Secondary 2 2017-18 Disclosure Document

Salt Lake Center for Science Education
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Description:
This course will be taught out of the College Preparatory Mathematics (CPM) Core Connections Integrated I and II book. The units we will cover will include:

- Reasoning Angles and Shapes
- Similarity and Right Triangles
- Probability and Trigonometry
- Right Triangles and Factoring
- Quadratic Functions
- Polygons and Circles
- Solving Quadratics
- Functions
- Solids
- Counting Principles

These units will be learned with a focus on the standards for mathematical practice. Students will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Use appropriate tools strategically.
- Model with Mathematics.
- Construct viable arguments and critique the reasoning of others.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Goals and Objectives:
- Develop positive attitudes toward mathematics, including the confidence, creativity, enjoyment, and perseverance that come from achievement.
- Become proficient problem-solvers by posing appropriate questions, selecting appropriate methods, employing a variety of strategies, and exploring alternative approaches.
- Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally or informally.
- Cooperatively and independently explore mathematics, using inquiry and technological skills.
- Make connections between mathematical ideas, between mathematics and other disciplines, and to life.
- Communicate mathematics through writing, modeling, and visualizing, using precise mathematical language and symbolic notation.

Course Materials:
- Bring toolbox to class every day!
- Two sharpened pencils. Pens are acceptable if you use them appropriately. This means that your missteps remain visible yet clearly identified, so that we can learn from our mistakes. This also means that your work is neat and not scribbled, which is also true of using a pencil.
- Binder with your own paper – lined, plain, and/or graph

Format and Procedures:
Students will:
- PARTICIPATE! - as a class, individually, and in cooperative groups
- use technology, manipulatives, and models

Rights and Expectations (adapted by Julie Cox, Davis School District, Utah from Cummings, M. (1974) *Individual Differences: an Experience in Human Relations for Children*.):
- I have a right to be happy and to be treated with compassion in this room. This means that no one will laugh at me or hurt my feelings.
- I have a right to be myself in this room. This means that no one will treat me unfairly because of my skin color, fat or thin, tall or short, boy or girl or non-binary, or by the way I look.
- I have a right to be safe in this room. This means that no one will hit me, kick me, push me, pinch me, or hurt me.
- I have a right to hear and be heard in this room. This means that no one will yell, scream, shout, or make loud noises.
- I have a right to learn about myself in this room. This means that I will be free to express my feelings and opinions without being rudely interrupted or punished.
- I have a right to learn according to my own ability. This means that no one will call me names because of the way I learn.

With all these rights I have, I give the same rights to all people in this classroom.

Cell Phones: Recent research has shown that banning phones improves test scores dramatically, because phones negatively impact productivity by being a distraction. I also feel very strongly that we need to be fully present with the members of our classroom community in order to learn the most we can about mathematics, ourselves, and the world. With these ideas in mind, I have decided that cell phones are not allowed in class unless they are used specifically in a lesson. I will provide a bin where students may place their cell phones on time-out during class, including a power strip where they can plug them in to charge. Students may also opt to leave their phone in their backpack; however, if a student chooses not to put their phone away and is found using it, I will take the phone. The student may retrieve the phone at the end of the day.

Grading Procedures
30% - Quizzes. Keep up!
45% - Homework. Develop good study habits!
25% - Exams

- Quizzes include what is known as "Checkpoint Quizzes" found periodically throughout the book, Participation Quizzes for group work, and Homework Retrieval Practice to help students get prompt feedback on their homework. Checkpoint quizzes test skills that students should be able to perform proficiently and are preceded by practice sections with notes at the back of the book. Participation quizzes reinforce teamwork and perseverance and are given as seen fit by the teacher. Homework Retrieval Practice gives intermittent practice recalling information and procedural knowledge in order to solidify this knowledge with feedback. Homework Retrieval Practice consists of a problem found on the homework from the previous night and is given as seen fit by the teacher.

- Each homework assignment will be due the next day in class. If a student is absent, it is their responsibility to get the homework from the teacher. Students have 2 days to turn in late homework caused by an excused absence.
- Exams will be cumulative assessments requiring the students to use many of the skills they have demonstrated on their homework and quizzes. They will also require the students to reason out answers using the knowledge they have gained in class discussions and activities.

Parent Signature: _____

Student Signature: _____