - 11                             | 12    | 13      | 14    | 15 | 16 |  | 14    | 15 | 16 | 17      | 18 | 20 | 20       |   | 11 | 12 | 13     | 14    | 15  | 16 | 17 |
| 17 | 18                               | 19    | 20      | 21    | 22 | 23 |  | 21    | 22 | 23 | 24      | 25 | 26 | 27       |   | 18 | 19 | 20     | 21    | 22  | 23 | 24 |
| 24 | 25                               | 26    | 27      | 28    | 29 | 30 |  | 28    | 29 | 30 | 31      |    |    |          |   | 25 | 26 | 27     | 28    | 29  |    |    |
| 31 |                                  |       |         |       |    |    |  |       |    |    |         |    | 1  |          |   |    |    |        |       |     |    |    |
|    |                                  |       | March   | 1     |    |    |  | April |    |    |         |    |    | May/lune |   |    |    |        |       |     |    |    |
|    |                                  |       |         |       | 1  | 2  |  |       | 1  | 2  | 3       | 4  | 5  | 6        |   |    |    |        | 1     | 2   | 3  | 4  |
| 3  | 4                                | 5     | 6       | 7     | 8  | 9  |  | 7     | 8  | 9  | 10      | 11 | 12 | 13       |   | 5  | 6  | 7      | 8     | 9   | 10 | 11 |
| 10 | 11                               | 12    | 13      | 14    | 15 | 16 |  | 14    | 15 | 16 | 17      | 18 | 19 | 20       |   | 12 | 13 | 14     | 15    | 16  | 17 | 18 |
| 17 | 18                               | 19    | 20      | 21    | 22 | 23 |  | 21    | 22 | 23 | 24      | 25 | 26 | 27       |   | 19 | 20 | 21     | 22    | 23  | 24 | 25 |
| 24 | 25                               | 26    | 27      | 28    | 29 | 30 |  | 28    | 29 | 30 |         |    |    |          |   | 26 | 27 | 28     | 29    | 30  | 31 | 1  |
| 31 |                                  |       |         |       |    |    |  |       |    |    | 1       | 1  | 1  | L]       |   |    |    |        | 1     | I   |    |    |

| (Matrices to be  | : 1- Solving Equations<br>Pacing: 25 Peri<br>skipped, Sequences | • <b>&amp; Inequalities</b><br>ods<br>to be covered in March) | Topic 2 – Q  | uadratic Function:<br>Pacing: 25 Perio                                      | <b>s and Equations</b><br>ds   | Topic 3 – Polynomial Functions<br>Pacing: 22 Minis                                 |  |  |  |  |  |
|--|---|---|--|---|--|--|--|--|--|--|--|
| Interim: FIAB Solv                                       | ing Equations & Inequa  | ity (Linear & Exponential)                                    | Interim: FIAB So   | olving Equations & Ine  | qualities (Quadratic)  | Interim: FIAB<br>Polynomials   | SeeingStructure in                                     | n Expressions &                                  |  |  |  |
| *ACEDA1<br>*ACEDA2<br>*ACEDA3<br>A.REI.D.11<br>*AREI.C.6 | *F.IF.B.4<br>*F.IF.B.5<br>*F.IF.B.6<br>F.IF.C.7<br>F.IF.C.7B    | *F.BFA.1<br>*F.BFA.1A<br>F.BF.B.3                             | *A.CED.A.2<br>S.ID.B.6<br>S.ID.B.6.A<br>*A.SSE.A.2<br>*A.SSE.B.3.A | N.CN.A.1<br>N.CN.A.2<br>N.CN.A.3 (+)<br>N.CN.C.7<br>*F.BF.A.1.A<br>F.BF.B.3 | *A.REI.B.4<br>*A.REI.B.4.A<br>*A.REI.B.4.B<br>*A.REI.C.7<br>*A.REI.D.11<br>*F.IF.B.4 | *AAPR.A.1<br>AAPR.A.2<br>AAPR.A.3<br>AAPR.4<br>AAPR.5(+)<br>AAPR.B.6<br>*A.SSE.A.2 | F.BF.A.1.B<br>F.BF.A.3<br>N.CN.C.8 (+)<br>N.CN.C.9 (+) | *F.IFA.4<br>*F.IFA.6<br>*F.IF.B.7.C<br>*F.IF.C.9 |  |  |  |
| Arithm   | etic & Geometric Seq  | uences & Series   | Тор  | <b>bic 4 - Rational Fu</b><br>Pacing: 23 Perio                              | Inctions   | Topic 11 - Statistics  |  |  |  |  |  |
|  | nterim: FIAB Interpretin  | 2 Functions   | *A CED A 1   | *A SSE A 2  | *A RFI A 1   | Interim: FIAB Statistics & Probability   |  |  |  |  |  |
| *F.BF.A.2  | 2 *FIFA3 ASSEB4   |   | *A.CED.A.2   |   | *A.RELA.2  | S.IC.A.1   | *S.ID.A.2  | *N.O.A.2   |  |  |  |
| F.BF.A.1   | *F.LE.A.2   |   |  | F.IF.C.7.D (+)  | *A.REI.B.3   | S.IC.A.2   | S.ID.A.4   |  |  |  |  |
|  |   |   | A.APR.D.6  |   | *A.REI.D.11  | S.IC.B.3   |  |  |  |  |  |
|  |   |   | A.APR.D.7 (+)  | F.BF.B.3  |  | S.IC.B.4   |  |  |  |  |  |
|  |   |   |  |   |  | S.IC.B.6   |  |  |  |  |  |
| Topic 5 - F  | Rational Exponents an<br>Pacing: 24 Peri                        | nd Radical Functions<br>ods                                   | Topic 6- Exp   | <b>conential &amp; Logari</b><br>Pacing: 20 Perio                           | <b>thmic Functions</b><br>ds   | *Essential standard (+) Advanced<br>Standard Below each topic is the recommender   |  |  |  |  |  |
| In   | terim: IAB Algebra &  | Functions II  | *A.SSE.A.1.B   | *F.IF.A.4   | F.LE.A.4   | pacing from the  | e textbook. Beside the                                 | at is how many                                   |  |  |  |
| NI DNI A 4   |   | *FIFA 4   | *A.SSE.A.2   | *F.IF.A.5   | F.LE.B.5   | have been add  | on this pacing guide.<br>ed for assessment, re         | Additional days<br>eview.                        |  |  |  |
| N.RN.A.1   | A.REI.A.1   | *F.IF.A.4<br>*F.IF.B.7  | *A RFLA 1  | *FIFB7  | E REA 1  | remediation, et  | ic.  | ,  |  |  |  |
| N.RN.A.2   | A.REI.A.2   | 1.11.0.7  | *A.CED.A.1   | *F.IF.B.8   | F BEA 3  |  |  |  |  |  |  |
| *A CED A 1   | *A SSE A 1  | F.BF.A.1.B  | S.ID.B.6.A   | *F.IF.B.9   | F.BF.A.4   |  |  |  |  |  |  |
| *A CED A 4   | *A SSE A 2  | F.BF.A.1.C  |  |   | F.BF.A.5   |  |  |  |  |  |  |
| 1.0201.4   | A.00EA.2  | F.BF.A.3  |  |   |  |  |  |  |  |  |  |
|  |   | C.DF.A.4  |  |   |  |  |  |  |  |  |  |