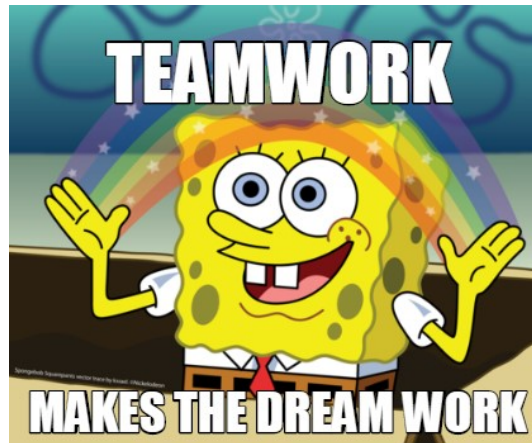# ALGEBRA 2
MRS. BAUGHER

Aug 16-7:32 AM

Agenda:

1. Find Groups
2. Remind 101
3. Google Classroom
4. Google Form
   Student Information Survey
5. Course Expectations
6. Unit #1 Day #1 Notes - Solving Review
7. Begin Homework Unit #1 Day #1

Aug 14-2:23 PM

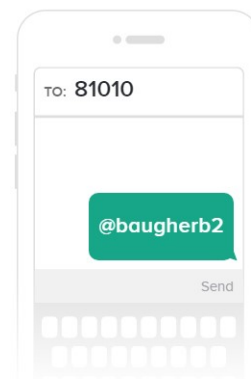**Find your teams!**

Aug 16-11:12 AM

Remind 101

Send a text to 81010

Block 2: @baugherb2

Block 3: @baugherb3

Block 4: @baugherb4

Aug 14-2:40 PM

Google Classroom

Algebra 2 - Fall 2019
Blocks 2, 3, 4

Stream   Classwork   People   Grades

Algebra 2 - Fall 2019
Blocks 2, 3, 4
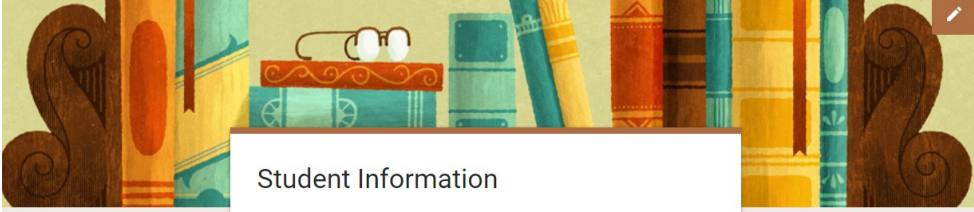Class code 6cbse5w

Select theme
photo

6cbse5w

Algebra 2 - Fall 2019   Blocks 2, 3, 4

Heather Baugher posted a new assignment: Interest Inventory
10:46 AM

Aug 13-11:09 AM

Student Information Survey

Please complete and submit using your Kenston email

Student Information

Student

Last Name

Your answer

First Name

Your answer

Block

Your answer

Kenston Email Address

Your answer

Aug 16-10:48 AM

Course Expectations

Course: Algebra 2
Instructor: Mrs. Heather Baugher
Email: heather.baugher@kenstonapps.org
Website: http://baugher.kenstonlocal.org/

Welcome to Algebra 2.

Course Goals:
Algebra is an extremely important field in the study of mathematics. Algebra is the framework for all higher level mathematics. It is extremely useful in nearly every aspect of life including, but not limited to, science, business, communications, engineering, computers, electronics, medicine, music, and biology. The Algebra II course curriculum follows Ohio's Learning Standards and has been aligned with the ACT and SAT required content. We will develop skills in reasoning, problem analysis and problem solving.
To be successful in this class, the most important thing you can do is come to class every day with a positive attitude. Stay on task during class and set aside time to do your homework every night. Enjoy the semester and be proud of the work you complete in this class.

Class Expectations:
All rules in the student handbook will be enforced. These rules foster a positive and safe learning environment. Mutual respect for every individual in the classroom, including your teacher, fellow students and substitute teachers is required every day. Additionally, all personal items including purses, bags, etc must be kept underneath desks. Only notebooks, calculators, and other class related materials will be permitted on desks.
I expect all students to respect themselves, their classmates, their instructor, and their environment. Furthermore, I expect students to be in the room and in their assigned seats when the bell rings. Class will begin promptly with the bell. As the entire class time will be used for instruction, personal business should be done either before or after school or between classes. On the rare occasion that a student must leave the room, they must sign out and carry a pass.

Materials: The following are required for students to bring to class daily.
- 3 Ring Notebook just for this class
- Loose-leaf paper
- Graph paper
- Pencil (Any assignment to be turned in must be completed in pencil.)
- Graphic Calculator: TI 84 Plus Silver or comparable

Grades: Grades will be determined using the scale in the school handbook. Grades will be calculated as follows:

Individual Assessments:	75%
Team Challenges:	12.5%
Coursework/Homework:	12.5%

Exam: There will be a pre-assessment, post-assessment, and a final exam in this class. Together they will make up your exam grade which counts as 20% of the final grade for the class.

Aug 16-10:05 AM

Homework:
Homework problems will be assigned daily usually on worksheets. Daily homework expectations are as follows:
1. Complete all problems showing all work.
2. Come to class ready to ask questions.

Occasionally there will be small quizzes to assess the students' understanding of the content covered in the homework.
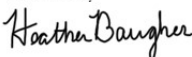
Makeup Policy:
Make-up work must be completed promptly but not during the class period. Students are responsible for getting their makeup class work, homework, and notes immediately by checking the make-up board. Tests and quizzes should be made up before or after school and by appointment in a timely manner.

Extra Help:
The success of each student in my classroom is my primary concern. As such, any student seeking extra help must only ask and we can certainly arrange something. I am available every Monday and Wednesday during homeroom, Thursday mornings (no appointment necessary) from 7:10 – 7:40, and after school by appointment. Please take the initiative to seek help before you fall behind on a topic.

Please feel free to contact me with any questions and/or concerns. I look forward to the upcoming semester.
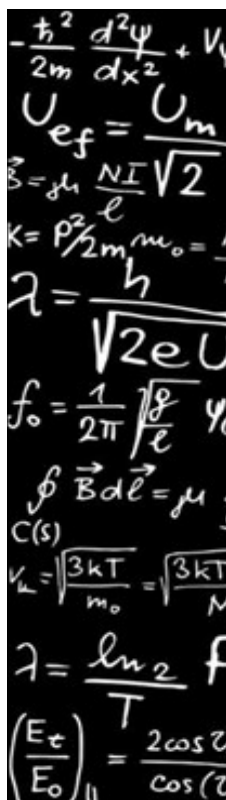
Best wishes,

Heather Baugher

Mrs. Heather Baugher
Kenston High School
Mathematics Department
heather.baugher@kenstonapps.org
http://baugher.kenstonlocal.org/

Parent Signature _____

Student Signature _____

Student's Printed Name _____

Aug 13-12:42 PM

Unit #1 Day #1
Solving Equations Review

Objectives:
- Students will be able to solve and check linear and quadratic equations by "undoing" (with and without fractions).
- Students will be able to solve and check absolute value equations.
- Students will be able to solve and graph absolute value inequalities.

A2 Unit 1 Day 1

Goal When Solving Equations

to get "x" alone

Process

$2x + 5 = 9$

← PEMDAS

Solving Equations

EX #1: $3x - 7(2x - 13) = 3(-2x + 9)$

$$3x - 14x + 91 = -6x + 27$$
$$-11x + 91 = -6x + 27$$
$$+11x \qquad\qquad +11x$$
$$91 = 5x + 27$$

$$\frac{64}{5} = \frac{5x}{5}$$

$$\boxed{x = \frac{64}{5}}$$

EX #1

EX #2: $\dfrac{6 \cdot \; 2x}{\cancel{10} \, 5} + \dfrac{3x \cdot 3}{10 \cdot 3} - \dfrac{5x \cdot 5}{6 \cdot 5} = 1 \cdot \dfrac{30}{30}$

$$12x + 9x - 25x = 30$$

$$\frac{-4x}{-4} = \frac{30}{-4}$$

$$\boxed{x = -\frac{15}{2}}$$

EX #2

6

EX #3: $36x^2 + 9 = 73$

$(\frac{4}{3})^2 = \frac{16}{9}$ $(-\frac{4}{3})^2 = \frac{16}{9}$

2 answers

PEMDAS

$\frac{32}{18}$ $\frac{16}{9}$

$\frac{36x^2}{36} = \frac{64}{36}$

$\sqrt{x^2} = \sqrt{\frac{16}{9}}$

$x = \pm\frac{4}{3}$

When you make a $\sqrt{}$ $\Rightarrow$ $\pm$

that wasn't there before

EX #3

EX #4: $2(6x + 4)^2 - 15 = 57$

PEMDAS

$\frac{2(6x+4)^2}{2} = \frac{72}{2}$

$\sqrt{(6x+4)^2} = \sqrt{36}$

$6x + 4 = \pm 6$

$6x + 4 = 6$

$\frac{6x}{6} = \frac{2}{6}$

$x = \frac{1}{3}$

$6x + 4 = -6$

$\frac{6x}{6} = \frac{-10}{6}$

$x = \frac{-5}{3}$

EX #4

EX #5: $$\frac{2\sqrt{x+4}}{2} = \frac{16}{2}$$

$$\sqrt{x+4}^2 = 8^2$$

$$x + 4 = 64$$

$$\boxed{x = 60} \checkmark$$

Check: (in original)

$$2\sqrt{60+4} = 16$$

$$\boxed{16 = 16 \checkmark}$$

EX #5

Solving Absolute Value Equations

make stuff positive
2 answers

Algebraic Definition:

$$|2| = 2$$

$$|-2| = 2$$

← jail

if $|x| = \#$, then

$$\boxed{x} = \# \quad or \quad \boxed{x} = \frac{-\#}{}$$

Absolute Values

8

EX #6: $3|4x - 1| - 5 = 10$

$$\frac{3|4x-1|}{3} = \frac{15}{3}$$

$$|4x-1| = 5$$

$4x-1 = 5$

$$\frac{4x}{4} = \frac{6}{4}$$

$\boxed{x = \frac{3}{2}}$

$3\left|4\left(\frac{3}{2}\right)-1\right|-5=10$

6

$10 = 10 \checkmark$

$4x-1 = -5$

$$\frac{4x}{4} = \frac{-4}{4}$$

$\boxed{x = -1}$

$3|4(-1)-1|-5=10$

$10 = 10 \checkmark$

EX #6

EX #7: $-3|2x - 8| + 4 = 10$

EX #7

EX #8: $|2x + 3| = \overset{+}{-}(3x + 2)$

$2x + 3 = 3x + 2$

$3 = x + 2$

$\boxed{x = 1}$

$|2(1) + 3| = 3(1) + 2$

$5 = 5 ✓$

$2x + 3 = -3x - 2$

$5x + 3 = -2$

$5x = -5$

$\cancel{x = -1}$

$|2(-1) + 3| = 3(-1) + 2$

$1 \neq -1$

8. $\underline{ x = 1 }$

Extraneous Solution(s):

when you plug it back in, it doesn't work.

EX #8

Homework:

- Unit #1 Day #1 worksheet
- Complete Learning Channels Inventory on classroom (due Monday)
- Complete Interest Inventory on classroom (due Monday)
- Signed parent letter

Homework