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

Adams12 Five Star Schools

School Year	**2015-2016**	**Teacher Name**	**Neil Magor**
Office	Room M4a	**Off Hours**	Students can see me for help/questions 7th period (with note from teacher), or by appt. at lunch, before, or after school
Phone	720-972-2851		
Email Address	neil.magor@adams12.org		

Course Name	**CMIC 2**
Course Description	CMIC 2 continues by reviewing and extending students' abilities to recognize, describe, and use functional relationships among quantitative variables, with an emphasis on relationships that involve two or more independent variables. Students will also work on strengthening their understanding of coordinate methods for representing and analyzing properties of geometric shapes and describing geometric change. In the unit of regression and correlation students will work on understanding the characteristics and interpretation of the least square regression equations and the use of correlation to measure the strength of linear association between two variables. Within the standard of Patterns, Functions, and Algebraic Methods students will be introduced to function notation, constructing and reasoning with 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 ability to use trigonometric methods to solve triangulation and indirect measurement problems. Final units in Course 2 will increase students' abilities to understand and visualize situations involving chance by using simulation and mathematical analysis to construct probability distributions. 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.

Unit of Study	**Grade Level Expectations/Content Standards**	**Approximate Time Spent or Percent of time Spent**	**Targeted Date of Assessment**
Unit 1 – Functions, Equations, and Systems	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	Quarter 1
Unit 3 – Coordinate Methods	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	Quarter 2
Unit 7 -Trigonometric Methods	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)**	5-6 weeks	Quarter 2 and Quarter 3
Unit 8 – Probability	Students will understand that the important properties of the Addition Rule, Multiplication Rule, and Law of Large Numbers will help them make connections around probability. **(Standards 3.1, 3.2, 3.3)**	3-4 weeks	Quarter 3
Unit 5 – Nonlinear Functions and Equations	Students will understand that the concepts and skills related to quadratic functions and equations expand their symbol manipulation skills to non-linear systems and logarithms. **(Standards 2.3, 2.4)**	6-7 weeks	Quarter 4
Unit 4 – Regression and Correlation (if time)	Students will understand that organizing, displaying, and summarizing is important when interpreting the shape, center, and spread of bivariate data. **(Standards 2.1, 2.2, 2.3, 3.1, 3.2)**	3-4 weeks	Quarter 4

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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 https://ic.adams12.org/campus/portal/adams12.isp	
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, with a grade no higher than a B.
- 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 be assigned, students are expected to have classwork/homework completed and ready for the next day.

Student Expectations

Infinity Core Expectations

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

See House Expectations for more clarity

Behavior Policy

- Each student is expected to behave **appropriately and respectfully** to the teacher **and** other students.
- Every student is expected to work hard and behave politely.

Tardy Policy

- Excessive tardiness will result in parent notification, 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

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

Electronics Policy

- Cell phones must be **off and out of sight** during class.
- Habitual offenders will result in parent notification, lunch detention, and referral to dean.
- You can only listen to music with teacher's permission.
- You cannot listen to music during Sustained Silent Reading (SSR).
- Visible ear phones and accessories will be confiscated by the teacher.

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.