



Thornton High School
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School Year	2017-2018	Teacher Name	Peter Chapman
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Phone	720-972-4904	Office Hours	Students can see me for help/questions at lunch or after school or 7 th period(with teacher permission)
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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 spread sheets; 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 on Unit	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
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		On group projects, students will receive a grade for individual work and a group grade	
A	90-100	Summative Assessments & Projects	80%		
B	80-89	Formative Assessments & Projects	20%	Individual Grade	80%
C	70-79			Group Grade	20%
D	60-69	*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp		Grades are based on achievement of Content Standards and Grade Level Expectations.	
F	59 or below				



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 10 (school) days after the original summative assessment has been graded and communicated to the student. After the 10 days, the eligibility for retake will expire unless prior arrangements have been made with the teacher.

All retakes will be for full credit.

On the first retake, the student does not need to provide evidence of learning. Any subsequent retake during the 10-day period will require a body of evidence of learning as determined by the teacher. The teacher must allow a reasonable period of time for student completion of the body of evidence.

Homework will come in the form of unfinished classwork. If classwork is not finished, you have homework.

Student Expectations

Phoenix CORE EXPECTATIONS

The following expectations/policies describe the expectations that should be followed in all classes in the house.

Attending Skills

We will focus on the following attending skills

- 1. BEING IN THE MOMENT** **2. APPROPRIATE BODY LANGUAGE** **3. APPROPRIATE EYE CONTACT**
- 4. APPROPRIATE FEEDBACK** **5. QUESTIONS TO CLARIFY OR VALIDATE**

The 6 “P’s” of the Discovery Model

The 6 P’s should guide student behaviors and interactions

- 1. Prompt** **2. Prepared** **3. Polite** **4. Positive Mental Attitude** **5. Participate** **6. Produce**

Behavior Policy

Each student is expected to behave **appropriately and respectfully** to the teacher **and** other students.

Each day you will be allowed **3 redirects** from the teacher based on your attending skills.

If the behavior continues after you will need to **go see your 7th hour House Phoenix teacher** and fill out a **Problem Solution Sheet**.

Once the sheet has been filled out **you** need to have a **discussion** with the teacher and **have her sign** the Problem Solution Sheet.

Students will not be able to re-enter the classroom until the form has been filled out and signed, and a discussion between the teacher and student has taken place.

If a student gets more than 2 Problem Solution Sheets a week, s/he will be referred to the Dean.

Tardy Policy

Each teacher will record tardiness daily. If you are late, you are to enter class in an appropriate manner, fill out a tardy slip, have parents sign the slip and return it the following day. Your attendance will remain absent until the slip is turned in.

Excessive tardiness will result in lunch detention, Wednesday school, In-School Suspension and/or referral to dean

ID Policy

Every student must wear their ID **on a lanyard around their neck**.

It **must be visible** (not tucked in).

If a student does not have their ID, the teacher will call and order one, the student’s account will be charged \$5

Failure to comply with the ID policy will result in lunch detention or Wednesday school.

Electronics Policy

Cell phones have the potential to be valuable tools. They must be used **ONLY** for class activities. Abuse it-N-Lose it!

Classroom Materials Policy

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.

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.