



2021-2022 COURSE SYLLABUS

COURSE NUMBER, TITLE, UNITS AND PRINCIPAL/DEPARTMENT APPROVED DESCRIPTION

Integrated Mathematics II (Two semesters; 5 units each semester; 10 units total)

GENERAL INFORMATION

Term and year: Fall 2021 - Spring 2022

Instructor: Mr. Dennis Plotts and Mr. Shahir Yasin

Class Room: B 15

Phone number: (916) 395-5090

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shahir-yasin@scusd.edu Yasin

TEXTBOOKS AND/OR RECOMMENDED OR REQUIRED READINGS

Common Core State Standards, Mathematics II, Integrated Pathway. Walch.

GENERAL OVERVIEW

Math II continues students' study of topics from algebra, geometry, and statistics in a problem-centered, connected approach. Functions and algebraic representations of geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. The new Common Core high school standards call on students to practice applying mathematical ways of thinking to real world issues, prepare students to think and reason mathematically, and emphasize mathematical modeling.

COURSE OBJECTIVES

This program includes all the topics addressed in the CCSS Integrated Pathway: Mathematics II content map. These include:

- Extending the Number System
- Quadratic Functions and Modeling
- Expressions and Equations
- Applications of Probability
- Similarity, Right Triangle Trigonometry, and Proof
- Circles With and Without Coordinates

Students will acquire and demonstrate knowledge of the concepts, definitions and properties required to meet the Integrated Mathematics II standards. Students will develop critical thinking and decision-making skills by connecting concepts to practical applications needed to be productive members of society. All students are expected to demonstrate the following objectives:



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- Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. Students should understand the connections among these representations.
- Students should be able to communicate mathematics both orally and in well-written sentences and should be able to explain solutions to problems.
- Students should be able to model a written description of a physical situation with a function.

- Students should be able to handle a faster and more rigorous curriculum with an expectation of higher-level thinking.
- Students should be able to use technology (scientific calculators and graphing software) to help solve problems, experiment, interpret results, and verify conclusions.
- Students should be able to determine the validity of solutions, including sign, size, relative accuracy, and units of measurement.

COURSE REQUIREMENTS, ATTENDANCE AND SPECIFIC GRADING POLICY

Grades are based on demonstrated mastery of concepts and development of skills, not effort or potential. *A major component of your grade is determined by your results on exams and quizzes.* Progress reports are available on the District Web site in Infinite Campus. Student overall performance is determined by exams, projects, quizzes as well as assignments, which comprises homework – both traditional and online. Assignments are a guide as to what is most important and what will be tested. *Students not actively engaged in assignments and study will most likely fail the class.*

The math dept. complies with district protocol, viewable at www.scusd.edu. Make-up work/tests are student's responsibility and may not be allowed without a valid excused absence.

DESCRIPTION OF MAJOR ACTIVITIES/EXERCISES/PROJECTS

Instructional Strategies and Activities Include:

- Lecture on concepts and techniques
- Presentation/modeling of examples and strategies
- Large and small group discussions and explorations
- Reading and writing assignments
- Practice and learning through classwork and homework assignments
- Applications to demonstrate relevance and extend learning
- Active student engagement in group work and discussions
- Quizzes, and tests to encourage and monitor learning

GENERAL STATEMENTS

Students are expected to be familiar with and adhere to policies in the JFKHS Student Handbook. The student handbook identifies student rights, responsibilities, discipline rules and consequences, behavior, and other information for academic and social success.

All material submitted might be retained by the instructor. The Principal reserves the right to modify and/or change the course syllabus as needed during the course. The teacher has the right to adjust assessments, daily assignments and due dates as necessary.



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COURSE REQUIREMENTS, ATTENDANCE AND GRADING POLICY

Grading Scale:

89.5% - 100%	A
79.5% - 89.49%	B
69.5% - 79.49%	C
59.5% - 69.49%	D
0 % - 59.49%	F

75% Tests, Projects and Quizzes

25% Assignments

HOMEWORK AND STUDY: Homework and student study is an essential part of your education. Any student expecting to do well in this course should carefully do all the assigned work. Some assignments require students to complete activities from the Khan Academy Website and the Desmos Website. Instructors will provide access to computer as much as possible. Additionally, the student have access to the library computers to complete assignments if need be.

TESTS/EXAMS: A comprehensive test to measure students' mastery of skills and concepts will be given, as a minimum, at the end of each chapter/unit; mid-unit tests and quizzes will also be given based on chapter content. Students will be informed of the comprehensive unit test date at least a week in advance. Unexcused absences before the test date do not excuse a student from taking the test as scheduled.

Notes/notecards are allowed on MOST assessments.

CHARACTERISTICS OF QUALITY WORK: Using the following guidelines will help you master the Integrated Mathematics II objectives. Quality work has the following characteristics.

- Is complete with full solution. That is, all problems are completed or at least attempted.
- The supporting work for each problem is shown completely using proper algebraic conventions and notations.
- The work is done neatly.
- The work is done accurately.
- Work is corrected.

ACADEMIC DISHONESTY: Academic dishonesty is considered a serious offense in my class. Students cheating will face serious consequences. I encourage collaboration on all assignments but we expect the work you hand in (assignments, exam/quiz, etc.) to be your own. Students suspected of academic dishonesty will have their assignment/ test held by the instructor and be summoned to meeting that may include parents and administration.