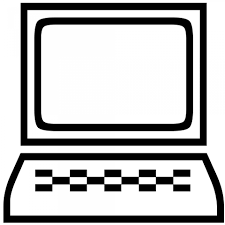
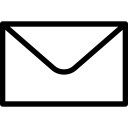
Welcome to Mrs.Rinaldi’s

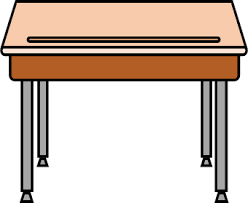
Integrated I Class

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**Email:** [**krinaldi@suesd.org**](mailto:krinaldi@suesd.org) **Class website:**

**www.mrskristenrinaldi.weebly.com**

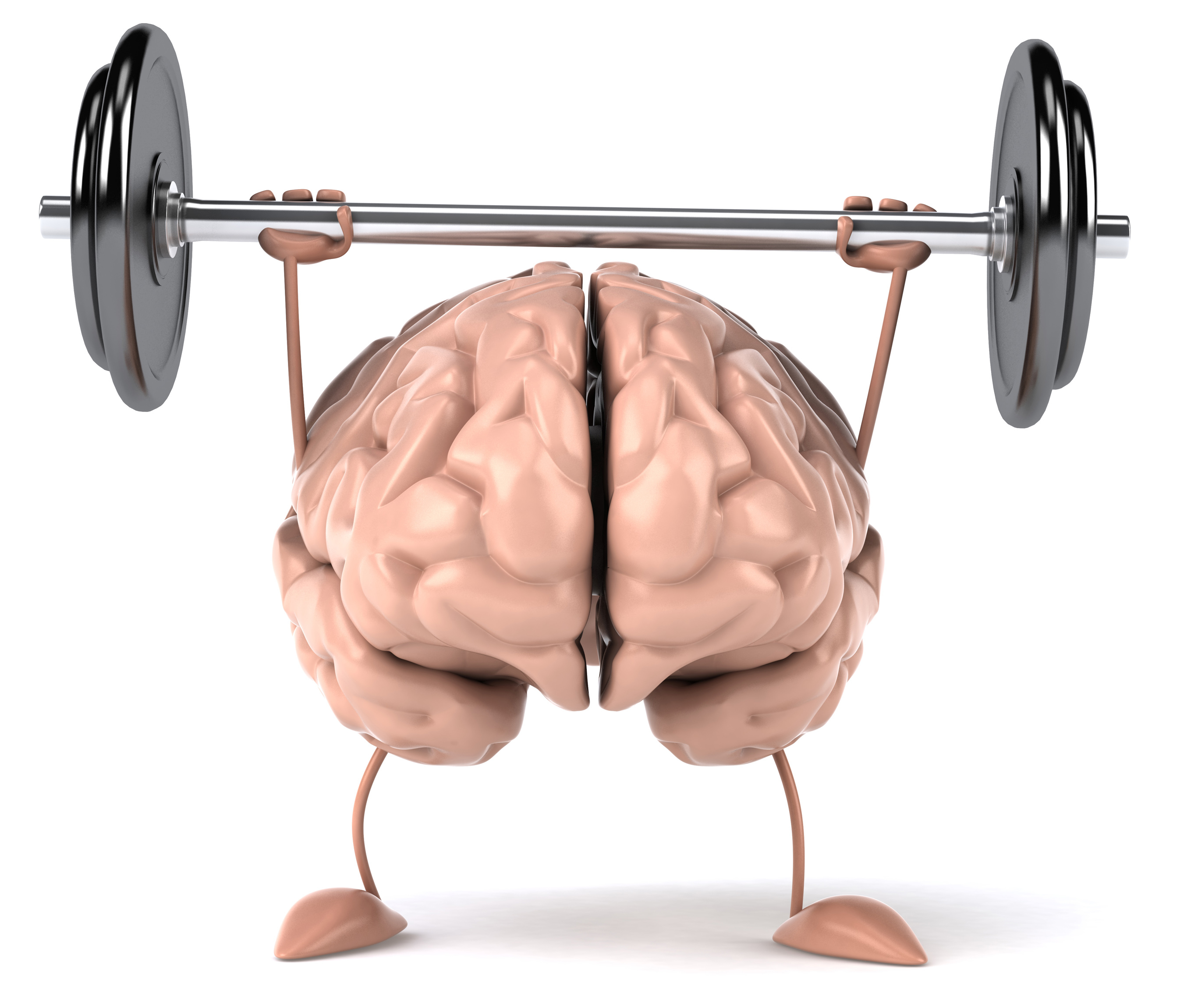
**Phone:** (831) 464-5600 Ext. 124 **School Website:**

****http://www.nbms.santacruz.k12.ca.us

**Room 24: Office hours:**

Tuesday and Thursday, 2:30-3:30pm **Class Dojo:** Through Messaging

**Growth Mindset**

This year we will be discussing the importance of adopting a growth mindset in math class. Growth mindset, as opposed to fixed mindset, is the belief that a person’s abilities and intelligence can be developed through practice, hard work, and dedication. Those with a growth mindset are more likely to learn from their mistakes, embrace challenges, and learn from feedback. Our brain acts like a muscle – the more we use it, the stronger (and smarter) our brain becomes. With each failure, the brain is making new connections. Persisting through challenges literally grows your brain!

**Homework:**

Homework is a very important part of successfully learning mathematics. In order to fully understand the math concepts learned in class, students must practice outside of class consistently.If you need help on your homework, come see Mrs. Rinaldi on Tuesdays/Thursdays after school. Homework will be assigned Mondays, Wednesdays, and Fridays. Students are responsible for copying homework assignments onto the weekly homework tracker sheet. Homework will be due at the beginning of each period. ***Late homework will only be accepted for partial credit.***

### Materials needed daily:

* Completed homework assignment
* Weekly Homework Tracker Sheet
* Math Binder or Math Section in binder (to keep homework, tests, and classwork)
* Composition Notebook (lined or graph paper)
* Sharpened pencils with erasers/handheld sharpener
* Colored Correcting Markers
* Highlighters
* Loose leaf lined paper **and** graph paper
* AR Book
* New Brighton Planner

### Absences and Tardies:

You are expected to be in your seat when the bell rings or you will be marked tardy. Three tardies result in a detention with Mrs. Rinaldi. If you miss a quiz, test, or homework assignment due to an absence, **you are responsible for checking in with Mrs. Rinaldi and making up your work**. Tests and quizzes will need to be made up after school. You will have as many days to make up the classwork and homework as you have been absent. (For example, if you are absent 2 days, you have 2 days to turn in your make up work for full credit). Missed classwork, homework handouts, and interactive notebook resources will be filed in the “What did I miss” folder located at the back of the classroom. **It is the student’s responsibility to retrieve any missed work from the appropriately dated folder, and to copy missed notes (from Mrs. Rinaldi’s notebook after school or another peer’s notebook).**

**40%**

\*If a student earns a D or an F (69% or lower) on a test, they have the option to complete test corrections to earn a grade up to a maximum of 70%.

**30%**

**20%**

Tests/

Quizzes\*

Homework

**10%**

Classwork

Group

Dynamics/

Participation

**Grading**

### 

### Resources:

If you are having trouble in this class, please let me know. I will be available to discuss problems you may have with you and your parents/guardians. Accomplishing our goal of success in math is a team effort! Email is the fastest and easiest way to reach me. If a serious personal problem interferes with your ability to learn, please let me know. Your teachers, counselors and administrators are trained to help.

**College Preparatory Mathematics (CPM)**

In this class we use College Preparatory Mathematics (CPM), which supports students in their ability to problem solve, communicate, and justify their reasoning as we build deep conceptual understanding. This program places a high value on students working cooperatively - sharing information, expertise, and ideas. On a daily basis, students are tackling mathematical ideas set in everyday contexts to help them make sense of otherwise abstract principles. Core Connections Integrated I is the first course in a five-year sequence of college preparatory mathematics courses. It aims to develop fluency with solving linear equations, inequalities, and systems. These skills are extended to solving exponential equations, and exploring linear and exponential functions graphically, numerically, and symbolically.

Integrated I students will be expected to complete the CPM Integrated I textbook by the end of 8th grade and be prepared for Integrated II as they enter high school.

Upon completion of this course, students should be able to:

* Represent linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts.
* Manipulate expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc.
* Analyze the slope of a line multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically.
* Solve equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression).
* Solve systems of two equations and inequalities with two variables using a variety of strategies, both graphically and algebraically.
* Use rigid transformations (reflection, rotation, translation) and symmetry to demonstrate congruence and develop triangle congruence theorems.
* Use coordinates to prove geometric theorems.
* Write simple geometric proofs (investigate patterns to make conjectures, and formally prove them).
* Represent arithmetic and geometric sequences, including using tables, graphs, and explicit or recursive formulas.
* Use exponential models to solve problems, and to compare to linear models.
* Use function notation.
* Analyze two-variable data, including determining regression lines, correlation coefficients, and creating residual plots.
* Analyze the differences between association and causation, and interpretation of correlation in context.
* Compare distributions of one-variable data.

Classroom Rules and Consequences Plan for Room 24

1. **Be prepared,** in your assigned seat and ready to work when the bell rings.
2. **Respect your peers and teacher.**
   1. The Golden Rule: Treat others the way you want to be treated.
3. **Respect others’ learning**.
   1. Be an Active Listener while others are speaking.
   2. Honor peers’ work time.
   3. Follow Noise Level Procedures.
4. **Follow all directions and procedures** the first time given.
5. **Take care of all classroom materials** and clean up after yourself.

If You Choose to Break a Rule:

**First time:**  -***Verbal Warning***, negative Class Dojo points and/or seat change.

**Second time:** -***Step 1*** of Student Reflection - Written Reflection and parent/guardian signature.

**Third time:** -***Step 2*** of Student Reflection - Written Reflection, parent/guardian signature, and 15-minute detention.

**Fourth Time:** -***Step 3*** of Student Reflection - Written Reflection, parent/guardian contact/conference, and 30-minute detention.

**Severe disruption or** -Student sent immediately to the office with ***Office Referral***.

**if behavior continues:**

**STUDENTS:** I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the Classroom Rules and Consequences Plan for math class, and I understand it. I acknowledge that it is my responsibility to contact my teacher via email if I have any questions or concerns. I know that this syllabus, assignments, and resources are available to me on Mrs. Rinaldi’s website: **www.mrskristenrinaldi.weebly.com**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PARENTS:** My child has discussed this plan with me. I understand it and will support it.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEACHER:** I will be fair and consistent in administering the Rules & Consequences Plan.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IMPORTANT: PLEASE KEEP THIS SHEET IN YOUR BINDER AT ALL TIMES. Thank you.**