

**ALGEBRA 2 HONORS
2015 - 2016 COURSE SYLLABUS
INSTRUCTOR: MR. COLL**

EMAIL:
PHONE:
ROOM:

HOMEROOM

To receive full credit:

- All work MUST be shown
- Due the next class day (unless otherwise stated)
- will NOT be accepted late under any circumstances...no "sorry", "but", "oops!", "just a few more seconds!", no nothing!!
- If you are absent, you have 2 days per day excused absence to make up homework; if it is an unexcused absence, it will not be given credit

EOC IS FINAL EXAM

EOC is cumulative and window opens in April. The final exam will be cumulative and is tentatively in June.

RULES OF CONDUCT

- Be on time in assigned seat... late = not in seat when bell rings (1st warning, 2nd detention)
- Raise hand, NO talking out
- Be respectful of peers and teacher
- No i-pods or phones
- Food and/or beverages NOT permitted in classroom

Breaking any of the above rules will result in the following: 1st verbal warning, 2nd detention & phone call home, 3rd referral to Dean's office

SUGGESTIONS FOR SUCCESS

- Be prepared
- Take detailed notes
- Ask questions...raise your hand
- DO YOUR WORK!
- Stay after for extra-help...don't wait until it's too late!!

COURSE DESCRIPTION

This course is for the college-bound student. Topics covered are a brief review of Algebra 1, transformations of basic graphs, functions and modeling, quadratic relations and equations, polynomial, rational, radical, exponential and logarithmic functions and equations, probability, statistics, sequences and series, trigonometric functions, and cones.

TEXT AND REQUIRED SUPPLIES

Florida Explorations in Core Math, Algebra 2, by Houghton, Mifflin, Harcourt

- Spiral notebook
- Notebook paper
- Graph paper
- Glue sticks
- Several #2 pencils
- 4 AAA batteries
- Optional: colored markers and pencils

GRADING PLAN

Assessments: 40%

Pop Quizzes: 20%

Homework/Classwork: 20%

EOC: 20% of Overall Final Grade

ASSESSMENTS

Always announced. Problems come from notes.

POP QUIZZES

These are mini-assessments and will not be announced. There are 30 points each and the lowest half will be dropped.

your Name: (Print)

Parent/Guardian Signature

Algebra 2 Syllabus 2013 Common Core

Minjie Lin



Algebra 2 Syllabus 2013 Common Core:

Fewer, Clearer, Higher Robert Rothman, 2013-10-01 In clear and concise language veteran education writer Robert Rothman identifies nine instructional shifts encouraged by the new Common Core State Standards and provides examples of how teachers and school districts are overcoming challenges in implementation He presents the research and rationale behind each change and provides examples of teachers making the shifts as well as sample test questions that could be used to gauge student progress in the future Rothman also addresses major challenges that are emerging as districts and schools move to implement the standards and highlights the ways leading school districts are working to overcome them Fewer Clearer Higher the mantra adopted by the writers of the Common Core to emphasize the difference between existing state standards and the new ones needed to truly prepare all students for college or careers is an indispensable guide for educators and anyone else seeking a better understanding of this major new development in education policy

Researching and Using Progressions (Trajectories) in Mathematics Education, 2019-02-04 The relationship between research and practice has long been an area of interest for researchers policy makers and practitioners alike One obvious arena where mathematics education research can contribute to practice is the design and implementation of school mathematics curricula This observation holds whether we are talking about curriculum as a set of broad measurable competencies i e standards or as a comprehensive set of resources for teaching and learning mathematics Impacting practice in this way requires fine grained research that is focused on individual student learning trajectories and intimate analyses of classroom pedagogical practices as well as large scale research that explores how student populations typically engage with the big ideas of mathematics over time Both types of research provide an empirical basis for identifying what aspects of mathematics are important and how they develop over time This book has its origins in independent but parallel work in Australia and the United States over the last 10 to 15 years It was prompted by a research seminar at the 2017 PME Conference in Singapore that brought the contributors to this volume together to consider the development and use of evidence based learning progressions trajectories in mathematics education their basis in theory their focus and scale and the methods used to identify and validate them In this volume they elaborate on their work to consider what is meant by learning progressions trajectories and explore a range of issues associated with their development implementation evaluation and on going review Implications for curriculum design and future research in this field are also considered Contributors are Michael Askew Tasos Barkatsas Michael Belcher Rosemary Callingham Doug Clements Jere Confrey Lorraine Day Margaret Hennessey Marj Horne Alan Maloney William McGowan Greg Oates Claudia Orellana Julie Sarama Rebecca Seah Meetal Shah Dianne Siemon Max Stephens Ron Tzur and Jane Watson

Common Core Mathematics Standards and Implementing Digital Technologies Polly, Drew, 2013-05-31 Standards in the American education system are traditionally handled on a state by state basis which can differ significantly from one region of the country to the next Recently initiatives

proposed at the federal level have attempted to bridge this gap Common Core Mathematics Standards and Implementing Digital Technologies provides a critical discussion of educational standards in mathematics and how communication technologies can support the implementation of common practices across state lines Leaders in the fields of mathematics education and educational technology will find an examination of the Common Core State Standards in Mathematics through concrete examples current research and best practices for teaching all students regardless of grade level or regional location This book is part of the Advances in Educational Technologies and Instructional Design series collection **Mathematics Education in Singapore** Tin Lam Toh,Berinderjeet Kaur,Eng Guan Tay,2019-02-07 This book provides a one stop resource for mathematics educators policy makers and all who are interested in learning more about the why what and how of mathematics education in Singapore The content is organized according to three significant and closely interrelated components the Singapore mathematics curriculum mathematics teacher education and professional development and learners in Singapore mathematics classrooms Written by leading researchers with an intimate understanding of Singapore mathematics education this up to date book reports the latest trends in Singapore mathematics classrooms including mathematical modelling and problem solving in the real world context *Algebra 2* Ron Larson,Laurie Boswell,2019

Master Mathematics Teachers Zhenzhen Miao,Christian Bokhove,David Reynolds,2023-08-21 This practical guide invites teachers to take a journey towards masterly mathematics teaching using the experiences and lessons learnt across five Chinese provinces Anhui Beijing Jiangsu Jiangxi and Tianjin On this journey you will gain a thorough understanding of 1 the quality and characteristics of master mathematics teachers teaching 2 the quality of mathematics learning they have nurtured amongst their students in affective metacognitive and cognitive dimensions and 3 the teaching learning mechanisms that underpin excellent performance in the three dimensions Alongside the quantitative and qualitative evidence on educational excellence you will also delve deep into the trajectories and processes of professional development that generate professional excellence amongst master mathematics teachers and their peers within and across primary schools up and down China Building on data collected with 70 master mathematics teachers and 3 178 students and from teaching research events at the school municipal provincial and national levels the Master Mathematics Teachers MasterMT project is to date the first that has looked at the legendary tribe of master mathematics teachers in China at such a large scale and with such breadth and depth The book offers invaluable insights for any teacher or teacher educator who wants to improve mathematics teaching and learning and generate educational and professional excellence in primary schools and beyond More information on the Master Mathematics Teachers MasterMT project can be accessed at <https://mastermt.org> *Lessons Learned from Research on Mathematics Curriculum* Denisse R Thompson,Mary Ann Huntley,Christine Suurtamm,2024-09-01 This volume focuses on research related to mathematics curriculum But rather than focusing on results of research it focuses on lessons learned about conducting research on curriculum whether about design and development analysis of curriculum

in the form of official standards or textbook instantiations teacher intentions related to curriculum implementation or actual classroom enactment For scholars interested in curriculum research the volume offers lessons about conducting curriculum research that have been learned by others engaged in such work including frameworks tools and techniques as well as challenges and issues faced with solutions to address them Sharing lessons from authors of different countries strengthens the broader mathematics research community and provides insights that can help researchers make important strides forward in research on mathematics curriculum *Curriculum Innovation in East Asian Schools* Huixuan Xu, 2024-11-12

Following closely behind the global pandemic's recent forced challenges to schools and teachers Xu gives an overview of how educational researchers and schools in Asia respond to challenges in times of change Her research focuses on how they adjust or change curriculum policy and practice to find a balance between developing innovation in response to fast changing societal needs and maintaining the existing education systems that traditionally predict success for students In this book curriculum innovation is documented in three themes 21st century skills and competency based curriculum technology supported curriculum and equity in curriculum Xu includes three types of chapters 1 case studies that provide detailed analyses of curriculum innovation at the school or country level 2 conceptual analyses that deepen our understanding of curriculum issues using a new lens and 3 literature reviews that provide an overview of research in particular topics The volume will be of great interest to researchers and educators interested in the role of curriculum innovation in times of change In particular it focuses on the ways innovative curriculum provides opportunities for individual students to maximize their potential while also acknowledging the constraints of local education systems *Reinventing Writing* Vicki

Davis, 2014-05-23 In this much anticipated book from acclaimed blogger Vicki Davis Cool Cat Teacher you'll learn the key shifts in writing instruction necessary to move students forward in today's world Vicki describes how the elements of traditional writing are being reinvented with cloud based tools Instead of paper note taking filing cabinets word processors and group reports we now have tools like ePaper eBooks social bookmarking cloud syncing infographics and more Vicki shows you how to select the right tool set it up quickly and prevent common mistakes She also helps you teach digital citizenship and offers exciting ways to build writing communities where students love to learn Special Features Essential questions at the start of each chapter to get you thinking about the big ideas A chapter on each of the nine essential cloud based tools ePaper and eBooks digital notebooks social bookmarking cloud syncing cloud writing apps blogging and microblogging wikis and website builders online graphic organizers and mind maps and cartoons and infographics A wide variety of practical ways to use each tool in the classroom Alignments to the Common Core State Standards in writing Level Up Learning a special section at the end of each chapter to help you review reflect on and apply what you've learned Writing tips to help you make the best use of the tools and avoid common pitfalls A glossary of key terms discussed in the book Useful appendices including reproducible material for your classroom No matter what grade level you teach or how much tech

experience you have you will benefit from Vicki's compelling and practical ideas. As she emphasizes throughout this essential book, teaching with cloud-based tools has never been easier, more convenient, or more important than right now. Handbook of International Research in Mathematics Education Lyn D. English, David Kirshner, 2015-07-30. This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education. Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner, this collection brings together overviews and advances in mathematics education research spanning established and emerging topics, diverse workplace and school environments, and globally representative research priorities. New perspectives are presented on a range of critical topics, including embodied learning, the theory-practice divide, new developments in the early years, educating future mathematics education professors, problem solving in a 21st-century curriculum, culture and mathematics learning, complex systems, critical analysis of design-based research, multimodal technologies, and e-textbooks. Comprised of 12 revised and 17 new chapters, this edition extends the Handbook's original themes for international research in mathematics education and remains in the process a definitive resource for the field.

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infectious disease 35 1 assessment page 1013 1c answer it means that either a the host has a natural immunity or b the

pathogen is a symbiont or in other words is not harmful work step by step update this answer

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system enables an animal to avoid or limit many infections innate immunity

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a type of endocytosis in which large particulate substances or small organisms are taken up by a cell it is carried out by some protists and by certain immune cells of animals in mammals mainly macrophages neutrophils and dendritic cells

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originate in the red bone marrow released into the blood before they differentiate specialize some reach the thymus where they mature into t cells others the b cells mature in the red bone marrow both t cells and b cells reside in lymphatic tissues and organs lymph nodes spleen etc

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work step by step the physician is trying to discover the specific antigen which triggered the asthma attack update this answer you can help us out by revising improving and updating this answer update this answer after you claim an answer you ll have 24 hours to send in a draft

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chapter 35 immunity immune system o immunity ability to resist invading organisms and the process by which an organism defends itself o self vs non self non specific immunity no previous experience with invader required o first response to infection o first defense to infection is skin since it serves as a barrier tends to be slightly

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first part of it is barrier defense such as skin or shell also includes molecules such as phagocytic cells natural killer cells

antimicrobial proteins that recognize traits shared by a broad class of pathogens

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web details a glaze that employs organic ash e g paper wood as a supplier of basic oxides especially cao k₂o na₂o ashes are generally flaky and fibrous and cannot be screened well this consistency contributes to variegation

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web apr 7 2012 base ingredients 31 whiting 24 kentucky ball clay 22 5 silica 15 oak wood ash 5 custer feldspar 2 5 dolomite add the below colorants to base glaze 8 red iron oxide 3 8 cobalt carbonate 0 25 cobalt carbonate 1 iron chromate or 0 5 red iron oxide 0 5 chromium oxide 5 copper carbonate 3 tin oxide 1 6 copper

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web ash glaze traditionally important in east asia simply made from wood or plant ash which contains potash and lime feldspathic glazes of porcelain lead glazes plain or coloured are glossy and transparent after firing which need only about 800 c 1 470 f

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web fully updated and revised with new photographs and glaze recipes this is the third edition of this classic guide to ash glazes forever curious and eager to learn new things about ceramics phil rogers constantly tinkered with clay bodies glaze formulae and approaches to firing this volume is his seminal work on transforming ash into glaze an essential

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web ash glazes are ceramic glazes made from the ash of various kinds of wood or straw they have historically been important in east asia especially chinese pottery korean pottery and japanese pottery 1 many traditionalist east asian potteries still use

ash glazing and it has seen a large revival in studio pottery in the west and east

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web ash glazes this guide first sketches the history of ash glazes it then discusses the practicalities of collecting and testing wood ashes how to make them into glazes and then use them to glaze your pots it also looks at a group of international artists who use ash glazes on their work

hajeong lee rogers on ash glazes bloomsbury publishing - Jan 31 2023

web oct 9 2023 a glaze is the glassy surface that one sees on most pottery whether commercial or that of an individual potter artist it is one of the fundamental elements in ceramics and ash glazes in particular have long been favoured in asia
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web bradley charles birkhimer my thesis is a documentation of my research with wood ash glaze specifics of the type of wood ash used how it was prepared where it was collected and glaze formulas are discussed i have included a brief history of ash glazes and the importance through their elemental structure

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web wadding a mixture of half epk kaolin and half alumina hydrate used to elevate ceramics off of shelves during atmospheric firings wood ash the mineral byproduct of burning wood which is primarily whitening silica and metal alkaline and alkaline earth oxides wood firing the process of firing ceramics solely with wood such that the ash

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web ash glazes have been used for over 2000 years potters who stoked their long burning kilns with wood noticed that after many firings the interior kiln bricks glistened the ash from the wood was coating the bricks adhering and melting as a thin layer of glaze

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web making wood ash glazes there are very simple ways to make glazes using wood ash alone or ash can be a major or minor ingredient in a recipe while ash will melt readily at higher temperatures at low fire it can only be used as a minor material to give special qualities in conjunction with low temperature fluxes

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with mid fire clay and the next think i knew i was trying to make an ash glaze i had

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