



Thornton High School 9351 North Washington & Thornton, CO 80229
Office: (720) 972-4800 & Fax: (720) 972-4999
<http://www.thorntonh.adams12.org>

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School Year	2017-2018	Teacher Name	Leticia Burch
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Email Address	Leticia.Burch@adams12.org	Off hours	2 nd and 4 th hour

Course Name	Contemporary Math 1		
Course Description	<p>CMIC 1 begins the integrated development of high school mathematics. Students will develop the ability to recognize and describe important patterns that relate quantitative variables, visual relationships and statistical relationships; to use data tables, graphs, words and symbols to represent these relationships; and to use reasoning and calculating tools to answer questions and solve problems. Focused units of study include: variables and functions, algebraic expressions and recurrence relations; coordinate graphing, data tables and spreadsheets; equations and inequalities. Other topics include distributions of data, dot plots, histograms, and box plots; measures of center and their properties and measures of variability. Linear functions, slope of line, rate of change, data patterns, solving linear equations and inequalities, and equivalent linear expressions are included. The concepts of exponential growth and decay functions, data modeling, growth and decay rates, half-life and doubling time, compound interest, and properties of exponents will be developed. In the math standard of Shape and Geometric Relationships, students will cover triangle inequality, congruence conditions, special quadrilaterals, Pythagorean Theorem, properties of polygons, and properties of polyhedral and Platonic solids. The math standard of Patterns, Functions, and Algebraic Relationships continues with quadratic functions and their graphs, applications to projectile motion and economic problems, expanding and factoring quadratic expressions, and solving quadratic equations. The math standard of Statistics and Probability is explored including sample spaces, equally-likely outcomes, probability distributions, mutually exclusive events, Addition Rule, simulation, random digits, discrete and continuous random variable, Law of Large Numbers, and geometric probability</p>		
Unit of Study	Grade Level Expectations/Content Standards	Approximate Time Spent or Percent of time Spent	Targeted Date of Assessment
Unit 2 – Patterns In Data	Students will understand that data sets can be represented with a variety of plots which show distributions. (Standards 1.2, 3.1, 4.5)	5 weeks	Quarter 1
Unit 3 – Linear Functions	Students will understand that linear functions can be represented a variety of ways. (Standards 1.2, 2.1, 2.2, 2.3)	6 weeks	Quarter 1 & 2
Unit 5 Exponential Functions	Students will understand the connections between the multiple representations (table, graph, rule, situation, etc.) of exponential functions. (Standards 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1)	5 weeks	Quarter 2 & 3



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Unit 8 - Patterns in Chance (Probability Unit)	Students will understand that probabilities can be calculated experimentally and theoretically. (Standards 1.2, 3.1, 3.3)	3 weeks	Quarter 3
Unit 6 - Patterns in Shape	Students will understand that shapes have common properties which can be used to solve problems. (Standards 3.1, 3.3, 4.1, 4.2, 4.4, 4.5)	6 weeks	Quarter 3 & 4
Unit 7 - Quadratic Functions	Students will understand that quadratic functions can be used to model real-world situations. (Standards 1.2, 2.1, 2.3, 3.1, 4.4)	6 weeks	Quarter 4

Grading Scale		Grade Percentages/Weights	
A	90-100	Summative Assessments & Projects	80%
B	80-89	Formative Assessments & Projects	20%
C	70-79		
D	60-69	*Weekly progress grades are posted at	
F	59 or below	https://ic.adams12.org/campus/portal/adams12.isp	

General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on teacher/district/state rubrics.
- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of Content Standards and Grade Level Expectations.

Class Expectations

Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.

- First and second semester final exams **ARE NOT** eligible for retake.
- A student is allowed to retake any summative assessment up to ten (school) days after the original summative assessment has been graded and communicated to the student. After the ten days, the eligibility for retake will expire unless prior arrangements have been made with the teacher.
- All retakes will be for full credit.
- For retakes, the student will attend a tutoring session either during lunch or after school, study/redo classwork, then may retake summative.

Student Expectations

The following expectations/policies describe what we expect from you.

Attending Skills

- We will focus on the following attending skills
1. BEING IN THE MOMENT 2. APPROPRIATE BODY LANGUAGE 3. APPROPRIATE EYE



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4. APPROPRIATE FEEDBACK 5. QUESTIONS TO CLARIFY OR VALIDATE

Behavior Policy

- Each student is expected to behave **appropriately and respectfully** to the teacher **and** other students
- Each student is expected to follow the **6 P's** in the classroom: participate, polite, positive mental attitude, prepared, produce, prompt.
- Each day student will be allowed **3 redirects** from the teacher based on attending skills.
- If behavior continues after the 3 redirects, student will be required to leave the classroom and fill out a **Problem Solution Sheet**.

Tardy Policy

- If you are late, you are to enter class in an appropriate manner, take your assigned seat, and participate.
- Excessive tardiness will result in parent notification, working lunch, In-School Suspension and/or referral to dean. If late more than 10 minutes, student will be marked absent.

ID Policy

- **THS expect all students to have their ID's on their person at all times during the school day.**

Electronics Policy

- Cell phones (and earbuds) must be **off and out of sight** during class.
- If cell phone is heard or seen, it will be taken away from student.

Consequences:

The typical progression of consequences for violations as described in the policy includes:

1st offense: The device should be confiscated and the parent should be notified. The device may be released to the student after the student review and signs the policy.

2nd offense: the device should be confiscated and the parent should be notified. The device may be released only to the parent after the parent reviews and signs the policy.

3rd or more offenses: Such offenses are considered disruptive behavior and should result in a minimum of one day of suspension to be served in or out of school at the discretion of administration. Subsequent violations may result in increasing suspensions of up to (3) days.

Classroom Materials Policy

We expect you to bring the appropriate materials to class everyday (folder or binder, pencil, paper, reading book, etc.). It is not the teacher's responsibility to provide these items for you.

GET HELP WHEN NEEDED! Do not wait till the last minute to get help! Be a Self-Starter. Be prepared to learn when you come to class. You should have your homework completed and have questions prepared for discussion. Be Involved. In order to learn mathematics, you must do mathematics.