

MPUSD Secondary Course Syllabus for Integrated Math 2

Name of School/Year: **2018-2019**
Name of Course: **Integrated Math 2**
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Preparation Period/teacher availability for extra help or conferences: **by appointment**

Prerequisite courses/skills needed for this course: CCSSMath 8, Algebra 1, or Pre-Integrated Math 1

Key essential standards/skills to be mastered in course:

Number and Quantity

The Real Number System N-RN

Extend the properties of exponents to rational exponents.

1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

The Complex Number System N-CN

Perform arithmetic operations with complex numbers. [i 2 as highest power of i]

1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Use complex numbers in polynomial identities and equations. [Quadratics with real coefficients]

7. Solve quadratic equations with real coefficients that have complex solutions.
8. (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.
9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Algebra

Seeing Structure in Expressions A-SSE

Interpret the structure of expressions. [Quadratic and exponential]

1. Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1 + r)^n$ as the product of P and a factor not depending on P .
2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems. [Quadratic and exponential]

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. For example, the expression 1.15^t can be rewritten as $(1.151/12)^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Arithmetic with Polynomials and Rational Expressions A-APR

Perform arithmetic operations on polynomials. [Polynomials that simplify to quadratics]

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Creating Equations A-CED**Create equations that describe numbers or relationships.**

1. Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. CA
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. [Include formulas involving quadratic terms.]

Reasoning with Equations and Inequalities A-REI**Solve equations and inequalities in one variable. [Quadratics with real coefficients]**

4. Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula, and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Solve systems of equations. [Linear-quadratic systems]

7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

Functions Interpreting Functions F-IF**Interpret functions that arise in applications in terms of the context. [Quadratic]**

4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

Analyze functions using different representations. [Linear, exponential, quadratic, absolute value, step, piecewise-defined]

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, and $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.
9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Building Functions F-BF**Build a function that models a relationship between two quantities. [Quadratic and exponential]**

1. Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations.

Build new functions from existing functions. [Quadratic, absolute value]

- Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
- Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$.

Linear, Quadratic, and Exponential Models F-LE

Construct and compare linear, quadratic, and exponential models and solve problems. [Include quadratic.]

- Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

Interpret expressions for functions in terms of the situation they model.

- Apply quadratic functions to physical problems, such as the motion of an object under the force of gravity. CA

Trigonometric Functions F-TF

Prove and apply trigonometric identities.

- Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

Geometry Congruence G-CO Prove geometric theorems. [Focus on validity of underlying reasoning while using variety of ways of writing proofs.]

- Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
- Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
- Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Similarity, Right Triangles, and Trigonometry G-SRT

Understand similarity in terms of similarity transformations.

- Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
- Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
- Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.

Prove theorems involving similarity. [Focus on validity of underlying reasoning while using variety of formats.]

- Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
- Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles.

- Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
- Explain and use the relationship between the sine and cosine of complementary angles.
- Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
- Derive and use the trigonometric ratios for special right triangles (30° , 60° , 90° and 45° , 45° , 90°). CA

Circles G-C

Understand and apply theorems about circles.

- Prove that all circles are similar.
- Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
4. (+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles. [Radian introduced only as unit of measure]

5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. Convert between degrees and radians. CA

Expressing Geometric Properties with Equations G-GPE

Translate between the geometric description and the equation for a conic section.

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. Derive the equation of a parabola given a focus and directrix.

Use coordinates to prove simple geometric theorems algebraically.

4. Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$. [Include simple circle theorems.]
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

Geometric Measurement and Dimension G-GMD

Explain volume formulas and use them to solve problems.

1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
5. Know that the effect of a scale factor k greater than zero on length, area, and volume is to multiply each by k , k^2 , and k^3 , respectively; determine length, area and volume measures using scale factors. CA
6. Verify experimentally that in a triangle, angles opposite longer sides are larger, sides opposite larger angles are longer, and the sum of any two side lengths is greater than the remaining side length; apply these relationships to solve real-world and mathematical problems. CA

Statistics and Probability Conditional Probability and the Rules of Probability S-CP

Understand independence and conditional probability and use them to interpret data. [Link to data from simulations or experiments.]

1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
3. Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A , and the conditional probability of B given A is the same as the probability of B .
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.

Use the rules of probability to compute probabilities of compound events in a uniform probability model.

6. Find the conditional probability of A given B as the fraction of B 's outcomes that also belong to A , and interpret the answer in terms of the model.
7. Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.
8. (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Using Probability to Make Decisions S-MD

Use probability to evaluate outcomes of decisions. [Introductory; apply counting rules.]

- 6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
- 7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Major Assignments /Examinations-schedule:

- A. NWEA Map test
- B. Unit Assessments or Chapter Tests or Pre test/Postest
- C. Quizzes
- D. Quarterly Group Projects and Presentations or Individual Mini - Lesson Project
- E. Pair Share and Group Tasks on assigned topics/ problems/ lessons
- F. Daily Warm-ups (computer –based , paper or pencil , white board activity, independent activity) and homework check ups
- G. Substitute teacher assigned activity / worktime

District Grading Policy: (BP/AR #5121)

Grades serve a valuable instructional purpose by helping students and parents/guardians identify the student’s areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student’s achievement. Teachers shall evaluate a student’s work in relation to standards, which apply to all students at his/her grade level and provide appropriate accommodations and modifications to insure students have access to the course content and standards in which the grade is based upon. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom. Grades should be based on impartial, consistent observation of the quality of the student’s work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests, and portfolios.

Classroom Grading Policy:

Letter Grade Equivalent

<p>Work time/Homework %</p> <p>Major Project/Presentation%</p> <p>Notebook/Portfolio%</p> <p>Quizzes/Formative Task.....%</p> <p>Chapter Test %</p> <p>Final Test.....%</p> <p>Group Tasks %</p>	<p>A = Advanced, more complex learning goal (90-100%), 4.0 grade point</p> <p>B = Proficient, target learning learning goal (80-89%), 3.0 grade point</p> <p>C = Basic, Partial success (2.0 grade point (70-79%),</p>
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Total..... 100%

**D = Below Basic, With help partial
success (60%-69%), 1.0 grade point
F = Far below Basic (0-59%), 0 grade point**

District Homework Policy:

Homework reinforces classroom learning and expands upon the classroom experiences and for grading purposes is supplemental in terms of evaluating students' mastery of course content standards.

Classroom Homework Policy:

Homework will be recorded by the teacher daily on his homework chart. So if you are absent and you come the following day, make sure you go to the "Missing Homework" corner to write down the homework you missed, or have your parents request any missing assignments by calling the office. Show your work in all of the given questions. Homework is given daily, during the weekends and holidays between 6-36 items a day. In order that you will not be overwhelmed on doing it, you can begin working on it during my transition time which is after you finished the warm-up or word bank and while the teacher is still checking the previous homework. Every item in your homework will be checked and it will be recorded in my grade book. "NO WORK, NO GAIN."

Transition Activity Policy when you already finished one activity:

1. Pass your homework.
2. Copy the date, lesson, and homework in your notebook.
3. Answer the warm-up.
4. Copy the new vocabulary in your notebook that can be found in the word bank chart. Look at the definition in your book to know the meaning of the new words.
5. Review the previous lessons and preview the new lessons to be ready in class.
6. Start working in your homework.
7. Update your participation points, chapter test scores, quizzes and homework in your notebook
8. Complete your reflection about the finished lesson.
9. Fix your portfolios in order (sequence: homework, mini quiz, chapter test, and other papers)
10. You can only do extra credit activity when you finished all the 9 transition activities as mentioned above.

Be quiet when you are doing your transition activity. Give others the opportunity to finish their warm-up, test or quiz, or group tasks.

District Attendance/Make-up work Policy:

State Law requires all students to attend school daily. (EC Code 48205, BP# 5113/ AR #5113). Excused absences include: illness or medical appointment. Students with excused or unexcused absences can make up work missed; the amount of time given will be equivalent to the number of days missed. Parents may request to pick up work missed if a student has been absent for at least two (2) days. Work will be available after 2:00 p.m. on the day following the request. Students who cut class do not have to be given the opportunity to make up work missed during the class period they missed.

Classroom Attendance/Make-up work Policy:

• Attendance – is important since most of your learning will take place in the classroom setting. If you are absent, it is your **RESPONSIBILITY** to obtain any missing notes, handouts, and homework or class work. The teacher is ready to help you at all times but you have to be accountable in monitoring your progress in class. So take the initiative to ask the

teacher for any missing work that you need to complete and avoid blaming your failure to other individuals.

So if you are absent in class from the previous day and you come to class the following day, raise your hand and ask the teacher for make-up work. Deadline for the completed work will be on the following day since the time you are present in class.

▲ **Unexcused Tardy** - It is considered LATE if there are “No slip passes” from the office or from any teacher who hold you during my class period.

▲ **Not sitting on assigned seats when the second bell rings** is considered late even though you are already inside the classroom. Everybody is expected to be in their own proper places copying the date, lesson, and homework and answer the warm-up.

District/School Discipline Policy:

While on campus, students will follow all school rules, show respect for all adults, fellow students, and both personal and school property. In addition, students will comply with the established guidelines of the Monterey Peninsula Unified School District student dress code. A progressive discipline process is followed. As students continue violating school rules, consequences for student actions become more severe. Classroom suspension and possible removal from school will result when students engage in infractions that are outlined in Education Code related to Progressive Discipline Grounds For Suspension or Expulsion According to Education Code 48900, (BP# 5144).

Classroom Rules/Expectations and Consequences:

Classroom rules/expectations and consequences are established to guide you in your learning. Procedures and other classroom rituals are outlined for entering and leaving the classroom as well as for ALL activities that will take place in the classroom.

Rules:

- ▲ Be respectful, kind, and courteous to your teacher and each other.
- ▲ Be in your seat when the second bell rings, ready to work. Stay focused on tasks at hand.
- ▲ Stay seated during class unless you've asked permission to be up.
- ▲ Have class materials organized and ready.
- ▲ No food, no gum, no drinks, no hats, no hoods, and no electronics in class.
- ▲ One person speaks at a time.
- ▲ Raise your hand when you have a question, and wait to be called on.
- ▲ Use appropriate language in class.
- ▲ Take care of bathroom breaks before class starts, not during class.
- ▲ Avoid distracting behaviors.
- ▲ Obey all school rules.

You will be expected to develop and use problems-solving strategies, conduct mathematical investigations and apply writing skills in mathematics.

Being a successful learner you will take RESPONSIBILITY. I am here to help you to become organize in your mathematical thinking. It is important that you are prepared for class everyday. Here are the following requirements you need throughout the course as we work on various math concepts:

EXPECTATIONS: Come to class prepared with these materials.

- Notebook - has two components, **Part 1** includes date, lesson, homework, lecture notes, group work activities, exercises/extra examples, and reflection and these should all be written at the beginning pages and **Part 2** is for your participation points, chapter tests, mini quizzes scores, lists of daily homework and word bank should be written in the last pages of your notebook to the middle part of your notebook. Every time you finish a lesson, you are expected to write your reflection about the lesson that we just finished. Look at the calendar on the board when the notebook needs to be turned in. This is 10% of your overall grade.
- Sharpened Pencils with eraser (at least 3)

- Dry erase marker (any color) with erasers
- Highlighters/ colored pencils
- Binder paper

You must have your own materials. Borrowing from classmates or the teacher is unacceptable. **BE PREPARED** and **BE ACCOUNTABLE** of your belongings. Avoid accusing others about the lost of any of your materials. So keep your eyes on your materials.

► **MONTHLY MONITORS** – are assigned to you to maximize participation in class. You have to help keep our classroom more orderly and productive. Respect, courtesy, obedience and good leadership are necessary to make the monitor system work and to prepare you for your adult life.

► **CLASS PAPERS FOR SUBMISSION:**

- Papers must be done neatly in legible handwriting.
- All papers must have proper headings (full name, subject-period, full date, assignment).
- Daily assignments and homework .
- Homework assignments are due at the very beginning of the class period.
- Papers turned in at the end of the period or the next day is considered late.
- Late work will only be accepted for excused absences.

► **TUTORIAL:** is a student support to help you fully understand the mathematical concepts or standards that you do not understand. Any student who is recommended by the teacher to attend this program should attend the class after school. The basis of attending are as follows: those who do not meet any progress in the NWEA test, a grade of C in class or below ; or your performance level is going down from A to a C or below or you really don't get the lesson; or your parent recommended you to be in this program. You will receive a tutorial invitation letter to inform your parents about your status in class You will bring the form home for your parents to sign and return the form the following day. If you fail to return the paper on time without a valid reason you will be in detention. If you will be absent in the tutorial your parent should have a written excuse letter signed by them. If you have no written excuse letter, the teacher will call your parents home to let them know that you are absent in the after school tutorial . But you have to cover the time you missed by attending my tutorial during recess or lunch break . The schedule for tutorial will be announced to you later. On the other hand, if after my class hours and you did not get the lesson, you will be coming to a break or lunch tutorials to make sure you understand the lesson before you go home.

► **PORTFOLIO:** Every student in this course should have a portfolio. The teacher will be the one to provide you the folder every quarter. You are expected to put all your homework, mini quizzes, chapter tests, class work packets, course syllabus, small projects, participation points, or any miscellaneous work in the portfolio. Like the notebook , this is 10% of your overall grade, so you should learn how to organize all the things we do in class.

► **PARTICIPATION POINTS:** is your extra credit point that will be merged to your mini quiz scores or homework at the end of the quarter. You must be responsible in tallying all your points that you are getting from the warm-up, oral recitations, substitute work time or class work, and any other points that the teacher gives you. Be honest and responsible in putting your points. The teacher knows what you are doing so you better be truthful in dealing with your own transactions. **BUILD YOUR TRUST** to your teacher and to everybody around you. Participation points will be turned in every quarter. The date of submission is the same day as you turn in your portfolio.

► **MAJOR PROJECT /PRESENTATION:** is a quarterly group activity. The teacher will be the one to assign your groups. The topics will be draw lots and each group leader will cast lots. Once you know the topic you have to make a poster with a format (Lesson number and title of the lesson, goal, word bank, examples, summary and conclusion). Each

group member should provide the materials. You are not suppose to ask the teacher for any material you need. You are **RESPONSIBLE** to take the project seriously. Posters should be done in one period. You will all do the work in class. After making the poster, you will explain your work in front of the class. After which, the teacher will ask each group member a question to be answered. Your grade will be based on the following criteria: content (25%), teamwork (25%), presentation (25%) , and poster (25%). The group secretary should write down what each member of her/his group brings, what example they do, what else they do in making the poster. This is 10% of your overall grade.

The other project is a three -day mini lesson booklet. This is an individual project and the unit that you will do is by draw lots also. You are responsible to bring your own paper, markers to write down your lessons, and a transparent folder to see your front cover with the title. Each topic in the chapter should have at least three to five sentences introduction. Example should have a minimum of 3 to a maximum of five examples with at least one word problem for each lesson. In the end of the unit, you have to make your own unit test with answers on the next page of your Unit test.

► **GROUP TASKS** : will be assigned by the teacher on a daily , twice a week, or on a weekly basis. This is part of your classroom routine that all students should participate. **NO ONE IS EXCUSED** to work with partners or small group. Expect that your seating arrangement will be changed anytime to avoid familiarization among the group members that may cause you to be ineffective and unproductive during the group discussions. The teacher will give you the problems to work on and discuss among your selves. During this tasks you can only ask some clarification from the teacher but she will only guide you to elaborate your discussions and think critically on the problems you are working on. You will be assigned between two to four people in a group. Each group member has a role to do such as: (1) facilitator; (2) recorder/secretary; (3) reporter; (4) timer or any combinations of these roles. In the end of the discussion you will present your work to the class and have the class to constructively criticize your work. Use sentence frames in your summary and use effective and academic language during discussions. Avoid teasing or bullying and using inappropriate language. The group tasks is graded based on your teamwork, using academic language, sharing and thinking independently, presentations, and writing a summary. First you will be given the time to read the problem yourself; then you will have a your independent thinking time; and finally the teacher will put you into groups for discussion, presentation and making a summary.

► **POSITIVE REWARDS**: Praise and appropriate special privileges.

CONSEQUENCES: Discipline consequences may occur in one day as follows:

● **Warning is only given once** and this is automatically a classroom detention for 10 minutes during morning break, lunch break, or after school. While in detention you are expected to first write your apology letter for disrupting the class, clean up the classroom, and the teacher will call your parent about the infraction. If all these things are already addressed and you repeat the same disruption or other kind of disruption in another occasion then the teacher will refer you to the office for detention.

On the other hand, if the teacher tell you to stay for detention and you did not come, you will double the number of detentions you missed and the teacher will call your parents and if this is continuous a referral will be served for defiance or suspension in my class. If on the same class period you continuously disrupts the class you will be sent to the office immediately and will not come back to class until the next day. The teacher will call your parent about your infraction. The number of detention days depend on the degree of infraction you committed.

● **A student can have a classroom detention on the following grounds**: any class disruption that hinders any individual in the classroom to learn or to teach, no homework, did not do or finish the work time, project, not copying the important key points in the lesson as instructed, no classroom materials, or did not get the lesson (teacher will tutor him/her during break time). Thus, a **NO BREAK TIME POLICY** will be implemented for any classroom activity you fail to accomplish during the class period including inappropriate behavior.

● **For severe or repeated misbehavior** = Immediate referral to the office
= Referral followed by Class suspension (maximum of 2 days)

= SST/Parent-teacher-student Conference
 = Suspended from school
 = transfer to a Community Day School

Academic Honesty:

Students need to prove to themselves that they can do successful work as a result of their own efforts. Cheating, lying, and/or plagiarizing could result in disciplinary actions and/or implications that may impact the grade for the course.

Causes for academic dishonesty are complex and is best addressed by counseling and parental involvement. Teachers will establish a classroom policy consistent with research-based best practices.

Classroom Policy:

Any effort of dishonesty (for both students) will result to a “NO CREDIT POINT” to any work you have turned in. In addition this is automatically be referred to the office. The teacher will address this infraction to your parents by calling them.

Return this portion to your classroom teacher.

Please provide some information about your learning needs so I can be sure to support you in having a successful school year in my class.

1. What way to you prefer to learn new information? **Circle all that apply:** Read it, write it down, listen to it, watch a demonstration or see a picture, or act it out.
2. If you need extra help with classroom or homework, what works best for you?
3. Do you have a computer or access to a computer to do work?
4. Do you have access to the internet to look up website resources?
5. Do you have a quiet place to do your homework or study each afternoon or evening?

Other information about you that might help me to support you in my class:

I have received a copy of the course syllabus for **Integrated Math 2** course that includes the standards/skills to be mastered, the method of assessment and evaluation along with the classroom grading policy. In addition, I understand the rules/expectations and consequences for the class.

Student Name: _____ Class Period: _____

Student Signature: _____ Date: _____

Parents/Guardians,

How do you prefer to be contacted?

Please rank order preferences on the left and fill in contact information on the right:

____ Cell Phone (____) _____

____ E-mail _____@_____

____ Home Phone (____) _____

____ Other (please indicate) _____

Do you prefer correspondence in English or Spanish? Check one. _____ English _____ Spanish

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____