WHS
Mathematics Department
Fall 2019 & Spring 2020

Syllabus

Course : Integrated Math 1

Instructor:
Mr. Greninger
Room: G103
Email: jgreninger@wusd.org

Learning Resources:
Textbook: CPM Core Connections Integrated Math 1
www.ebooks.cpm.org
www.cpm.org etools, HW help, Spanish Version, Algebra Tiles
www.mrgren.weebly.com
www.desmos.com
www.khanacademy.org
www.deltamath.com

It is my goal to help you achieve your highest level of competency possible this year in math. Competency in the math classroom begins with the mastery of the concepts, skills and technology of the subject at hand. In an effort to prepare you for college and future careers, you will also be required to make sense of problems and persevere in solving them, attend to precision, use appropriate tools strategically, reason abstractly and quantitatively, construct viable arguments and critique the thinking of others, look for and make sense of structure in patterns, and look for and express regularity in repeated reasoning.

There are many resources available to you as you increase your understanding of the subject of mathematics. This year you will be learning math through a problem based approach. In addition to cooperative class work and individual homework, you can access Deltamath.com , Desmos.com and Khanacademy.org online. Ultimately, your success in the class will depend upon your desire to achieve and the effort that you are willing to employ. I encourage you to talk with me this school year about any questions or concerns related to the learning we are about to embark upon together.

All class assignments and homework assignments can be found on my web page www.mrgren.weebly.com. This web page can be accessed directly or through the school website. If you miss a day of class or lose your homework, it is your responsibility to print the notes, class assignment and/or homework assignment from my web page and complete any assignment that is due. Computers and printers are available for student use in the library before school, during school and after school.

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Students will be expected to:

1. Come to class every day, prepared and on time, ready to work as soon as the tardy bell rings. Take care of restroom and drink needs prior to coming to class.
2. Complete all assignments in pencil.
3. Actively participate in the learning process for the entire class period.
4. Treat each other and the teacher with respect at all times.
5. Keep cell phones off and out of sight.
6. Keep food outside the classroom.
7. Let me know when you need to leave the classroom for any reason.

Homework When homework is assigned, it will be due at the beginning of class the following similar block school-day. Full credit will only be awarded for work that is on time and demonstrates effort to complete the assignment (show your work). All drawings, sketches, constructions and graphs must be at least 2" X 2" in size.

It is important that you keep up with the homework and seek help before school if needed. Late homework will be accepted up to one week after the due date and will be worth half credit if it meets the rubric 4 criteria. **No homework will be accepted more than one week late except in the case of illness.**

All homework turned in late due to illness will be accepted and awarded full credit if it is accompanied by a parent/guardian note attached to the assignment. If you are absent on the day an assignment is given, you have up to one week after you return to make it up. Please write ABSENT at the top of homework pages that are turned in late due to illness. Homework will not be accepted due to unexcused absences.

Content Covered

Functions
Linear Functions
Transformations and Solving
Sequences
Systems of Equations
Congruence and Coordinate Geometry
Exponential Functions
Inequalities

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Required Supplies:

- This syllabus
- Ruler or straightedge
- Colored Pencils
- Geometer's Compass
- Graph paper
- Highlighter
- Red Pen
- Pencil(s)/sharpener/eraser
- Calculator with a square root button and an exponent button
- Notebook (graph pages) or Binder or Folder

Notebook/Learning Log: Organization is essential to the learning process. All homework and classwork is to be kept in a spiral bound graph notebook. Keeping track of your own work in a structured manner, allowing easy access to class notes and example problems, will help make the most of the time you spend working out problems and studying on your own. If a student is absent, it is his/her responsibility to get the missed class notes. Notebooks will be collected and graded at the end of each chapter.

Cell Phone/Electronics:

- Cell phone and earbud use is prohibited during Integrated Math 1.
- Calculators are available to students during class time so that students need not use their phones as calculators.
- Please do not send your child to school with a cell phone if they are not mature enough to manage its proper use.
- I, the teacher, will not be responsible for students who cannot attend to classwork due to distraction by their cell phone.
- If your child chooses to use his or her cell phone during class, he or she will be sent to the office with a referral.

Test Retakes:

Each student will be allowed to retake one chapter test each semester, if they choose. The student taking the test may earn up to half of the missed points by retaking a test. Test make ups can be done during Lunch Break. The student must make arrangements with the teacher two days before they plan to make up a test. Students must retake any test within two weeks of the original test date.

Please read this article if you plan to allow your child to bring their cell phone to school.

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Having Your Smartphone Nearby Takes a Toll on Your Thinking

Source: Kristen Duke, Adrian Ward, Avelet Gneezt, Maarten Bos, Harvard Business Review, March 20, 2018.

"Put your phone away" has become a commonplace phrase that is just as often dismissed. Despite wanting to be in the moment, we often do everything within our power to the contrary. We take out our phones to take pictures in the middle of festive family meals, and send text messages or update our social media profiles in the middle of a date or while watching a movie. At the same time, we are often interrupted passively by notifications of emails or phone calls. Clearly, interacting with our smartphones affects our experiences. But can our smartphones affect us even when we aren't interacting with them — when they are simply nearby?

In recent research, we investigated whether merely having one's own smartphone nearby could influence cognitive abilities. In two lab experiments, nearly 800 people completed tasks designed to measure their cognitive capacity. In one task, participants simultaneously completed math problems and memorized random letters. This tests how well they can keep track of task- relevant information while engaging in a complex cognitive task. In the second task, participants saw a set of images that formed an incomplete pattern, and chose the image that best completed the pattern. This task measures "fluid intelligence," or people's ability to reason and solve novel problems. Performance on both of these tasks is affected by individuals' available mental resources.

Our intervention was simple: before completing these tasks, we asked participants to either place their phones in front of them (face-down on their desks), keep them in their pockets or bags, or leave them in another room. Importantly, all phones had sound alerts and vibration turned off, so the participants couldn't be interrupted by notifications.

The results were striking: individuals who completed these tasks while their phones were in another room performed the best, followed by those who left their phones in their pockets. In last place were those whose phones were on their desks. We saw similar results when participants' phones were turned off: people performed worst when their phones were nearby, and best when they were away in a separate room. Thus, merely having their smartphones out on the desk led to a small but statistically significant impairment of individuals' cognitive capacity — on par with effects of lacking sleep.

This cognitive capacity is critical for helping us learn, reason, and develop creative ideas. In this way, even a small effect on cognitive capacity can have a big impact, considering the billions of smartphone owners who have their devices present at countless moments of their lives. This means that in these moments, the mere presence of our smartphones can adversely affect our ability to think and problem-solve — even when we aren't using them. Even when we aren't looking at them. Even when they are face-down. And even when they are powered off altogether.

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Why are smart phones so distracting, even when they're not buzzing or chirping at us? The costs of smartphones are inextricably linked to their benefits. The immense value smartphones provide, as personal hubs connecting us to each other and to virtually all of the world's collective knowledge, necessarily positions them as important and relevant to myriad aspects of our everyday lives. Research in cognitive psychology shows that humans learn to automatically pay attention to things that are habitually relevant to them, even when they are focused on a different task. For example, even if we are actively engaged in a conversation, we will turn our heads when someone says our name across the room. Similarly, parents automatically attend to the sight or sound of a baby's cry.

Our research suggests that, in a way, the mere presence of our smartphones is like the sound of our names — they are constantly calling to us, exerting a gravitational pull on our attention. If you have ever felt a "phantom buzz" you inherently know this. Attempts to block or resist this pull takes a toll by impairing our cognitive abilities. In a poignant twist, then, this means that when we are successful at resisting the urge to attend to our smartphones, we may actually be undermining our own cognitive performance.

Are you affected? Most likely. Consider the most recent meeting or lecture you attended: did anyone have their smartphone out on the table? Think about the last time you went to the movies, or went out with friends, read a book, or played a game: was your smartphone close by? In all of these cases, merely having your smartphone present may have impaired your cognitive functioning.

Our data also show that the negative impact of smartphone presence is most pronounced for individuals who rank high on a measure capturing the strength of their connection to their phones — that is, those who strongly agree with statements such as "I would have trouble getting through a normal day without my cell phone" and "It would be painful for me to give up my cell phone for a day." In a world where people continue to increasingly rely on their phones, it is only logical to expect this effect to become stronger and more universal.

Thank you for reading this article.

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Course Grade Weighting

Class/Homework	24%
Homework Quizzes	16%
Team Tests	10%
Individual Tests	30%
Final Exam	20%

Note: All work other than the Individual tests and final exam will be graded using the following rubric.

Score	Criteria	Letter Grade
4	Student(s) clearly demonstrate(s) complete understanding of the core concept(s). The assignment was turned in on time. All assigned problems were answered completely. A thorough explanation was given for each problem (work is clearly shown). A complete sentence answer was given for all word problems. The work is presented in a neat and organized manner.	A
3	Student(s) demonstrate(s) a good understanding of the core concept(s). One of the elements listed for a score of 4 is missing or incomplete. The assignment was turned in on time.	B
2	Student(s) demonstrate(s) a basic understanding of the core concept(s). Two of the elements listed for a score of 4 are missing or incomplete **or** the hw assignment was turned in late.	C
1	The student(s) understanding of the core concept(s) is limited. Three of the elements listed for a score of 4 are missing or incomplete and/or the assignment was turned in late	D
0	The assignment was not turned in	F

Team Tests: A test will be given at the end of each unit. Students will be able to use their math notebook/binder when testing. **Individual Tests:** Students will take individual tests, for which grades will be based upon a traditional 100 point scale. Since a large portion of your grade depends upon your test scores, it is important that you keep up with the assignments and seek help when you do not understand the concepts.

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Final Exam Final exams or presentations will be due at the end of each semester. The second semester final will cover material from the entire year.

Note: Individual chapter tests and the final exam will be graded based upon a traditional 0%-100% scale.

Your family is required to regularly check your aeries gradebook for this class.

Assignment Requirements

1. Papers are to be headed in the upper right hand corner with:

   NAME
   DATE
   SUBJECT
   PAGE NUMBERS & PROBLEMS

2. If problem are assigned from the textbook, original problems must be copied from the book.
3. All work is performed in pencil.
4. Each problem has all work shown with complete sentences when appropriate.
5. All work is legible. All drawings, sketches, constructions and graphs must be at least 2" X 2" in size.

Loss of credit for Excessive Unexcused Absences.

The staff and business community of Windsor are sending out a clear message about attendance expectations. The underlying philosophy behind the attendance policy is that maximum learning and achievement occur only when a student establishes regular attendance and participation in their classes. In accordance with the Windsor High School attendance policy, credits will be granted for time and participation in class. Students will lose one semester unit for every four unexcused absences in this class.

Cheating: If your child is caught cheating, the material will be marked with an F and your child will be referred to the office. No make-up will be allowed for the work.

Class work, homework quizzes and tests will NOT be accepted for unexcused absence days.

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I have read and acknowledge the syllabus for Integrated Math 1 with Mr. Greninger at WHS

Student Name: _____

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____

Please complete and return to Mr. Greninger by Aug 30th. Thank you.