

Integrated II Syllabus

<http://padlet.com/mscedilloyeseni/period3>

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SUPPLIES

All materials are to be brought to class **EVERY DAY!!!**

- Pencil and eraser
- Lined white notebook paper
- 3 inch Integrated II binder with 5 dividers

BINDER REQUIREMENT

You will be **REQUIRED TO HAVE** a separate binder for this class (even if you are in AVID). The binder should be 3 inches. In your binder you will need 5 dividers. The dividers should be labeled as followed:

1. Semester 1 Packets
2. Semester 2 Packets
3. Bookwork and Homework
4. Quizzes/Exit Slips
5. 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 state tests, final review, and district performance tasks.

RULES

1. No talking when the teacher is talking
2. Respect the teacher, your classmates, and school property
3. Be in your seat working on the warm-up when the bell rings
4. Follow directions the first time they are given
5. All bags, backpacks, and purses will remain off your desk and off your lap
6. iPads can only be turned on and used with teacher permission
7. As your teacher, I have the right to check and/or confiscate your iPad at any time
8. Cheating will not be tolerated. If you are caught cheating, you will receive a zero on that assignment, and you will **not** be given an opportunity to make-up the work.
9. All other school rules will be enforced (**no electronic devices in class**)

DISCIPLINE CONSEQUENCES

Students are to follow all district, school, and classroom policies to create an environment conducive to learning. 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.

GRADES

<u>Class Percentages</u>		<u>Grading Scale</u>	
Chapter Packets	15%	100% - 85%	A
(classwork, homework, writing, and notes)		84% - 75%	B
Exit Slips and Quizzes	15%	74% - 65%	C
Unit Tests	60%	64% - 60%	D
Semester End of Course Exam	10%	Below 60%	F

CLASSWORK AND HOMEWORK POLICY (15% of overall grade)

Students will have daily classwork assignments on problems related to topics discussed in class.

Assignments are expected to be completed before the next class meeting.

1. Classwork will be assigned and reviewed daily. Binders will be checked on test days. Classwork and notes will be graded based on a four point rubric.
2. Homework and/or writing assignments will be assigned daily and will be collected at the beginning of the next class period.
3. **If homework is not turned in student will be assigned homework zone, if student does not attend homework zone they will be assigned Saturday school.**
4. Students are responsible for all classwork and homework missed while absent. You will have one day for every day of absence to make up any missed assignments.
5. All classwork and homework must be done in pencil.
6. Classwork and homework assignments are written on the board daily. It is your responsibility to record daily assignments and stay on top of them.

UNIT TESTS

1. Each unit test will consist of multiple choice, selected response questions, multi-step short response questions, and performance tasks.
2. There is 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 predetermined 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 gradebook).
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.

ABSENCES

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

TUTORING AND BEYOND THE BELL

1. Tutoring is available on Mondays and Wednesdays afterschool and Tuesdays and Thursdays during lunch. However, if for any reason you are not able to meet during those designated times please speak to me or email me to set up a different time to receive help. If you do not show within the first ten minutes and without notice, the meeting will be cancelled.
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

Monday – Friday

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. Busses will be provided.
2. Monday through Thursday you will review key concepts and standards.
3. On Friday, you will take a make-up exam that will replace your existing test score.

Saturday

1. For some chapters, a Saturday intervention may be offered. Busses will be provided.
2. Students will receive Saturday School credit for attending
3. Students will review concepts for the first 3 hours and retake the test the last hour.
4. Students must complete the test before leaving. Whatever is not completed before leaving cannot be completed at a later time.

Regardless of when you attend...

1. The new test grade will replace the old grade if it is higher.
2. You will receive credit toward classwork and homework assignments, but not writing 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 course grade
2. Any student who scores “below basic” or lower on data director must attend Beyond the Bell, regardless of his or her current course grade
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 test grade.
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.
4. If you attend beyond the bell on Saturday, transportation will be provided both ways.
5. If I misbehave, the teacher can drop me from the class, and I will not be able to make up the test.

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</u> starting it.
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 and 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.

Please complete, detach, and turn in the bottom portion of the syllabus by Friday, July 31st.
Your binder and course materials will be checked as a quiz grade on Friday, August 7th.

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 me.

Student's Signature

Parent/Guardian Signature