



# Math I & Math II

Learning begins today. We can't change yesterday. But together, we can know where learning begins today and chart the best course toward the brightest possible tomorrow.

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## Course Scope:

This one-year course designed for 9-12 grade-level (and beyond) students provides the necessary knowledge and skills to successfully complete pre-algebra and algebra coursework. This course builds on the concepts of number operations with integers, decimals, and rational numbers; word problems and reasoning skills; data analysis; probability; geometry; measurement; spatial sense; patterns; and beginning algebra. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The use of technology, including calculators and computers, is an integral part of this course. While this course fulfills one of the mathematics credits required for high school graduation, **it does not meet the core requirements for the Standard Option I Diploma**, the National Collegiate Athletic Association, or the Nevada System of Higher Education (NSHE) core requirements for university admission.

## Course Goals:

1. To develop the Standards for Mathematical Practice. [CCSS]
2. To extend the properties of exponents to rational exponents and use properties of rational and irrational numbers. [CCSS: N.RN]
3. To reason quantitatively and use units to solve problems. [CCSS: N.Q]
4. To interpret the structure of expressions and write expressions in equivalent forms to solve problems. [CCSS: 8.EE\*; A.SSE]
5. To perform arithmetic operations on polynomials. [CCSS: A.APR]
6. To create equations that describe numbers or relationships. [CCSS: A.CED]
7. To understand solving equations as a process of reasoning and explain the reasoning; solve equations and inequalities in one variable; solve systems of equations; and represent and solve equations and inequalities graphically. [CCSS: 8.EE\*; A.REI]
8. To understand the concept of a function and use function notation; interpret functions that arise in applications in terms of the context; and analyze functions using different representations. [CCSS: 8.F\*; F.IF]

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9. To build a function that models a relationship between two quantities; and build new functions from existing functions. [CCSS: 8.F\*; F.BF]
10. To construct and compare linear, quadratic, and exponential models and solve problems; and interpret expressions for functions in terms of the situation they model. [CCSS: F.LE]
11. To summarize, represent, and interpret data on a single count or measurement variable; summarize, represent, and interpret data on two categorical and quantitative variables; and interpret linear models. [CCSS: S.ID]
12. To investigate patterns of association in bivariate data. [CCSS: 8.SP\*]
13. To understand congruence and similarity using physical models, transparencies, or geometry software. [CCSS: 8.G\*]

### **Course Structure:**

- First Quarter: Data and Statistics, Expressions and Equations, Linear Inequalities in One Variable, Absolute Value Equations / Inequalities
- Second Quarter: Functions and Function Notation, Linear Functions and Linear Inequalities in Two Variables, Modeling with Linear Functions
- Third Quarter: Systems of Equations and Linear Programming, Exponential Functions and Geometric Sequences, Polynomials and Factoring
- Fourth Quarter: Graphing Quadratic Functions, Solving Quadratic Equations, Special Functions

### **Textbook(s):**

- Holt McDougal Mathematics: Explorations in Core Math for Common Core Algebra I
- Larson, R., Bowswell, L., Kanold, T., & Stiff, L. (2008) Pre-Algebra. Evanston, Illinois: Boston; Dallas: McDougal Littell.

### **Grading:**

In an effort to standardize grading practices in keeping with the following rationale:

Students certainly should learn to accept responsibility for their actions and be held accountable for their work. But, no evidence demonstrates that assigning zeros helps teach students these lessons. Unless educators are willing to admit that grades are used to show evidence of students' lack of effort and responsibility, then alternatives to assigning zeros must be found. Many teachers assign zeros to students' work that is missed, neglected, or turned in late. However, the zero is seldom an accurate reflection of what a student learned or is able to do. Instead, zeros are typically assigned to punish students for not displaying appropriate effort or demonstrating adequate responsibility. If the grade is to represent how well students have learned or mastered established learning standards, then assigning zeros clearly misses the mark.  
(Guskey, Thomas R., Education Digest 66.7 Mar. 2001)

Therefore, Sunrise Mountain High School has adopted a school-wide grading system of utilizing the Minimum F. This means that all grades will be calculated and entered into the grade book with the lowest possible score being 50% of the total points. All assessments in a class will be entered into the grade book under two different categories as follows: Formative, 20% of the quarter grade and Summative, 80% of the quarter grade. Teachers will determine into which category (formative or summative) graded activities will be placed. Typically, formative

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assessments are activities such as homework, classwork, journal entries, short quizzes, etcetera which are used on a daily basis to measure students' progress toward mastery of standards; whereas, summative assessments are activities such as unit tests, embedded assessments, research papers/projects, performances, etcetera which are used at the end of a unit of study to measure students' mastery of standards.

### **Semester Grades:**

- 40% - first/third nine weeks
- 40% - second/fourth nine weeks
- 20% - semester/final exams

Quarter and semester grades will be issued in keeping with the CCSD Grading Scale as follows:

- A = 100 – 90
- B = 89 -80
- C = 79 – 70
- D = 69 – 60
- F = 59 and below

### **Grade Access:**

Parents and students may access grades at any time using the Infinite Campus Portal. Grades will be accurate in real time as teachers input assessments into their grade books.

### **Academic Dishonesty:**

Academic dishonesty will not be tolerated. If a student is caught cheating on any assignment, a Minimum F will be issued. During a test or quiz, talking is considered as cheating and the grade will result in a Minimum F. Students caught cheating will also be referred to the Deans' Office for additional behavior consequences.

### **Supplies:**

The CCSD provides necessary supplies for all students to meet their educational needs. However, we know that sometimes parents choose to buy school supplies for their child. Should you decide to do this, the following are items that would be appropriate for your child's class. The following is a list of suggested items which will greatly help your student be successful:

- Student Practice Text – provided by Sunrise Mountain High School
- 2" Binder
- Notebook paper
- Pencils
- Eraser

If student is not able to purchase these items, please notify the teacher as soon as possible.

### **Tardiness and Make Up Work:**

- Tardy Policy: No student will be admitted to the room after the bell without a tardy slip.
- Make-up Work: If you are absent for any reason, it is the student's responsibility to complete the notes, practice and assignments that were missed. Students can make arrangements to come in before school, during lunch or after school for help from the teacher or should meet with a classmate. All work should be turned in within 3 days of the absence.
- **If a student does not make up the work independently, Academic Opportunity may be granted for that student at the discretion of the teacher.**
- Five missing assignments equal an unsatisfactory on Citizenship for the quarter which will make an athlete ineligible to participate.

### **Progressive Discipline Policy:**

Self-discipline should come from each individual. Since every action has a consequence, students choose outcomes based on the choices they make with regards to their behavior.

Students who choose not to follow the expectations that are set forth show that they would enjoy enrichment activities on managing their behavior. Accordingly, they can expect to receive warnings and/or corrections from the teacher; conferences with the teacher after class, before or after school, or at lunch; reduced participation grade; behavior contract; detention; letters and/or phone calls home; creative sanctions; and referrals to the counselor or dean. The action taken will depend on the severity and frequency of the misbehavior.

Major infractions, such as possession of weapons, theft, fighting, possession or use of narcotics, and gross insubordination (threatening or cursing the teacher) will result in immediate referral to the dean.

### **Student Conduct:**

Students will be expected to interact with the teacher and classmates during discussions and group activities.

### **Literacy:**

Students should remember that spelling, grammar, proper sentence structure and punctuation are important parts of any assignment and should not be overlooked just because this is a mathematics class. Unless otherwise stated by the teacher, all assignments, writing include:

- First and Last Name, Student Number, Date
- Complete sentences
- Capitalization at the beginning of every sentence
- Punctuation at the end of every sentence
- "I" will be capitalized with it stands alone

## Assignments:

All assignments must have student name, the date, the period and what the assignment is written on them. All work will be done in **PENCIL ONLY**. If the assignment is not legible, it **will not** be graded. Spelling and grammar should represent student's best effort, as these areas will be part of the evaluation of every assignment.

- Notebooks: for writing daily notes, graded on completeness
- Homework: given as deemed appropriate by teacher
  - **For assistance with homework, please call the Homework Hotline at 709-799-5111.**
- Quizzes: a few problems on the concept presented
- Tests: given to assess multiple concepts at a time
- Participation: evaluated by engagement in class verbally, by notes, and completion of work
- Extra-credit: given as deemed appropriate by teacher

## Policies/Procedures:

1. Students are to class equipped everyday with their notebook, paper, and a writing utensil. Only **PENCIL** may be used on assignments, unless otherwise noted. If special supplies are needed, instructions will be provided the day before.
2. Students are to be in their seat, with their materials ready to begin class by the time the tardy bell rings. The bell does not mean run to class – it means that class has begun.
3. The bell **does not** dismiss students from class; that is the responsibility of the teacher.
4. Practicing good personal hygiene is expected, and should be taken care of outside of class, prior to school, or during passing periods.
5. Bottled water is allowed in class. Prior approval from the teacher may be made for other consumable items.
6. Personal communication devices are allowed on campus but **cannot** be used during class time (unless otherwise directed by teacher). If the device is used in class at inappropriate times, it will be confiscated and given to the dean for the parent to pick up after school.
7. Sunrise Mountain is a beautiful new facility - let's keep it that way! Students should treat the school with pride. Any destroying of school property will result in being sent immediately to the Deans' office.
8. All Clark County School District and Sunrise Mountain High School rules will be enforced, even those not expressly listed.

## **Sunrise Mountain High School Commitment Contract**

1. I have read the information contained in this document.
2. I agree to follow the rules and guidelines of the Clark County School District and Sunrise Mountain High School.
3. I agree to follow all behavior guidelines for students.
4. I agree to make the commitment to work as hard as possible to become the best student I can be.
5. I understand that violations of the rules described herein may result in meeting with the teachers, detention, parent conference, and/or Deans' Office referral.

Name of Student: (please print)

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Signature of Student

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Student E-mail Contact

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Name of Parent/Guardian (please print)

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Signature of Parent/Guardian

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Parent/Guardian E-mail Contact

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Parent/Guardian Phone Number

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Primary language spoken in the home: English / Spanish / Other

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