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| **School Year** | 2019-2020 | **Teacher Name** | Megan Shaw |
| **Room/Office** | Room 233 | **Website** | mathforshaw.weebly.com |
| **Phone** | (720)972-2665 | **Email Address** | megan.shaw@adams12.org |

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| **Course Name** | Integrated Math 2 | | |
| **Course Description** | In Integrated Math 2, students will study quadratic, absolute value, and other functions. Students will also explore polynomial equations and factoring, and probability and its applications. Coverage of geometry topics extends to polygon relationships, proofs, similarity, trigonometry, circles, and three-dimensional figures. | | |
| **Unit of Study** | **Grade Level Expectations/Content Standards** | **Approximate Time Spent** | **Targeted Date of Assessment** |
| Unit A:  Functions and Exponents | Students will explore absolute value, piecewise, and inverse functions. They will also expand their knowledge of exponents to include rational exponents, which will allow students the opportunity to expand the domain of exponential functions from integers to all real numbers. | 8 days | 8/26/2019 |
| Unit B:  Polynomial Equations and Factoring | Students will perform arithmetic operations with polynomials to begin their introduction to quadratics. They will begin making connections between factoring and the graphs of polynomials. | 8 days | 9/6/2019 |
| Unit C:  Graphing and Solving Quadratics | Students will immerse themselves into quadratic functions. They will explore quadratics written in different forms and how that affects the way they will graph or solve the functions. | 12 days | 9/24/2019 |
| Unit D:  Quadratic Relationships including Complex Solutions | Students will expand their work with quadratics to include complex solutions. In addition, they will work with systems of equations and quadratic inequalities. | 5 days | 10/1/2019 |
| Unit E:  Probability | Students will build on their knowledge of probability and two-way tables. | 5 days | 10/8/2019 |
| Unit F:  Relationships within Triangles | Students will examine relationships within triangles. They will be able to prove these relationships in multiple proof formats. | 8 days | 10/23/2019 |
| Unit G:  Quadrilaterals and Other Polygons | Students will broaden their knowledge of quadrilaterals to include the properties of special quadrilaterals. They will use coordinate geometry to prove these properties and give specific names to quadrilaterals. | 7 days | 11/1/2019 |
| Unit H:  Similarity | Students will explore how proportionality connects to similarity of triangles and other polygons. | 5 days | 11/8/2019 |
| Unit I:  Right Triangles and Trigonometry | Students will connect Pythagorean Theorem to special right triangles. They will also begin to learn about trigonometric ratios through similarities in right triangles. | 7 days | 11/20/2019 |
| Unit J:  Circles | Students will utilize their skills with 2D and 3D geometry to problem solve with more complex figures. In addition, they will study coordinate geometry related to the equation of a circle and the relationships of the lines and segments that intersect a circle. | 9 days | 12/13/2019 |
| **Grading Scale** | | **Grade Percentages/Weights** | |
| **A** | 90-100 | **Formative\***  20% | **Summative\***  80% |
| **B** | 80-89 |
| **C** | 70-79 |
| **D** | 60-69 | **\*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp** | |
| **F** | 59 or below |

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| **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 mastery 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. * 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. |
| **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. |
| **Additional Help:**   * I will be available in room 233 during 1st hour, 3rd hour, or 5b lunch most days to give extra help. Please let me know if you plan on stopping by. If that time does not work, please set an appointment.   **Materials and Supplies Needed Daily**   * Paper, Pencil , Textbook: *Big Ideas II,* Graph paper, Calculator: TI83 or 84 (will be provided during class if student doesn’t have one), Composition Book, Red Pen   **Accommodations**  A variety of teaching techniques are used to meet the diverse needs of students. I am available by phone or appointment to discuss concerns or needs of students with special needs.  **Assessments Used To Evaluate Student Progress**  Assignments, Investigations, Observations, Participation, Quizzes, and Tests  **Motivation Used**   * A variety of hands-on techniques, investigations, real-world contexts and group work that engage and stimulate students to think about math are a part of this curriculum. * Students are encouraged to be engaged and motivated in the completion of their assignments. |
| **Student Expectations** |
| **Participation**   * Students will be working collaboratively and actively in groups. Each student is expected to be reading the assigned text and writing/making computations for each problem given in an investigation. Thus, every student will be expected to work and participate each day.   **Classroom Rules/Expectations**   * No cell phones/electronics should be out during class time. The first time in a semester that an electronic device is seen the student will be asked to put it away. The second time the device will be taken away for the remainder of the class period. After that the device will be taken to Student Relations to be picked up after school. * Food/drinks are allowed in the classroom unless it becomes a distraction and/or trash and spills are left on the desks and floors.   **Retakes**  Retakes will not be given. Please be prepared ahead of time and get extra help if needed. Formative assessments should be used to practice and learn for Summative or Unit Tests. |

**Additional Rules and Expectation may be implemented at any time.**

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*“I have read the above expectations and agree to abide by them.”*

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*“I am aware of the expectations for this class. Contact me if a situation requires my attention.”*

Parent/Guardian Name (please print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Preferred method of contact: \_\_\_\_\_\_\_ Email \_\_\_\_\_\_\_Phone (daytime) \_\_\_\_\_\_\_Phone (evening)

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone (daytime) :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_( evening):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_