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| **School Year** | 2012-2013 | **Teacher Name** | Reese Merrell |
| **Room/Office** | 231 | **Website** | www.msmerrellmath.weebly.com |
| **Phone** | (720) 972-4600 | **Email Address** | mer018057@adams12.org |

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| **Course Name** | Contemporary Math in Context 2 (CMIC 2) | | |
| **Course Description** | CMIC 2 continues the integrated development of high school mathematics along with the interwoven strands of algebra, functions, geometry, trigonometry, statistics and probability. Focused units of study connect these strands through an emphasis on data collection, multiple representations, interpretation and prediction in an active and collaborative setting. Students will be able to use and apply mathematical concepts and skills involving: matrix models, patterns of location, shape and size, patterns of association, power models, geometric form and its function, and patterns in chance. | | |
| **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 | * Recognize, describe and use functional relationships among quantitative variables with special emphasis on relationships that involve two or more variables | 20% | 1/31/2013 |
| Unit 3:  Coordinate Methods | * Use coordinate methods for representing and analyzing properties of geometric shapes and for describing geometric change | 19% | 2/25/2013 |
| Unit 4:  Regression and Correlation | * Understand the characteristics and interpretations of least squares regression equation * Use correlation to measure the strength of linear association between two variables | 11% | 3/14/2013 |
| Unit 5:  Nonlinear Functions & Equations | * Use function notation and formal symbolic reasoning methods to construct and reason with non-linear functions * Use common logarithms and algebraic methods to solve exponential equations | 22% | 4/18/2013 |
| Unit 7:  Trigonometric Methods | * Understand and use trigonometric functions and methods to solve triangulation and indirect measurement problems | 19% | 5/14/2013 |
| Unit 8:  Probability Distributions | * Understand and visualize situations involving chance by using simulations and mathematical analysis to construction probability distributions | 9% | 5/21/2013 |

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| **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. |
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| **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 231 during Academic Success, after-school and during 8th hour most days to give extra help. Please let me know if you plan on stopping by. If those times do not work, please set an appointment.   **Materials and Supplies Needed Daily**   * **Paper & Pencil** must be brought to class every day. The textbook: *Contemporary Mathematics in Context, Course 2*, Graph paper and a calculator: TI83 or 84 will be provided during class.   **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** |
| Time Frame for Completion of Assignments   * Assignments are due on the date given for each individual assignment.   Expectations for Classroom Behavior   * Help create an effective learning environment, any students interrupting the learning of others will be asked to leave the classroom. * Be in your seat with all supplies, materials and assignments, ready to work when class starts. * Respect others and their personal property. * Plan ahead: use the restroom, get drinks, and **take care of all personal needs between classes**. |

Please sign and return the section below:

I have read and understand the policies for Math 2 – Spring 2014.

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent/Guardian:

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