



**Thornton High School**  
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<b>School Year</b>	2017-2018	<b>Teacher</b>	<b>Robert Pearson</b>
<b>Classroom</b>	520	<b>E-Mail</b>	Robert.a.pearson@adams12.org
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<b>Course Name</b>		CMIC 3	
<b>Course Description</b>		<p>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 assertions 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.</p> <p>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</p>	
<b>Unit of Study</b>	<b>Grade Level Expectations/Content Standards</b>	<b>Approximate Time Spent or Percent of time Spent</b>	<b>Targeted Date of Assessment</b>
Unit 1	<ul style="list-style-type: none"> <li>Concepts of congruence are foundational to geometry and its applications</li> </ul> Make inferences and justify conclusions from sample surveys, experiments and observational studies.	23 days	Sept. 23 <sup>rd</sup>
Unit 2	<ul style="list-style-type: none"> <li>Solve inequalities in one variable.</li> </ul> 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. 14 <sup>th</sup>
Unit 3	<ul style="list-style-type: none"> <li>Concepts of congruence are foundational to geometry and its applications.</li> </ul> Concepts of similarity are foundational to geometry and its applications.	25 days	Nov. 18 <sup>th</sup>



Unit 4	Summarize, represent and interpret data on a single count or measurable variable.	12 days	Dec. 9 <sup>th</sup>
Unit 5	<ul style="list-style-type: none"> <li>Write a polynomial function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</li> <li>Perform arithmetic operations on polynomials and rational expressions.</li> </ul>	27 days	Feb. 10 <sup>th</sup>
Unit 6	<ul style="list-style-type: none"> <li>Understand and apply theorems about circles.</li> <li>Model periodic phenomena with trigonometric functions.</li> </ul>	21 days	Mar. 17 <sup>st</sup>
Unit 7	<ul style="list-style-type: none"> <li>Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations and translate between the two forms.</li> </ul>	21 days	Apr. 21 <sup>st</sup>
Unit 8	<ul style="list-style-type: none"> <li>Find Inverse functions.</li> <li>Understand and apply logarithms</li> </ul>	18 days	May 19 <sup>th</sup>

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 <a href="https://ic.adams12.org/campus/portal/adams12.isp">https://ic.adams12.org/campus/portal/adams12.isp</a>	
F	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.
- 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.
- Assessments will be graded based on teacher/district/state rubrics.
- 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.
- Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
  - If no attempt to take a summative assessment has been made, a “no evidence” (NE) grade will be recorded until the assessment is completed. NE shall be defined as not attempting the assessment or not being present for the assessment. **NE will be equal to 0%.**
  - In order to receive a passing grade, a student must **attempt ALL summative assessments.**
  - The presence of a NE grade for any summative assessment at the end of a grading period will result in a grade of F for the course, regardless of performance on other assessments.

### Class Expectations

- 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.

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.



## 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 CONTACT**
  - 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 day you will be allowed **3 redirects** from the teacher based on your attending skills
- If the behavior continues after 3 redirects you will be required to leave the classroom and fill out a **Problem Solution Sheet**
- Once the sheet has been filled out you will need to **go see your teacher**
- You need to have a **discussion** with the teacher and **have them sign** the Problem Solution Sheet
- Students will not be able to re-enter the classroom until the form has been filled out/signed and a discussion between the teacher and student has taken place
- If a student gets more than 2 Problem Solution Sheets a week, they will be referred to their dean

### Tardy Policy

- If you are late, you are to enter class in an appropriate manner.
- You will be responsible for any missed information and you will not be able to complete the warm up.
- Excessive tardiness will result in parent notification, lunch detention, Wednesday school, In-School Suspension and/or referral to dean

### ID Policy

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

- If we **see or hear** the cell phone we will **take it** from you
- You will get your phone back at the teacher's discretion
  - 1<sup>st</sup> offense – end of class period
  - 2<sup>nd</sup> offense – end of the day
  - 3<sup>rd</sup> offense – parent/guardian will need to come to the school and get it
- Habitual offenders will result in parent notification, lunch detention, and/or referral to dean
- You can only listen to music with teacher's permission
- You cannot listen to music during Sustained Silent Reading (SSR)
- No electronic devices, ear phones, etc. should be visible or it 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.