

Now that the first two weeks are behind us, we have a better view of how things are going and how best to move forward. Of course we have to expect both minor and major changes throughout the year, but at this point we can start settling into a rhythm. Below is how class will take place for the foreseeable future.

### In-Class Assignments

Each of these are submitted a page at a time as they are completed in class, and each is worth a total of 10 points per chapter. Answers are provided in class, so they are not graded on accuracy. Instead they are graded on completion, including showing work.

- **Classwork:** This covers each aspect of the chapter, in order from start to finish. We do each problem as a class, although some students have been working on it in advance and then checking their answers as we cover them in class, which is a great approach.
- **Practice Quizzes:** Each section has a practice quiz that previews exactly what will be on the real quiz, but with guided problems. Students work on them together in breakout rooms, and I help as much as I am able to get around to the different groups.
- **Chapter Review:** The review pulls together most of the conceptual and procedural details of the chapter. Students work on them in the same manner as practice quizzes. There are multiple versions, with different difficulty levels, so that students can self-select based on their comfort level with the chapter and goals for future math courses.

### Independent Assignments

These assignments are done outside of class and are graded on accuracy, although they can be retaken.

- **Quizzes:** There is a quiz for each section. These are very detailed in their expectations and are the primary means of tracking day-to-day progress and understanding. Students have a partner (who has a slightly different version of the quiz) and can use unlimited resources so long as they don't get assistance from anyone other than their partner. Each quiz is 10 points, and can be retaken once for full credit in office hours until the day before the test.
- **Online Quizzes:** There is a four-question multiple-choice quiz for each section. The questions cover definitions and concepts from the section. The online quizzes be retaken an unlimited number of times and provide hints for missed questions. Each online quiz is 4 points.

### Tests

Each chapter finishes with a test, which will be about once a month. Given how much the world has been changing from month to month, the format and value of each test will be determined on a chapter-by-chapter basis.

### Class Expectations

Basic expectations, such as respect and honesty, go without saying. Expectations that are specific to this class are shown below.

- **Don't fall through the cracks.** I have 111 Math 2 students, and I want every one of you to succeed. If you don't want to succeed, I can't force you, but you have to let me know by turning in blank assignments. You must turn in every assignment, even if it is blank, so I know you are not lost on what you are supposed to do. If you turn in an assignment blank, that's disappointing but it's your decision. But if you don't turn in an assignment at all, I don't know if it's because you truly don't care or if you are simply confused. When this happens, I will reach out to you and/or your parents as quickly as possible to get it resolved.
- **Let me get to know you.** It's hard enough to learn so many new names and faces normally. Seeing you only in little boxes in Zoom makes it very difficult, and not seeing you at all makes it impossible. Please keep your video on throughout class, and please speak up occasionally, even if it's only when called on or in breakout rooms. If you are experiencing difficulty with Zoom video, we can instead connect in a way that works for you, such as office hours.

I will continue to keep you posted as things evolve throughout the year.

Kindly,

Erik Wyner

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This is an interesting syllabus to write.

I've done much work over the summer to do my best to put together a positive and effective learning experience for this fall. I have confidence that it will be a worthwhile experience, although of course not to the same extent as in-person interactions. I've got lots of details worked out, but I can't say with certainty how they will play out or know what adjustments will be made. With this in mind, this is not so much of a syllabus as an introductory letter, with details to come as the first few weeks unfold.

Math 2 is the second year of our three-year integrated math sequence. It focuses on fundamentals in geometry and algebra, in preparation for Math 3 or Math 3 Honors and beyond. The language of mathematics is emphasized all year. The most important chapter is the first one, which seeks to establish a firm foundation of basic algebraic and numerical concepts that may have been learned before but not fully understood.

Most of what is covered in Math 2 is fairly straightforward and not overly conceptual. However, it is common for students to find math classes challenging, and Math 2 is no easier than Math 1. In most cases, this is due to difficulty with basic numeracy and algebra more than with the new material covered in Math 2. The first chapter in Math 2 specifically focuses on this. Students seeking help in Math 2, such as from a tutor, should make sure not to focus on new topics without first establishing solid foundations with numbers and basic algebra. Students who do have good numeracy and algebraic skills will find it easy to excel in Math 2 simply by taking time to carefully do assignments and study.

There are no required materials for the course. If at some point you feel confident you will want to take Honors Math 3 next year, I recommend investing in a TI-84+ graphing calculator, but for now you are fine using a cheap scientific calculator or Desmos for free.

Below are my promises to you. The first is especially for parents, and the others are for students.

#### Consistent Communication

I'll send a personalized email for each student at least once per chapter. I'll keep you informed as the start of the year unfolds, and I'll be easy to contact and quick to respond.

#### A Fair Shot For All

It doesn't matter how good of a student you were in the past. If you want to get better at math, I'll work with you to make it happen.

#### True Learning

I will provide opportunities as close as possible to a normal year of Math 2. All students will gain significantly, despite the conditions, and students who do well in a distance environment will achieve similarly to what they would have achieved in a normal year.

#### Keeping Things Honest

I won't create situations where it is easy to cheat compared to in a regular class. I never want you to be in a position where you feel like you have to consider compromising your own morals in order to keep up with other students who are cheating.

#### Student-Centered

You as a student make the decisions for your own learning. I will respect your choices to put in more effort or less effort when this is your clear intention, although I won't let you accidentally slip through the cracks.

I'm looking forward to the light at the end of this tunnel, and I'll do whatever I can to shine a light inside until we get there.

Kindly,

Erik Wyner