



**JOHN F. KENNEDY HIGH SCHOOL  
COURSE SYLLABUS  
DEPARTMENT OF MATHEMATICS**

<b>1.</b>	<b>COURSE NUMBER, TITLE, UNITS AND PRINCIPAL/DEPARTMENT APPROVED DESCRIPTION</b>	
	Math II (Two semesters; 5 units each semester; 10 units total)	
<b>2.</b>	<b>GENERAL INFORMATION</b>	
	Term and year:	2015-2016
	Instructor:	Ruth Lew
	Class Room:	v-4
	Phone number:	395-5090 Ext 506904
	E-mail address:	lewr@scusd.edu
<b>3.</b>	<b>TEXTBOOKS AND/OR RECOMMENDED OR REQUIRED READINGS</b>	
	<i>Common Core State Standards, Mathematics II, Integrated Pathway.</i> Walch.	
<b>4.</b>	<b>GENERAL OVERVIEW</b>	
	<p>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.</p>	
<b>5.</b>	<b>COURSE OBJECTIVES</b>	
	<p>This program includes all the topics addressed in the CCSS Integrated Pathway: Mathematics II content map. These include:</p> <ul style="list-style-type: none"> <li>• Extending the Number System</li> </ul>	

	<ul style="list-style-type: none"> <li>• Quadratic Functions and Modeling</li> <li>• Expressions and Equations</li> <li>• Applications of Probability</li> <li>• Similarity, Right Triangle Trigonometry, and Proof</li> <li>• Circles With and Without Coordinates</li> </ul>
<b>6.</b>	<b>COURSE REQUIREMENTS, ATTENDANCE AND SPECIFIC GRADING POLICY</b>
	<p><i>Students earn grades.</i> Grades are based on demonstrated mastery of concepts and development of skills, not effort or potential. <i>The major component of your grade is determined by your results on exams and quizzes.</i> Progress reports are available on the District Web site in Infinite Campus and I expect students and parents to use the District Web site. Student performance will be based on assignments, which includes (in class assignments (based on work collected such as worksheets, activities,)) and tests which includes tests, quizzes, and the final exam. The overall course grade will be based on the following percentage distribution.</p> <p>Daily Assignments (class work): 20%  Final 10%  Quizzes 35%  Tests 35%  Total: 100%</p> <p>The Final exam ALSO replaces the lowest assessment score if the final exam score is higher provided the student obtains parent signature. If daily assignment is not finished in class, then students must finish them as homework the same night. Students are encouraged to do extra problems from the assigned text and workbook as needed for clarification of the daily lesson. All assignments are due and collected on the day of the quiz or test.</p> <p>The following percentage scale will be used in determining grades:  90% - 100% A 80% - 89.9% B 70% - 79.9% C 60% - 69.9% D 0% - 59% F</p> <p>Students with special needs will have accommodations per IEP.</p>
<b>7.</b>	<b>DESCRIPTION OF MAJOR ACTIVITIES/EXERCISES/PROJECTS</b>
	<p><b>Instructional Strategies and Activities Include:</b></p> <ul style="list-style-type: none"> <li>· Lecture on concepts and techniques</li> <li>· Presentation/modeling of examples and strategies</li> </ul>

	<ul style="list-style-type: none"> <li>· Large and small group discussions and explorations</li> <li>· Reading and writing assignments</li> <li>· Practice and learning through classwork and homework assignments</li> <li>· Applications to demonstrate relevance and extend learning</li> <li>· Active student engagement in group work and discussions</li> <li>· Quizzes, and tests to encourage and monitor learning</li> </ul>
<b>8.</b>	<b>GENERAL STATEMENTS</b>
	<p>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.</p> <p>Late work resulting from student absences will only be accepted if absence is excused through the attendance office. It is the student's responsibility to make arrangements with the teacher the day before or after the absence for make-up work.</p> <p>Zeros will be issued on ANY daily assignment or assessment to cheating students and the enabler.</p> <p>The teacher has the right to adjust assessments, daily assignments and due dates as necessary.</p>

### **Ms. Lew's Positive Classroom Expectations**

Every student has the right to learn in a positive, calming, stress-free environment. As such, students need a continuous, uninterrupted hour for a max learning environment. Cell phones are a major interruption for students. As a result, as soon as students enter the classroom, they will turn off their phones and put them in the cell phone chart on the wall. Every student will be assigned a number for their cell phone. Students will pick up their phones on their way out.

Since we only have an hour together for class, it is imperative that we utilize every minute for learning. As such, I will focus my attention on educating students. If students make choices that are not contributing to the learning environment, I will continue teaching and deal with the behavior at the end of class unless someone's life is at stake. That does not mean that I am ignoring the behavior. Instead, I am choosing to focus on the lesson at hand and not allow the disruptive behavior to interrupt the learning of the class.