

*Mount Vernon High School*  
*Home of the Majors*

*"Majors achieve and  
thrive together with  
purpose and pride."*



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# Admin and Counselors

(Shift to the Alpha Model)

Admin <i>Administrador</i>	Alpha <i>Asignación por Apellido</i>
Karen Boyd	A-Der
John Shaffer	Des-Lay
Lashonda Reed	Laz-Ram
Gina Brooks	Ran-Z
Adrian Williams	CSS & STEP

New Alpha <i>Nueva Alfa</i>	School Counselor <i>Consejero/a Escolar</i>
A-B	Bryce Green
C - Ev	Niasharee Frater
Ew-Hop	Ericka Jeter
Hoq-Mc	Mary McAlevy
Md-Pie	Camille Moore
Pif-Sli	Melissa Mentzel
Slj-Z	Paul Guillion
CSS & STEP	Karen Mazzocoli
ESOL Level 1 and 2	Catherine Samper

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<b>P.R.I.D.E.</b>	<b>IB Learner Profile</b>	<b>WITHIN OUR SCHOOL</b>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Communicators</li> <li>• Inquirers</li> <li>• Knowledgeable</li> <li>• Reflective</li> <li>• Thinkers</li> </ul>	<ul style="list-style-type: none"> <li>• Majors walk with a purpose and; with the goal of arriving to class on-time.</li> <li>• Majors aim to</li> <li>• Majors are available to engage in all aspects of the learning process.</li> <li>• Majors advocate appropriately when they need assistance (academic, behavior, social/emotional).</li> <li>• Majors communicate with teachers and plan in advance for when they are not in class and to follow up on lessons missed.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Caring</li> <li>• Communicators</li> <li>• Principled</li> <li>• Reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Majors use appropriate tone of voice, word choice/language and body language.</li> <li>• Majors are mindful of their environments and conversations.</li> <li>• Majors respect the boundaries and personal space of others.</li> <li>• Majors greet each other and return greetings to others.</li> <li>• Majors follow the expectations set forth by teachers in their classrooms &amp; the SR&amp;R.</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Communicators</li> <li>• Open mindedness</li> <li>• Principled</li> </ul>	<ul style="list-style-type: none"> <li>• Majors are truthful and courageous enough to communicate with staff/peers.</li> <li>• Majors are responsible and accountable for their actions and success.</li> <li>• Majors are mindful of others and respect diverse perspectives.</li> <li>• Majors are aware of their behaviors and how their behaviors can impact others.</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>• Communicators</li> <li>• Inquirers</li> <li>• Knowledgeable</li> <li>• Risk-Takers</li> </ul>	<ul style="list-style-type: none"> <li>• Majors are committed and present in the moment.</li> <li>• Majors follow through with assigned tasks.</li> <li>• Majors complete tasks to the best of their abilities.</li> <li>• Majors persevere through difficult situations, tasks, conflicts and roadblocks and promptly communicate with teachers/staff for assistance.</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Inquirers</li> <li>• Communicators</li> <li>• Knowledgeable</li> <li>• Reflective</li> <li>• Risk-Takers</li> </ul>	<ul style="list-style-type: none"> <li>• Majors show maximum effort in all that they do.</li> <li>• Majors strive to create balance between school and home and minimize distractions.</li> <li>• Majors self-reflect as they grow and develop into life-long learners.</li> <li>• Majors are able to self-regulate their actions in order to accomplish goals.</li> <li>• Majors are team players and are always willing to lend a hand.</li> </ul>



## **Introduce yourself**

**Hi! I have been teaching math for over 20 years, the last 6 have been at Mount Vernon High School. I have 2 kids, a 12 year old and a 17 year old. I spend as much as my time as I can with my kids and we love to play games, especially escape rooms.**

**I am looking forward to learning about all of my students and having a wonderful school year!**

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## Curriculum Overview for Algebra 2

Students enrolled in Algebra 2 are assumed to have mastered those concepts outlined in the Algebra 1 standards. A thorough treatment of advanced algebraic concepts will be provided through the study of functions, equations, inequalities, systems of equations, polynomials, rational and radical equations, complex numbers, and sequences and series. Emphasis will be placed on practical applications and modeling throughout the course of study. Oral and written communication concerning the language of algebra, logic of procedures, and interpretation of results should also permeate the course.

These standards include a transformational approach to graphing functions. Transformational graphing uses translation, reflection, dilation, and rotation to generate a “family of functions” from a given “parent” function and builds a strong connection between algebraic and graphic representations of functions. Students will vary the coefficients and constants of an equation, observe the changes in the graph of the equation, and make generalizations that can be applied to many graphs.

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## **Recommended Supplies for Class**

**Paper**

**Writing utensil**

**Graphing Calculator**

**Please donate to classroom:**

**1 Pack paper, 1 pack pencils**

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## Procedures and Routines for the Classroom

I expect each student to act as the young adult they are and to follow the “Four P’s”

**1: Be PROMPT** – Be on time and ready to work. If an absence is unavoidable, make every attempt to do the lesson and the homework before returning to class. Poor attendance can adversely affect your grade.

**2: Be PREPARED** – Make sure you have all supplies for each day. Have your homework completed before class and be prepared to ask and answer questions regarding your homework or the lesson for the day.

**3: Be POLITE** –This means using appropriate language, treating others the way you want to be treated and respecting the property of your teacher, school and classmates.

**4: Be PRODUCTIVE** –Take notes, the purpose of notes is to guide you when you are doing your homework and to prepare you for the test/quiz. Ask questions and make corrections on your homework as we check them in class. Active participation will greatly increase your chance of getting good test/quiz scores.

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## Grading and Assessments

- **Tests 45 %** - Tests are cumulative assessments of understanding which can include all objectives to that point in the course. Tests are major assessments that can be given in the form of classroom administered or take home tests, classroom demonstration, or project.
- **Quizzes 30%** - Quizzes are on-going assessments to determine levels of understanding of currently addressed objectives. These are minor assessments that can be in the form of open and closed notes/book quizzes or online checks for understanding.
- **Other assessments 15%** - This can include notebook checks, group work, classwork, warm-ups, exit tickets or other objective mastery demonstrations.
- **Homework 10%** - Out of class practice that includes all problems assigned for skill attainment.

### Final Grade

The final grade will be calculated as follows:  $0.9$  (1<sup>st</sup> to 4<sup>th</sup> quarter grades) +  $0.1$  (final exam). Converting final grade to quality points when calculating a student's final course grade for all students is allowed at the teacher's discretion and is required to be considered when a student is in danger of failing the course.

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## Attendance

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### ATTENDANCE IS CRUCIAL: YOU CANNOT LEARN IF YOU ARE NOT IN CLASS...

- This class will be challenging. Come ready to learn everyday with appropriate assignments completed and required materials. Students absent from class will be required to access Schoology/Google Classroom to retrieve notes and other classroom materials. . If you are having difficulty, please come to office hours for extra help.



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