



2020--2021 Math III Course Syllabus

THIS SYLLABUS IS FOR OUR TIME DURING DISTANCE LEARNING. IF/WHEN THERE IS A CHANGE IN OUR LEARNING ENVIRONMENT I WILL AMEND THIS SYLLABUS TO FIT OUR NEW SITUATION.

Course

Math III (Two semesters; 5 units each semester; 10 units total)

Course description

Integrated Mathematics III 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.

Teacher Name : 2020-2021

Teacher Email Address: Ruben-Griffin@scusd.edu

Teacher Classroom: T14

Teacher Phone Number : (916) 395-5090

Textbook

Common Core State Standards, Mathematics III, Integrated Pathway. Walch.

Required Materials:

Paper

Pencelis

Eraser(s)

Recommended Materials:

Graphing calculator

Grading Policy

Students earn grades. Grades are based on demonstrated mastery of concepts and development of skills, not effort or potential. Student progress will be available on the District Web site in Infinite Campus, it is expect students and parents to use the District Web site. The overall course grade will be based on the following percentage distribution.

- 55% Assessments
- 35% Homework - Quizzes
- 10% Participation

* Note: You must show your work to receive full credit

**Note: Extra credit will not exceed 2% of the grade in the participation category.



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The following percentage scale will be used in determining grades:

89.5%-100%	A
79.5%-89.4%	B
69.5%-79.4%	C
59.5%-69.4%	D
0%-59.4%	F

Course Outline

Integrated Mathematics III is the third course in a series of three that uses an integrated approach to cover the following domains: Normal Curve in Statistics, Binomial Distribution, Polynomial Structures, Rational Expression Structures, The Unit Circle, Law of Sine and the Law of Cosine, Common Logarithms and Natural Logarithms, and Mathematical Modeling. The problem situations, models, and technology used will foster connections to the eight Standards for Mathematical Practice, which develop concepts from multiple perspectives. Mathematics III topics focus on the interconnectedness of function elements, tables, graphs, and equations; comparison and contrast and decision-making using Mathematical models; modeling three-dimensional equations and figures; and modeling using mathematical probability.

Course Objectives

This program includes all the topics addressed in the CCSS Integrated Pathway: Mathematics III content map. These include:

- Using the Normal Curve in Statistics. Population versus Random Sampling. Binomial Distribution
- Using Polynomial Structures. Adding/Subtracting/Multiplying/Graphing Polynomials
- Using Rational Expression Structures. Adding/Subtracting/Multiplying/Dividing Rational Expressions
- Using the Unit Circle. Applying the Law of Sine and the Law of Cosine
- Using Common Logarithms and Natural Logarithm
- Using Mathematical Modeling. Creating Equations. Interpreting Graphs

Academic Expectations

- 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.
- 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.
- Zeros will be issued on ANY daily assignment or assessment due to cheating students and the enabler.
- The teacher has the right to adjust assessments, daily assignments and due dates as necessary.

ACADEMIC DISHONESTY

Academic dishonesty is considered a serious offense in my class. Students cheating will be given a zero on that assignment and will not be able to recover points lost. I encourage collaboration on many assignments but I expect the work you hand in (assignments, exam/quiz, projects, etc.) to be your own.



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CLASSROOM (ZOOM) BEHAVIOR EXPECTATIONS:

The following summarize important expectations for classroom behavior. Students are expected to:

- attend all scheduled class.
- complete all assignments on time.
- actively and positively participate in class.
- demonstrate personal responsibility, honesty, and integrity in all of their actions.

CLASSROOM (ZOOM) RULES:

The following few rules guide classroom behavior and activity

- follow teacher directions and requests immediately
- mute your microphone when not asking or answering a question
- use the “hand up” emoji when you have a question, or unmute microphone to speak
- use the “chat” feature to ask and answer class related topics
- failure to follow the classroom rules will result in removal from the meeting, parents/guardians will be notified

CHARACTERISTICS OF QUALITY WORK:

Using the following guidelines will help you master the Integrated Mathematics I objectives. Quality work has the following characteristics.

- Is complete with full solution. That is, all problems are completed or at least attempted.
- The supporting work for each problem is shown completely using proper algebraic conventions and notations.
- The work is done neatly.
- The work is done accurately.

CHARACTERISTICS OF A SUCCESSFUL STUDENT:

Students that are successful in school generally exhibit the following traits:

- Is consistently present for class in body and spirit.
- Desires to learn the material presented.
- Uses time wisely.

PLEASE ACCESS THE GOOGLE FORM TO ELECTRONICALLY SIGN THAT YOU HAVE READ AND UNDERSTAND THE CONTENTS OF THE SYLLABUS.