

ALGEBRA 2



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2011-2012 School Year
Full Year Course
Grade 10 or 11 recommended
1 Math Credit

Course Description: Algebra 2 reviews Algebra 1 and expands concepts learned for graphing and solving linear, nonlinear, and quadratic equations, an advanced look at radical, exponential, rational, and logarithmic equations and functions.

Course Notes: Daily homework is considered to be the major part of a student's learning experience. Select homework assignments will be turned in to the tutor so she can see that work is being done correctly. Tests, quizzes, exams, and homework receive a percentage from the tutor. Class attitude and weekly performance will also be taken into consideration. These percentages are averaged at the end of each semester and parents can then give a letter grade according to their grading scale. A certificate of completion will be given at the end of the academic year.

Course Prerequisites: Algebra I, Geometry, or tutor approval required.

Required Text (available used): *Intermediate Algebra*, by Lial, 8th edition, copyright 2006, ISBN10: 0321279204 (amazon.com, half.com, alibris.com, abebooks.com)

Required Supplies:

- 1 ½ -2" 3-ring binder with six dividers with tabs
- Sharp pencils, pencil sharpener, & eraser
- ¼" graphing paper is recommended for all work
- Red pen
- 6 inch Ruler
- Students are required to own a Graphing Calculator for use in class and at home. Labs will refer to the TI-83/TI-83 Plus series.
- Access to a computer with a spreadsheet application is required. Labs will refer to Excel.

Course Tuition: Tuition \$250.00 for the year. **\$225.00** if paid in full by June 1. I will work with families that are interested in a semester or monthly payment plan. **5% discount if you refer a family and they enroll for at least one Claussen tutored class. (Only through June 1st)

About the Tutor: My husband and I live in Hickory Corners with our three children and 2 cats. We love the Lord and do our best to serve Him wherever and whenever we can. I hold a Bachelor of Science Degree with majors in both Mathematics and Computer Science from Alma College and a Master of Science Degree in Computer Science from Western Michigan University. I have taught Computer Science and Mathematics at professional, collegiate, and high school levels in both private and public settings. Before our homeschooling journey began, I was a software engineer and database administrator for Eaton Corporation. I also travelled throughout west Michigan as a database consultant. Now, the majority of my time is spent schooling my children and developing our small homestead. When I have free time, I love long walks with friends.

High School Algebra 2 Syllabus

N Colangelo



High School Algebra 2 Syllabus:

Circular - Office of Education United States. Office of Education, 1935 Mathematics Education in Korea Jinho Kim, 2013 This book will introduce the history and practices of mathematics education in Korea How it has been influenced from Japan America and other countries and has developed into the unique Korean style of mathematics education The editors have planned to include most of the topics researchers outside Korea want to know mathematics education in Korea

List of Courses of Study for Elementary and Secondary Schools, 1930-1935 Edith A. Wright, 1935 The American Curriculum George Willis, 1993 At a time marked by strong demands for educational reform the American school curriculum is a topic of special concern This volume provides a comprehensive historical record of the evolution of the curriculum in America from the colonial period to the present day The editors have compiled a collection of influential and representative documents in primary secondary and higher education in the United States Each document is introduced by a short essay that discusses its historical context and significance The result is a valuable chronicle of the development of the American school curriculum The work begins with an introductory piece that overviews the development of the curriculum and surveys the most important works on curriculum history The introduction is followed by excerpts from 34 documents representative of the school curriculum from The Rules and Course of Study of Harvard College 1642 to the 1983 report A Nation at Risk The Imperative for Educational Reform The essay that introduces each document closes with a brief bibliography and the volume concludes with a more extensive list of sources for further reading By consulting this reference historians and educators can trace the development of the curriculum over the last 350 years Mathematics in the Public and Private Secondary Schools of the United States International Commission on the Teaching of Mathematics, 1911 School, 1908

Directory of Distance Learning Opportunities Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation Research in Education, 1971 Bulletin, 1911

Bulletin United States. Office of Education, 1954 Pennsylvania School Journal, 1921 **Documents of the School Committee of the City of Boston** Boston (Mass.). School Committee, 1911 Resources in Education, 1994 The 21st Century Mathematics Education in China Yiming Cao, Frederick K.S. Leung, 2017-10-11 This book intends to provide a comprehensive introduction to the status of development of Chinese mathematics education in the 21st century To this end

the book summarizes and presents the research and practices of Chinese mathematics education in the following aspects 1 characteristics of Chinese school mathematics curriculum and textbooks 2 Chinese ways and strategies of teaching mathematics and the characteristics of mathematics classroom instruction in China 3 Chinese instructional practices in developing both gifted and underachieving students mathematical capabilities 4 how professional development of mathematics teachers is promoted in China including mathematics teachers pre service and in service education and how Chinese mathematics teachers design and implement teaching and research activities and 5 how mathematics education is assessed and evaluated including how to evaluate teachers teaching and students achievements Relevant research in Chinese mathematics education involving methods of surveys interviews text analysis etc are reviewed and analyzed Results of a number of video studies of Chinese mathematics classroom teaching and learning are also integrated into this book

Journal Michigan Schoolmasters' Club,1902 School Document ,1904 **Long-term Research and Development in Science Education** Avi Hofstein,Abraham Arcavi,Bat-Sheva Eylon,Anat Yarden,2021-10-25 Over the past 50 years the Department of Science Teaching at the Weizmann Institute of Science in Israel was actively involved in all the components related to curriculum development implementation and research in science mathematics and computer science education both learning and teaching These initiatives are well designed and effective examples of long term developmental and comprehensive models of reforms in the way science and mathematics are learned and taught The 16 chapters of the book are divided into two key parts The first part is on curriculum development in the sciences and mathematics The second describes the implementation of these areas and its related professional development Following these chapters two commentaries are written by two imminent researchers in science and mathematics teaching and learning Professor Alan Schonfeld from UC Berkeley USA and Professor Ilka Parchman from IPN at the University of Kiel Germany The book as a whole as well as its individual chapters are intended for a wide audience of curriculum developers teacher educators researchers on learning and teaching of science and mathematics and policy makers at the university level interested in advancing models of academic departments working under a common philosophy yet under full academic freedom Contributors are Abraham Arcavi Michal Armoni Ron Blonder Miriam Carmeli Jason Cooper Rachel Rosanne Eidelman Ruhama Even Bat Sheva Eylon Alex Friedlander Nurit Hadas Rina Hershkowitz Avi Hofstein Ronnie Karsenty Boris Koichu Dorothy Langley Ohad Levkovich Smadar Levy Rachel Mamlok Naaman Nir Orion Zahava Scherz Alan Schoenfeld Yael Shwartz Michal Tabach Anat Yarden and Edit Yerushalmi *The Pennsylvania School Journal* Thomas Henry Burrowes,James Pyle Wickersham,Elnathan Elisha Higbee,David Jewett Waller,Nathan C. Schaeffer,John Piersol McCaskey,Thomas Edward Finegan,James Herbert Kelley,1921 **List of Books by Wisconsin Authors Exhibited by the State Historical Society of Wisconsin in the Wisconsin State Building** State Historical Society of Wisconsin. Library,1893 Annual Report of the Board of Education Massachusetts. Board of Education,1894

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Table of Contents High School Algebra 2 Syllabus

1. Understanding the eBook High School Algebra 2 Syllabus
 - The Rise of Digital Reading High School Algebra 2 Syllabus
 - Advantages of eBooks Over Traditional Books
2. Identifying High School Algebra 2 Syllabus
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an High School Algebra 2 Syllabus
 - User-Friendly Interface
4. Exploring eBook Recommendations from High School Algebra 2 Syllabus

-
- Personalized Recommendations
 - High School Algebra 2 Syllabus User Reviews and Ratings
 - High School Algebra 2 Syllabus and Bestseller Lists
 - 5. Accessing High School Algebra 2 Syllabus Free and Paid eBooks
 - High School Algebra 2 Syllabus Public Domain eBooks
 - High School Algebra 2 Syllabus eBook Subscription Services
 - High School Algebra 2 Syllabus Budget-Friendly Options
 - 6. Navigating High School Algebra 2 Syllabus eBook Formats
 - ePub, PDF, MOBI, and More
 - High School Algebra 2 Syllabus Compatibility with Devices
 - High School Algebra 2 Syllabus Enhanced eBook Features
 - 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of High School Algebra 2 Syllabus
 - Highlighting and Note-Taking High School Algebra 2 Syllabus
 - Interactive Elements High School Algebra 2 Syllabus
 - 8. Staying Engaged with High School Algebra 2 Syllabus
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers High School Algebra 2 Syllabus
 - 9. Balancing eBooks and Physical Books High School Algebra 2 Syllabus
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection High School Algebra 2 Syllabus
 - 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 - 11. Cultivating a Reading Routine High School Algebra 2 Syllabus
 - Setting Reading Goals High School Algebra 2 Syllabus
 - Carving Out Dedicated Reading Time
 - 12. Sourcing Reliable Information of High School Algebra 2 Syllabus

- Fact-Checking eBook Content of High School Algebra 2 Syllabus
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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