



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 | Mr. Cagaanan |
| Office | Room 518 | Contact Information | dorian.cagaanan@adams12.org |
| Office Phone | (720) 972-4957 | | |

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| Course Name | CMIC 3 |
| Course Description | <p><i>CMIC 3 continues the integrated development of high school mathematics along the interwoven strands of algebra, functions, geometry, trigonometry, statistics and probability. Focused units of study connect these strands through an emphasis on reasoning and proof in geometric, algebraic, and statistical contexts and of basic principles that underlie those reasoning strategies. Inequalities and linear programming will extend students' ability to reason both algebraically and graphically with topics that include inequalities in one and two variables including absolute value and quadratic inequalities. Students will extend their understanding to similarity and congruence and use those relations to solve problems and to prove geometric assertion with and without the use of coordinates. Students will work on developing an understanding of the measurement of variability including normal distribution, standardized scores and binomial distributions. Polynomial and rational functions will extend students' abilities to represent and draw inferences using symbolic expressions and manipulations. The last units of study for this course will focus upon circles and circular functions, recursion and iteration, and finally inverse functions with a focus on logarithmic functions and their use in modeling and analyzing problem situations and data patterns.</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: | Targeted Date of Assessment |
|----------------------|-------------------------------------|---|---|------------------------------------|
| Unit 1: | Semester 1 | <ul style="list-style-type: none"> · Concepts of congruence are foundational to geometry and its applications · Make inferences and justify conclusions from sample surveys, experiments and observational studies. | 23 day | Sept. 23 rd |
| Unit 2: | Semester 1 | <ul style="list-style-type: none"> · Solve inequalities in one variable. · Represent constraints by equations or inequalities, and by systems of equations or inequalities and interpret the solutions as viable or non-viable options in a modeling context. | 17 days | Oct. 16 th |
| Unit 3: | Semester 1 | <p><u>· Concepts of congruence are foundational to geometry</u></p> | 25 days | Nov. 21 st |



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| | | <u><i>and its applications.</i></u> <u><i>• Concepts of similarity are foundational to geometry and its applications.</i></u> | | |
| Unit 4: | Semester 1 | • Summarize, represent and interpret data on a single count or measurable variable. | 12 days | Dec. 13 th |
| Unit 5: | Semester 2 | • 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. | 27 days | Feb. 12 th |
| Unit 6: | Semester 2 | • <u><i>Understand and apply theorems about circles.</i></u> • <u><i>Model periodic phenomena with trigonometric functions.</i></u> | 21 days | Mar. 17 st |
| Unit 7: | Semester 2 | • <u><i>Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations and translate between the two forms.</i></u> | 21 days | Apr. 23 rd |
| Unit 8: | Semester 2 | • <u><i>Find Inverse functions.</i></u> | 18 days | May 19 th |

Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.

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% |



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|----------|----------|-------------|---|
| B | 5 | 82 | *Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp |
| C | 4 | 76 | |
| C | 3 | 70 | |
| D | 2 | 64 | |
| 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.



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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.

Parent Signature: _____ Date: _____

Best Contact Phone Number:

Best Contact Email:
