

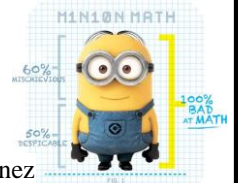
Integrated Math II Syllabus

Teacher: Alexandra Martinez

Phone: (619) 710-2300

Email: alexandra.martinez@sweetwaterschools.org or askmrsmartinez@gmail.com

Website: <http://askmrsmartinez.weebly.com/> Youtube Channel: [youtube.com/askmrsmartinez](https://www.youtube.com/askmrsmartinez)



Course Description:

The focus of the Mathematics II course is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Mathematics II focuses on quadratic expressions and functions, and some work with absolute value, step, and functions that are piecewise-defined.

Materials:

Pencils and eraser, white lined paper, and 3 inch Algebra binder with six notebook dividers.

Classroom Routines:

- 1) Respect yourself, your classmates, teacher, and classroom environment at all times.
- 2) Come to class on time, prepared, and ready to work
- 3) Be your best each day! Be a student leader. Ask great questions. Make mistakes and learn from them.
- 3) *Interactive Packets: Each student will be given a math packet that will be used for all classroom notes, activities, etc.

Binder Expectations:

You will be **REQUIRED TO HAVE** a separate binder for this class. The binder should be 3 inches.

In your binder you will need 6 dividers. The dividers should be labeled as followed:

1. WarmUps/Reflections
2. Chapter Packets/Notes
3. Class Activities
4. Quizzes/Exit Slips
5. CAHSEE
6. Performance Tasks

You will need to keep all materials (graded and non-graded) in your binder **for the duration of the year**. These materials are essential for CAHSEE, Final Review, and District Quarterly Performance Tasks.

Consequences in Classroom: Ability to meet the student expectations and follow the classroom routines is crucial to setting up an environment where math learning is exciting and interesting. Benefits and privileges will be awarded to students who meet those classroom goals and negative consequences and loss of privileges will be given to students who work against our class goals. *Students are to follow all district, school, and classroom policies to create an environment conducive to learning.*

- No talking when the teacher is talking
- Respect the teacher, your classmates, and school property
- Be in your seat working on the warm-up when the bell rings
- Follow directions the first time they are given
- All bags, backpacks, and purses will remain off your desk and off your lap
- All other school rules will be enforced (no gum or electronic devices in class)

Negative Consequences

The following steps will be taken depending on the severity of the infraction:

1. Verbal warning, counsel, and/or a seat change
2. Teacher assigned before school or lunch detention
3. Teacher assigned before school or lunch detention, parent/guardian phone call, and possible referral to Assistant Principal.
4. Referral to Assistance Principal which may include a suspension from class for up to 3 days or a Saturday School.
5. Parent/guardian conference with AP and/or parent/guardian classroom shadow.

Assessments and Grading Policy:

Assessments	%
Interactive Class Packets	15%
Exit Slips and Quizzes	15%
Tests	60%
Semester End of Course Exam	10%



The Interactive Class Packets will include:

- Warm - Ups,
- Notes,
- Homework,
- Class Activities
- Reflections/Summaries

Your Interactive Packets are **EVERYTHING!** Do NOT lose them! You will demonstrate your understanding through the quality of your effort, completeness, and neatness.

What if I'm absent?

It will be the student's responsibility to complete any missing work and turn in any homework they missed due to an excused absence. Mrs. Martinez will NOT remind them. Each class day's agenda can be found on edmodo or the student can call a friend from class to see what he/she missed.

Students will receive NO points for late classwork or homework. Late work will NOT be accepted.

What if I'm absent? continued

If you have an excused absence, you will have one day for every day of absence to make up any missed assignments.

- If you have an excused absence, you will have one day for every day of absence to make up any missed assignments.
- Attendance/tardiness/truancy will affect the citizenship grade.
- For every unexcused absence and for every 3 tardies, **your citizenship grade will be lowered** by one grade from otherwise assigned grade.

[www.Edmodo.com](http://www.edmodo.com):

Edmodo is a website that provides teachers and students (and parents) with a secure place to connect and collaborate, share content and educational applications, and access homework, grades, class discussions and notifications. Students will access Edmodo every day in and out of the classroom to watch instructional videos, post reflections, upload or find homework, and occasionally take quizzes. The group code for your class is:_____.

- 1) Go to www.edmodo.com and click "I'm a student"
- 2) Choose a username and password you can remember and please make them school appropriate
- 3) Even though it says an email is opt (for optional), you must connect edmodo to an email account you check regularly.
- 4) Then, read what is posted for your first day of class and complete the activities given.



UNIT TESTS

1. Each unit test will consist of selected response questions, multi-step short response questions, and a performance task.
2. The selected response questions will be graded depending on the number of correct answers. You will receive no credit for guessing. You will only receive full credit for the correct answer if you show work.
3. The multi-step short response questions will be graded based on a four point rubric. Some parts may be worth more points than others, but it is important to complete the entire problem. Again, you will only receive full credit for each part if you show work.
4. A performance task will be on each unit test. These tasks assess multiple standards and will assess your ability to apply concepts and make connections between topics.

MAKE-UP TESTS

1. You are allowed to retake a test for a better grade. However, you need to do so before the next test. You must **STUDY** to be successful in this course.
2. If you are absent, you may re-take a test by setting a time with your teacher before or after school or you may attend beyond the bell.
3. If you wish to make-up a test for a higher grade, you must attend beyond the bell.
4. You will **NEVER** be allowed to re-take a test during class time.

PERFORMANCE TASKS AND END OF COURSE EXAMS

1. The district mandates a quarterly performance task and end of course exam each semester.
2. These tests must be given within the district testing window.
- 3. If you are absent there are no re-takes, so you will receive no credit (a zero in the grade book).**
4. The quarterly performance task will count as part of your test grade.
5. The end of course exam is **10%** of your overall grade.

TUTORING AND BEYOND THE BELL

1. Tutoring is available upon request. I will be available most days, but I do not have a set day or time each week. Please speak to me to set up a time to receive help before or after school or during lunch.
2. A beyond the bell will be held for most chapters in order for students to re-learn standard and re-take the test. All students are invited, but it is mandatory for all students who scored a D or lower on the chapter test.

BEYOND THE BELL GUIDELINES

What is Beyond the Bell?

1. Beyond the Bell is a week-long tutoring session that runs Monday through Friday before or after school for 75 minutes focusing on one unit or chapter.



Monday	Tuesday	Wednesday	Thursday	Friday
<i>Review key concepts and standards</i>	<i>Review key concepts and standards</i>	<i>Review key concepts and standards</i>	<i>Review key concepts and standards</i>	<i>make-up exam</i>

2. Monday through Thursday you will review key concepts and standards. On Friday, you will take a make-up exam that will replace your existing test score.
3. The new test grade will replace the old grade if it is higher.
4. You will receive credit toward classwork and homework assignments, for the chapter for which you attend.

Who must attend Beyond the Bell?

1. Any student who receives a D or F on a chapter test must attend Beyond the Bell, regardless of his or her current grade in Integrated 1.
2. Any student who scores “below basic” or lower on data director must attend Beyond the Bell, regardless of his or her current grade in Integrated 1.
3. Any student who missed a test (absent) must attend Beyond the Bell, regardless of the reason for being absent.
4. It is also open to any student who wishes to attend to raise his or her grade.

What else do I need to know about Beyond the Bell?

1. I cannot miss a day of beyond the bell, or I will be dropped and receive my current grade on the test.
2. I must be on time. Seats are not guaranteed or saved. Once the room is full, no more students will be allowed.
3. If beyond the bell takes place after school, there will be a late bus provided to those who attend.

Please complete, detach, and turn in the bottom portion of the syllabus by Friday, July 24th.

Student Name: _____

Student Phone Number: _____

Student E-mail Address: _____

Parent/Guardian Name(s): _____

Relationship to Student: _____

Home Phone Number: _____

Work/Cell Phone Number: _____

E-mail Address: _____

By signing below you are indicating that you have completely read and understand the syllabus for this course. If you would like a copy of the course objectives, standards, or pacing, please contact Mrs. Martinez.

Student's Signature

Parent/Guardian Signature

MATHEMATICS PERFORMANCE TASK RUBRIC

Criteria	1 Minimal	2 Partial	3 Sufficient	4 Deep
Conceptual Understanding <i>Understanding the problem</i>	I didn't understand enough to get started or even make progress.	I understood enough to solve part of the problem or to get part of a solution.	I understood how the parts of the problem fit together and made partial sense of the problem before starting it.	I understood how the parts of the problem fit together and <u>made sense of the problem before starting it.</u>
Communicating Reasoning <i>Communicating logically</i>	I gave very little or no explanation of my reasoning. I used little or incorrect math vocabulary and/or notation.	I gave little explanation of my reasoning for the decisions I made in solving the problem and I used limited math vocabulary and notation.	I partially explained my reasoning for the decisions I made in solving the problem using at least one representation (written, graphic, pictorial or symbolic) and supported my explanation. I used some correct math vocabulary and notation throughout my explanation.	I <u>clearly</u> and <u>thoroughly explained</u> my reasoning for the decisions I made in solving the problem using a <u>variety of representations</u> (written, graphic, pictorial or symbolic) and <u>supported my explanation</u> in a <u>detailed and organized</u> way. I used <u>correct math vocabulary</u> and <u>notation</u> throughout my explanation.
Procedural Understanding <i>Strategic approach to problem-solving</i>	I presented no strategy or I used an inappropriate strategy.	I used an appropriate strategy; however, I made errors in several steps and may have little evidence of organization.	I used an appropriate strategy; however, I made minor errors in a few steps and organization may need improvement.	I used an <u>appropriate strategy</u> . All steps are fully presented and <u>well-organized</u> .
Correct Answer	I provided no final answer, an irrelevant answer, or an answer that is completely inaccurate	I answered some questions correctly within the given context of the problem but had significant arithmetic errors.	I answered most questions correctly within the given context of the problem, but had minor arithmetic errors, or paid partial attention to precision.	I <u>answered all questions correctly</u> within the given context of the problem and <u>attended to precision</u> by using <u>accurate units</u> of measure, <u>labels</u> for axes on a coordinate plane, etc.