



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

School Year	2017-2018	Teacher Name	Mr. Cagaanan
Office	Room 518	Contact Information	dorian.cagaanan@adams12.org
Office Phone	(720) 972-4957		

Course Name	CMIC 2		
Course Description	<p><i>CMIC 2 continues by reviewing and extending students' abilities to recognize, describe, and use function relationships among quantitative variables, with an emphasis on relationships that involve two or more variables. Students will also work on strengthening their understanding of coordinate methods for representing properties of geometric shapes and describing geometric change. In the unit of regression and students will work on understanding the characteristics and interpretation of the least square regression and the use of correlation to measure the strength of linear association between two variables. Within the unit of Patterns, Functions, and Algebraic Methods students will be introduced to function notation, constructing functions that model parabolic shapes and other quadratic relationships with more emphasis on symbolic reasoning methods and introducing common logarithms and algebraic methods for solving exponential equations. Trigonometric methods will develop student understanding of trigonometric functions and the use of trigonometric methods to solve triangulation and indirect measurement problems. Final units in Course will increase students' abilities to understand and visualize situations involving chance by using simulation and mathematical analysis to construct probability distributions.</i></p> <p><i>Integrated Math courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The multi-period sequence of Integrated Math replaces the traditional Algebra I, Geometry, Algebra II sequence of courses, and usually covers the following topics during a three- or four-year sequence: algebra, functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, discrete mathematics, the conceptual underpinnings of calculus, and mathematical structure.</i></p>		
Unit of Study	Approximate Timeline of Unit	Primary Text(s) with Descriptions from Amazon.com and notation of mature content	Text(s) support students with the following assessments:
Unit 1 – Functions, Equations, and Systems	Quarter 1	Students will understand algebraic thinking and problem solving of functions and equations involving several independent variables as well as systems of linear equations with two variables. (Standards 1.2, 2.1, 2.3, 2.4)	6-7 weeks
Unit 3 – Coordinate Methods	Quarter 2	Students will understand that coordinate methods are used to represent polygons and circles as well as transformations of polygons. (Standards 2.4, 3.1, 4.1, 4.2, 4.3, 4.5)	4-5 weeks
Unit 7 -Trigonometric Methods	Quarter 2 and Quarter 3	<u><i>Students will understand that trigonometric ratios for right triangles, Law of Sines, and Law of Cosines will support their understandings of functions and their interrelationships. (Standards 1.2, 2.2, 2.3, 2.4, 3.1, 3.3, 4.2, 4.5)</i></u>	5-6 weeks
Unit 8 – Probability	Quarter 3	Students will understand that the important properties of the Addition Rule, Multiplication Rule, and Law of Large Numbers will help them make connections	3-4 weeks



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		around probability. (Standards 3.1, 3.2, 3.3)	
Unit 5 – Nonlinear Functions and Equations	Quarter 4	<ul style="list-style-type: none"> Write a polynomial function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. Perform arithmetic operations on polynomials and rational expressions. 	6-7 weeks
Unit 4 – Regression and Correlation (if time)	Quarter 4	<ul style="list-style-type: none"> <u>Understand and apply theorems about circles.</u> <u>Model periodic phenomena with trigonometric functions.</u> 	3-4 weeks

For additional information regarding primary texts in alignment with Superintendent Policy 6230, the links below are intended to provide families with multiple perspectives

(The opinions and views expressed at or through these websites are the opinions of the designated authors and do not necessarily reflect the opinions or views of the classroom teacher.)

- Amazon book reviews: www.amazon.com
- Goodreads: www.goodreads.com
- Common Sense Media: www.common Sense Media.org
- Kirkus Reviews: <https://www.kirkusreviews.com>
- Thriving Family--A Focus on the Family publication: www.thrivingfamily.com/family/Media.aspx

	Grading Scale		Grade Percentages/Weights	
A	8	100	Summative Assessments & Projects	80%
A	7	94		
B	6	88	Formative Assessments & Projects	20%
B	5	82		
C	4	76		
C	3	70		
D	2	64	*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp	
D	1	58		
F	0	59 or below		

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. **Modified rubrics may be used in Voyager English classes.*
- 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. *Grades will be based on Instructional level in Voyager English classes.*

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.

CLASSROOM MATERIALS POLICY



The following supplies are highly recommended for Math courses. This is not a fully inclusive list, just suggestions of important materials.

- **Spiral/Composition notebook** or a **3-ring binder** (Students will be responsible for staying organized and keeping track of all class handouts, assignments, assessments, etc.)
- **Folder(s)** for handouts etc.
- Blue or black ink pens and pencils

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

TARDY POLICY

Three or more tardies in a week will result in a lunch detention (core classes)

ELECTRONICS POLICY

- Will adhere to the THS cell phone policy:
- No electronic devices, ear phones, etc. If we **see or hear** the cell phone we will **take it** from you and you will have to retrieve it from the administration. The following matrix will be followed:
 - 1st offense – teacher takes it and gives to administration for the day
 - 2nd offense – teacher takes it and parents have to come and retrieve it from administration at the end of the day
 - 3rd offense – consequences will follow from administration
- You may listen to music or use the phone **only with teacher's permission**,

PLAGIARISM

In academic writing, it is important to acknowledge when you bring other people's words or ideas into your writing. Plagiarism includes:

- Failing to use citations for quotations and borrowed ideas;
- Failing to use quotation marks around borrowed language; and
- Failing to put summaries and paraphrases into your own words.

Another extreme form of plagiarism is **to have someone else do assignments for you** or to **copy someone else's paper** and turn it in as your own. If a teacher believes that a **part or all** of an assignment has been plagiarized, the teacher will discuss it with the student. If the assignment is shown to have been plagiarized, the student will receive an automatic failing grade on the assignment without the ability to retake.

Plagiarism may also result in disciplinary action. If you are unsure at any time about plagiarism in your paper, see your teacher before turning it in. Remember that you are responsible for knowing and following these standards.

Student Expectations

GUIDELINES FOR SUCCESS

- Be on time.
- Come ready and prepared to learn.
- Respect your rights and the rights of others.
- Work at learning.

Ask for help when you need it.

I, _____, have read and I understand the expectations

Please print student's name
 and course syllabus for the 2017-2018 school year.

Student Signature: _____ Date: _____

I, _____, have read and I understand the expectations and course

Please print parent's name
 syllabus for my son/daughter the 2017-2018 school year.



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Parent Signature: _____ Date: _____

Best Contact Phone Number:

Best Contact Email:
