**Advanced Functions and Modeling (AFM)**

**Class Syllabus Fall 2017**

**Miss B.**

**E-mail: madiab.banda@cms.k12.nc.us**

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| **Advanced Functions and Modeling** provides students an in-depth study of modeling and applying functions. Throughout this course, students will learn to:   1. Describe graphically, algebraically and verbally phenomena as functions; identify independent and dependent quantities, domain, and range, and input/output. 2. Translate among graphic, algebraic, numeric, and verbal representations of relations. 3. Define and use linear, quadratic, cubic, and exponential to model and solve problems. 4. Use systems of two or more equations or inequalities to solve problems. 5. Use the trigonometric ratios to model and solve problems. 6. Use logic and deductive reasoning to draw conclusions and solve problems. |

**My Commitments to You**

*I promise to ...*

* Provide a safe and comfortable learning environment
* Listen to you, be patient, fair, and supportive
* Challenge you and provide the support you need to successfully meet the challenge
* Teach the best I can, and work at getting better throughout the year
* Provide necessary instruction for all students to master the course objectives

# Classroom Guidelines

S: **Show** up on time prepared for class.

A: **Accept** the challenge of AFM!

B: **Be** ready to work hard to master the objectives each and every day.

R: **Respect** yourself and others.

E: **Expect** to be successful in AFM.

S: **Smile** and have fun.

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| **Grading Scale:**   |  |  | | --- | --- | | 90-100 | A | | 80-89 | B | | 70-79 | C | | 60-69 | D | | Below 60 | F | | **Supplies**   * TI-84 graphing calculator * 3 ring binder (1½ - 2 inch) * Spiral Notebook AND lined paper, graph paper * Pencils |

**Tutoring**

**O Building Ms. Banda Tuesday, 2:15-3:00**

**Grading Policy**

In accord with the CMS High School Grading plan, the following distribution and minimum frequency of assessments in each category will be reflected in our school-wide grading practice.

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| **Informal Assessments** | **Formal Assessments** |
| **30% of Quarter Grade** | **70% of Quarter Grade** |
| Informal assessments must be linked to specific objectives and include a variety of assignments such as warm-ups, notebook checks, quizzes, group work, in-class tasks, class participation, etc. | Formal assessments must be linked to specific objectives and include a variety of assignments such as tests, comprehensive writing assignments, projects, etc. |
| A minimum of **9** informal grades per quarter is required. | A minimum of **4** formal grades per quarter is required. |

**Remediation/Reassessment:** Students who score below a 79% can retest after completing remediation. Students will receive the higher grade for a maximum of 79%. Therefore, students who score a 79-100% on their retest should receive a score of 79%. Any grade below a 79% should be recorded as is. It is the student’s responsibility to initiate and complete the remediation and the retest process within two weeks of receiving the original graded assessment score or make other arrangements which are agreed to by the teacher.

**Late Work:** Late work, work that is not turned in on time due to an unexcused absence or failure to attempt, applies to both informal and formal assessments:

* Students will receive a maximum 80% grade for work showing a concerted effort, if turned in one day late.
* Students will receive a maximum 70% grade for work showing a concerted effort if turned in two days late.
* After three or more days, late work showing concerted effort will receive a grade of 50% if turned in one week prior to the published exam schedule for each quarter.
* Any student who is not present in class on the due date because of an EXCUSED absence, full credit will be given for the completed work if turned in at the beginning of the next class meeting.

**Concerted Effort:** Student work will reflect thoughtful effort towards classwork, homework, and/or assessments. Variations in assignments or individual student needs should be considered in determining the definition of thoughtful effort. It may include but is not limited to the following: attending tutoring, notifying the teacher with questions, or arriving to class early for assistance.

**Make-Up Work:**  A student who fails to turn in an assignment due to an absence, whether excused or unexcused, must be allowed to make up the work. The student must initiate contact with the teacher upon return to school to make arrangements for completing the work. These arrangements should include a schedule for completion of the work that is appropriate, mindful of the assignment and length of absence.

Student name (print please) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for taking the time to read through the AFM syllabus. For the student to be successful in this course it takes a team effort. I look forward to a wonderful year. Please sign below and don’t hesitate to email me with any questions.

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Class Period

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Student Signature Date

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Parent/Guardian Signature Date

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Parent email address

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Parent phone number