Integrated Math 2B Syllabus

School: *Garfield High*

**Garfield High School**

1255 16th Street • San Diego, CA • 92101

(619) 362-4500 Ext. 2203

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| **Teacher: Mr. Juan D Casillas****Room:** 203                      **Email:**  jcasillas@sandi.net**Course**: Integrated Math 2BExtra help available after school. Coordinate with teacher.Prep Period 8:30 - 9:50 |

Integrated Math 2 is the second of three Common Core State Standards high school-level courses that integrate algebra, geometry, trigonometry, and statistics. This course focuses on geometric congruence and proofs, similarity, properties of circles, trigonometry and volume and surface area of 3-dimensional objects.

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| **Chapter 6** | **Chapter 7** | **Chapter 8** | **Chapter 9A** | **Chapter 9B** |
| Geometry Proofs | Similarity/Proportions | Circles | Right Angle Trigonometry | Surface Area/Volume |
| 2 1/2 weeks | 1½ weeks | 2 weeks | 2 weeks | 1 week |

* **Attend; Listen; Participate.** **Give your best effort. Remain mentally present and active.** Classroom instruction and activities are for students to solidify learning and to practice with the concepts. You cannot learn math without attending and practicing. If the first time you attempt the exercises is on the test, do not expect to pass the class. There is nothing in this course that is outside your ability. BUT, you cannot learn if you do not pay attention and try. Practice is what will get you through the course successfully.
* **Work** on your assignments. **Assignments are due the day after they are assigned.** No late assignments will be accepted after we take the test for the chapter. You can work **WITH** others on assignments, but you cannot copy or you won’t learn. Remember, you are responsible for taking tests yourself.
* **Remain academically honest**. Seeking, giving, or taking assistance with the intention of claiming false credit is considered cheating (academic dishonesty). If students are academically dishonest, they will be required to re-do the assignment/complete an alternative assignment or re-do the test/take an alternative test.
* **Ask questions as needed.** The most successful students ask questions to clarify what they don’t understand. We all have times that we need help. Use the resources at hand to help you succeed.
* **Perform on the tests**. You cannot pass the tests without practicing the work as homework. Do all that you can to prepare. You cannot use your chapter work or class notes on the test. For Chapters 2-4, I will let you use a single sheet of letter-size (8½×11), double-sided notes to help you.
Do not remove the tests from the room. If you take the test out of the room, you get a ZERO.
***If you take a test multiple times, I will average your test scores for a single chapter together.***

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| I will work with you, not for you. Nothing works if you don’t. You cannot succeed if you do not try.If you do not put anything into this class, you will not get anything out of it.If you keep doing what you’ve always done, you’ll keep getting what you’ve always gotten. |

* **Your grade is from chapter tests (80%), as well as assignments and class participation (20%).**
	+ It is required that you give explanations and evaluate explanations from others.
	+ Standards are performance-based (from your mathematical work), activity-based (from group work), and concept-based (from your written work).
	+ Your work needs to include critical thinking, reasoning, and evidence. If your work does not support the result or if your explanation is incorrect or incomplete, even a correct answer may still not earn credit.
	+ **Grade percentages: 90-100% = A; 80-89% = B; 70-79% = C; 65-69% = D; Below 65% is failing.**

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| **Mathematical Practices** |
|      1      | Make sense of problems and persevere in solving them. |
| 2 | Reason abstractly and quantitatively. |
| 3 | Construct viable arguments and critique the reasoning of others. |
| 4 | Model with mathematics. |
| 5 | Use appropriate tools strategically. |
| 6 | Attend to precision. |
| 7 | Look for and make use of structure. |
| 8 | Look for and express regularity in repeated reasoning. |