


<b>Course Basics</b>			
<b>Course Code:</b>	<b>Grade Level:</b>	<b>Credit Value:</b>	<b>NCAA Approved:</b>
MA873O	High School	.5	YES
<b>Prerequisites:</b>	<b>Course Length:</b>	<b>Course Time:</b>	<b>FWPS Standards (link)</b>
Algebra 1, Geometry, Algebra 2 Semester 1	18 Academic Weeks	67 Minutes per day OR 5 hours 33 minutes each week	<a href="#">Algebra2-2PowerStandards.pdf</a>
<p><b>Required Materials:</b> Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, headphones with microphone- <i>if not built into computer</i>. Ability to scan or upload high quality images for written work. Online Textbook: Apex Learning Algebra 2</p>			
<p><b>Course Description:</b> Algebra II Semester 2 introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; an introduction to trigonometric functions; and statistical reasoning.</p> <p>This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.</p> <p>This course is aligned with the Common Core State Standards for Mathematics.</p>			

<b>Instructor Information</b>	
<b>Name:</b> Kim Fergus	<b>Email:</b> kfergus@fwps.org
<b>Phone:</b> 253 987 MATH (6284) text/voice	<b>Virtual Sessions:</b> To Be Announced

<b>Expected Learning Outcomes</b>	
<b>In this course, students will</b>	<p>Students will develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="text-align: center;"> <h2 style="color: #c00000; margin: 0;">Mathematical Practice</h2> </div> </div> <ol style="list-style-type: none"> <li><b>1. Make sense of problems and persevere in solving them.</b></li> <li><b>2. Reason abstractly and quantitatively.</b></li> <li><b>3. Construct viable arguments and critique the reasoning of others.</b></li> <li><b>4. Model with mathematics.</b></li> <li><b>5. Use appropriate tools strategically.</b></li> <li><b>6. Attend to precision.</b></li> <li><b>7. Look for and make use of structure.</b></li> <li><b>8. Look for and express regularity in repeated reasoning.</b></li> </ol>
<b>Standards Alignment</b>	See Course Learning Plan Contract (LPC)
<b>Assessment Methods</b>	<p>Formative Assessments (FA): Apex Learning online text Studies, Check Ups, Journals, Practice Worksheets. Several FA per standard gives learners opportunity to practice skills, receive feedback and remediate to prepare and for readiness to show mastery of standards on SA.</p> <p>Summative Assessments (SA): In Campus, one or two per Power Standard, will be clearly identified. SA should not be taken until students have successfully practiced skills via FA and are prepared to adequately illustrate mastery of the standard(s).</p>
<b>Grading Methods</b>	All summative assessments will be graded according to the corresponding rubric or teacher directions. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS).
<b>Grading Scale</b>	<p>A = 90%-100%</p> <p>B = 89%-80%</p> <p>C = 79%-70%</p> <p>P = 60%-69%</p> <p>F = 59%-0%</p>

<b>Student Expectations</b>	
<b>Weekly Work Completion</b>	Students will submit original work in all classes each week.
<b>Original Work Submissions</b>	Students will only submit their original work. If a student uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

<b>Weekly Communication</b>	Students will communicate weekly with their teachers regarding their academic progress.
<b>Functioning Technology/ Required Materials</b>	Students will always have constant and consistent access the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

<b>iA Policies Required for Enrollment</b>	
<b>Academic Integrity</b>	<p>Academic integrity is essential to learning. Students are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the student's removal from the class or iA entirely.</p> <p>IA Policy-</p> <p><u>1st Offense:</u> The student will be contacted by the teacher via phone call, the student will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.</p> <p><u>2nd Offense:</u> The student and parents will be contacted by the teacher directly and the student will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.</p> <p><u>3rd Offense:</u> The student will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.</p>
<b>WAC (Weekly Academic Contact)</b>	<p>Washington State law requires students to make Weekly Academic Contact (WAC). WAC is any type of contact or communication students have with teachers that is academic in nature. Students have a variety of ways to meet this requirement. They include: replying to iA Connect teacher's contact request (email/quiz); submitting an assignment; emailing teachers about class in iA Campus or Synergy; attending a virtual session or teacher's online office hours; sending the teacher a school related text message (if available); meeting a teacher or administrator on campus, in person. Students must contact iA Connect teachers each week with an attendance check-in. Additionally, class teachers expect weekly assessment submissions.</p> <p>Withdrawal for lack of Weekly Academic Contact (WAC) for 20 consecutive school days:</p> <p>After 10-15 days without WAC, iA Connect teacher checks with class teachers to see whether WAC has been made in at least one class. If WAC has been made, 'clock' resets. If no WAC has been made, iA Connect teacher will send student and family a warning email and will call home. If no WAC by 20 days, iA Connect teacher checks to see one last time with class teachers. If there's been nothing, Admin will withdraw the student; the student may not re-enroll until the following school year</p>
<b>MAP (Monthly Academic Progress)</b>	<p>State law also requires enrolled students to maintain monthly forward progress toward completing classes with success. Students are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the student will be</p>

	<p>considered on pace (OP). If the assigned work is not submitted and/or is not at standard, the student will be considered behind pace (BP).</p> <p>An overall Monthly Academic Progress (MAP) score will be emailed to every student and family once a month by the iA Connect teacher to communicate overall progress towards mastery and passing of the courses; law requires BP students to reply with confirmation of the MAP report and iA teachers to document that reply. If students don't immediately reply, teachers are obligated to keep trying for a reply through additional emails or phone calls. Replies must be from the student; parent replies are not sufficient.</p> <p>Students are either On Pace (OP) or Behind Pace (BP). If a student is considered OP (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered OP overall. If a student is considered behind pace (by the individual teachers in individual courses) in more than 50% of their courses they will be considered BP overall. If a student is determined to be BP for consecutive months, the iA Connect teacher will send escalating intervention plans each month by email.</p> <p>BP1 means one month behind pace; intervention typically is new work pace plan.  BP2 means two months behind pace; intervention is typically a new work pace plan and directed teacher contact.  BP3 means three months behind pace; course reduction or withdrawal from iA.  BP4 means complete withdrawal from iA. Students withdrawn from iA at BP4 may not re-enroll until the following school year.</p>
<b>Email/Software Agreements</b>	<p>Student's agree to maintain constant and consistent access to the technology and software needed to complete their iA courses. If the student cannot maintain constant and consistent access to needed technology they will be withdrawn from iA.</p>
<b>Professional Discretion</b>	<p>Teachers reserve the right to make adjustments to the course, content, pacing, and expectations at any time. Students and parents will be notified via email of any changes made after the course has started.</p>