Preparing Students Today

For a Brighter Future Tomorrow

Mathematically Yours…

Mr. Morris' Algebra II Classroom Newsletter

VOLUME I, ISSUE I SEPTEMBER 19, 2009

EXPECTATIONS:

- **Students are expected to come prepared each day with pencil, paper, and textbook.**
- **Students are expected to be seated, ready to begin class when the bell rings.**
- **Students are expected to make an honest effort on any assigned problems.**
- **Students are expected to be respectful of their peers and themselves, with no exceptions.**

IMPORTANT DATES

Math Club	9/21
Guest Speaker from WFU	9/30
First Project Due	10/2
First Test	10/9
Progress Reports	10/14
Report Cards	10/30

Welcome to Mr. Morris' Algebra II Classroom

Hello! My name is Quinn Morris, and I will be your child's Algebra II teacher for the 2009-2010 school year. As we prepare to begin what I'm sure will be a productive and educational year, I wanted to take this opportunity to introduce myself.

I was born and raised in Troy, North Carolina, a rural town located approximately 60 miles south of Greensboro. I graduated from the N.C. School of Science and Mathematics in 2006, and went on from there to Wake Forest University, located in Winston-Salem, NC. At Wake Forest, I earned a Bachelor of Science in Mathematics, with a minor in Secondary Education.

In the education program at Wake Forest, I earned my teaching certificate for teaching secondary mathematics, with a strong emphasis placed on not only teaching the facts and methods of mathematics, but also teaching students how to think mathematically and use technology to help solve problems in the 21st century.

As an important part of my educational training, I was introduced to the National Educational Technology Standards for Students and Teachers (NETS*S & NETS*T), the North Carolina Professional Teaching Standards (NCPTS) and the 21st Century Skills Framework, all three of which profoundly influence the way I teach. Students leaving my classroom will be prepared for more than just next week's test.

Mr. Morris at Wake Forest

I encourage each and every one of you to contact me if you ever have any questions or concerns about your child's education. I hope you all have a wonderful year, and I look forward to talking to you soon.

Algebra II Course Overview

In accordance with the NC Standard Course of Study, there are a number of topics which we will cover this year.

We will begin with a week of review of material from algebra, where students will be broken up into groups, and asked to make a creative, multimedia presentation to the group on one review topic. The presentations will be recorded, and uploaded to my website, where students may access them at any time.

From there, we will move into a unit on computations with logarithms, complex numbers, and matrices, where we will make use of calculators and computer software to help with computations, in addition to standard methods by hand.

Once we have learned how

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Algebra II Course Overview

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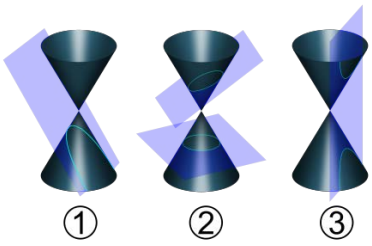
to do basic computations, we will then use these tools to model real-world phenomenon. During this second section of the course, students will be expected to use data from the internet, in conjunction with computer software, to model a real-world phenomenon with each of the different types of functions we will learn. Students will choose one of these models to create a website about, including their data, their methods, and a brief public service announcement which students will create using video cameras and Windows MovieMaker or PhotoStory3.

The final section of the course will deal with conic sections and their graphs, and we will rely heavily on The Geometer's Sketchpad software to help students visualize the different types of conic sections and how they relate to a cone of two sheets. Once we have completed the section, students will once again break into groups, with each group using Inspiration to create a graphic organizer describe all the properties of their assigned conic section. Students will then be able to share these for use as study aids before the unit assessment.



We will learn about conic sections such as parabolas (1), circles and ellipses (2), and hyperbolas (3).

All projects and assessments in this class are developed in order to help students become not only a proficient students, but more importantly, to help them become successful in whatever they choose to do later in life. The 21st Century Skills Framework, which has a link at the bottom of this page, are skills which students will acquire through their work in this class, whether through direct instruction or through discovery. While the mathematics the students will learn in this class is extremely important, equally as important is that students come out of this class prepared for their role in a 21st Century world.

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A School of Excellence in the Selma City-Johnston County School System

did you know...

That 12+3-4+5+67+8+9=100, and that there is at least one more representation with all 9 digits in order and math operations in between which equal 100?

WEB RESOURCES

Mr. Morris' Algebra II Site
www.scjcs.k12.nc.us/qamorris/alg2.html

N.C. Professional Teaching Standards
http://www.ncptsc.org/

21st Century Skills Framework
http://www.21stcenturyskills.org/

NC Standard Course of Study for Algebra II
http://www.ncpublicschools.org/curriculum/mathematics/scos/2003/9-12/49algebra2

NETS*S
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm