Accelerated HS Integrated Math II
Course Syllabus

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The focus of our courses is on making mathematics meaningful and connected inextricably to the real world. Through an integrated curriculum that promotes problem solving, conceptual understanding, and mathematical modeling, students develop a robust understanding of mathematics and an enhanced ability to retrieve and apply it.

While meaning and connections are a focus, students also explore interesting mathematical situations, reflect on solution methods, make comparisons, and examine why methods work. Students learn to effectively communicate their thinking, reflect on their learning, and connect newly developed mathematical ideas to prior understandings. These experiences help students build a deep understanding of mathematical concepts.

In Integrated II, we complete a two-year integrated sequence that addresses 7th and 8th grade math as well as both high school Algebra 1 and Formal Geometry, with additional topics from Algebra 2 as time permits. Obviously these are intense classes; students must be prepared daily in order to succeed. Our curriculum is based on the Nevada Academic Content Standards (NACS). Upon completion of this course students will take the Nevada State End of Course Exam for Math 1 (Algebra) and Math II (Geometry) required for high school graduation.

Successful completion of this course is the equivalent of WCSD high school Algebra 1 and Formal Geometry courses. Students will enroll in Accelerated High School Integrated Math III or Algebra 2 Honors the following year.

We will address the following topics (note that timing is tentative):

Quarter 1 • Statistical sampling • Two-way tables and conditional probability • Geometric probability • Write equations of a line, including lines parallel and perpendicular to a given line • Coordinate geometry • Properties of exponents including rational exponents	*Quarter 2* • Properties of radicals, including rational indices • Geometric transformations • Triangle congruence • Proof – Geometric and algebraic, including coordinate proof • Polynomial operations – add, subtract, multiply and factor
Quarter 3 • Solve quadratic equations; model with quadratic equations • Solve exponential equations • Solve systems of equations and inequalities • Function Transformations • Special linear functions – piecewise and step • Quadratic functions	*Quarter 4* • Exponential growth and decay • Bivariate data – correlation and regression • Similarity • Right triangle trigonometry, law of sines and cosines • Relationships in circles • Volume and surface area of 3-dimensional shapes

Textbooks:
Most of our work in class will come from a variety of sources other than the textbook. Students will have online access to *Algebra 1* from McDougal Littell and *Geometry* from Glencoe McGraw-Hill. Students can access the Algebra textbook through http://www.classzone.com and the Geometry textbook through http://connected.mcgraw-hill.com/connected/login.do

Classroom Procedures: These are advanced classes in which we cover four courses in 2 years. In order for this class to run smoothly we must work together.

- **Be prepared – come to class with all required materials and homework**
- **Be on time- in your seat and ready to work when the bell rings**
- **Be respectful – to everyone and everything in the class. This includes listening carefully to your peers' ideas and responding respectfully.**
- **Be responsible – ask questions and try your hardest**

- **Be accountable – follow all the school and classroom rules and understand the consequences.**
- **Be positive – develop an attitude that promotes learning in our classroom.**

Grading Philosophy

The purpose of this grading philosophy is to establish a consistent and fair grading policy for the Algebra, Integrated II, and Integrated III classes. Grades are an indicator of progress and mastery of standards and course content expectations.

Purpose of Grading Students' Work

- Provide information that students can use for self-evaluation and growth
- Encourage students' growth and progress in learning
- Communicate achievement to students, parents, and others

Weighted Grading Categories

- **Unit Summative Assessments** consist of Unit tests, Unit quizzes or major projects. (**55%** of total Grade)
- **Formative Assessments** consist of short weekly quizzes and minor projects. (**10%** of total Grade)
- **Participation** consists of homework and classwork. This category is graded on completeness not correct answers. (**15%** of total Grade)
- **Semester Final Exam** is district mandated and consists of questions based on the content addressed in the corresponding semester. (**20%** of total Grade)

Quarter and Semester Letter Grades

The grade book resets every quarter and the two quarter grades are averaged together for a final semester grade. The following grading scale will be used and helps to determine mastery of the standards addressed in each quarter.

Letter Grade	Percentage	Descriptor	Definition
A	90-100	Exemplary	This communicates that a student consistently demonstrates accurate and complete knowledge of content and skills specified in the CCSS, and applies high level order thinking to solve problems in a variety of settings.
B	80-89	Proficient	This communicates that a student demonstrates knowledge of content and skills specified in the CCSS with some improvement needed in accuracy and/or consistency in performance, and higher level thinking skills needed to apply that knowledge to solve problems in a variety of settings.
C	70-79	Making Progress	This communicates that a student demonstrates knowledge of basic content and skills specified in the CCSS, but requires additional practice and instructional experiences to acquire the higher level thinking skills necessary to solve problems.
D	60-69	Getting Started	This communicates that a student needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the CCSS necessary to solve problems.
F	50 - 59	Not yet Achieved	This communicates that a student has not demonstrated the basic knowledge of content and/or skills specified in the CCSS and requires additional practice and instructional experiences in order to succeed.
**	Below 50	No Attempt	This communicates that a student has not shown effort to understand the basic knowledge of content and/or skills specified in the CCSS.

Quiz Retakes and Unit Test Corrections

Quizzes are in-class checks intended to help the student self-assess their understanding of the course content.

Retakes on quizzes will be available to students using the following guidelines:

- The student has completed all participation based assignments and no missing or incomplete grades remain for the unit in which the student wants the retake.
- The student has demonstrated an effort to attain mastery learning which includes peer or teacher tutoring and quiz corrections.
- Completion of the retake within 1 week of quiz date.
- Only one retake per formative assessment is permitted.
- The higher score is the score of record.

Unit tests are in-class assessments of the student's understanding of the content in the unit. While these also help the student self-assess his/her understanding of the course content, they are primarily intended to provide a measure of a student's overall mastery of the unit content. Students may complete test corrections for at most ½ of the points originally missed and can only be completed once per test.

Corrections on Summative Assessments will be available to students using the following guidelines:

- The student will complete test corrections **by appointment** in class, during enrichment, at lunch, or after school. Test corrections cannot be completed at home or without direct supervision of the classroom teacher.
- Test corrections include a thoughtful reflection as to why the problem was missed and completion of a similar problem taken from a textbook or classwork/homework.
- Test corrections will be graded using the original answer key. Problems correctly answered with the above requirements completed will receive ½ of the missed points.

****Adhering to timely appointments teaches learners to be respectful and responsible of their own as well as other's time. Therefore, two missed appointments per quarter will result in the loss of the appointment based opportunities (at lunch or after school).**

Additional time on Assessments

The assessments are designed to be completed within one class period, however, students will be allowed a maximum of 15 extra minutes based on the following:

- Student has worked productively during the class period in which the test was administered.
- Student request for additional time is written at the top of the assessment with a specific time they wish to come in and complete the assessment (during enrichment, lunch or after school of the same or following day only).
- Students who miss their scheduled appointment, unless other arrangement have been made prior to the appointment time, will forfeit their ability to complete the test and it will be graded as is.

Participation

Participation assignments will be graded on a 2, 1, or zero. Two points will be earned by completing the assignment (attempting all questions) with work shown. One point will be earned for incomplete assignments (attempting 50% to 90% of the questions). Zero points are earned for not showing all work, having minimal completion (less than 50%) or assignments that are not done/present to receive credit. Students are able to earn full credit for any late or incomplete assignment before but not later than the date of the students' scheduled retake assessment. Students and parents should expect one to two participation grades to be entered each week.

Please monitor the amount of time your student spends on any math assignment this year. I anticipate that assignments should take about 30-40 minutes nightly, assuming your student is staying up with the work we are doing in class. If your student needs a lot more time than this, please notify me.

Behavior and Work Ethic

Behavior and work ethic are citizenship grades. They are intended to inform students and parents of areas in which they excel or need improvement. Students are graded in behavior based on their in class conduct. The expectation is that students will come to class ready to be part of the teaching and learning environment with a positive attitude. Further expectations include respect for the learning of others and being attentive during lecture and notetaking. Work ethic is based on the students' ability to come to class prepared with all supplies and their math interactive notebook. This can also include being attentive to a speaker and completing homework and in class assignments.

Student Name: _____ Class Period: _____

Parent/Student Signature Page

Parent(s) comments, concerns and/ or other information:

I have reviewed the Syllabus with my parent(s)/guardian(s). **We** understand the importance of these expectations and the impact they will have on the student's grade and success in this class.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent/Guardian Contact information:

Print Name: _____ Contact Phone: _____

E-mail: _____ Best time to call:_____

Second Parent/Guardian Contact information:

Print Name: _____ Contact Phone: _____

E-mail: _____ Best time to call:_____

Please return this signed page to Mrs. C within the first two days of class.