



2017-2018 COURSE SYLLABUS

1. COURSE (Course #)

Integrated Math III

Common Core

2. TEACHER

Ms. Lew

Room V4

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Course description

3. TEXTBOOKS AND/OR RECOMMENDED OR REQUIRED READINGS

Integrated Math 3, Walch Education, Portland, ME; 2016)

Student Resource Book (Textbook) and 6 Work Books

Resource Book should be used by students to further study lessons taught in class, and for information lost due to absences.

Workbooks and Text are used for homework and in-class note taking. All lectures are on video.

4. GENERAL OVERVIEW

The fundamental purpose of Mathematics 3, is to formalize and extend students' understanding of functions from linear and exponential to other functions such as quadratic, radical, rational, trigonometric, logarithmic, square root, cube root, absolute value, step, and piecewise situations including their applications. In Math 3, students will learn to analyze and use functions and function families to generate models that fit real world situations. Equal emphasis will be given to problem solving within a context, and fluency with mathematical techniques. Communication of mathematics in written, graphical and verbal forms will be expected. The courses in the Integrated Pathway follow the structure begun in the K-8, Math 1 and Math 2 standards, of presenting mathematics as a coherent subject, mixing standards from various conceptual categories.

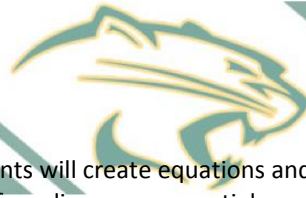
The standards in the integrated Mathematics 3 course come from the following conceptual categories

Modeling, Functions, Number and Quantity, Algebra, Geometry, Trigonometry, Statistics and Probability.

This particular course uses a common core approach to learning. Students will be introduced to standards for mathematical practice. The following year, students will continue on to Pre Calculus, which will contain more advanced topics in Algebra, high school graduation requirement in the study of mathematics. However, most students aim to continue on with Math 3 and further math courses in preparation for college.

Students are expected to know and use linear and exponential functions with and without context, basic solving of equations, calculations in fractions and other rational numbers, and proportional understanding. Brief reviews will be given before a unit is learned, however, it is expected that students take responsibility for attending support classes after school to get more proficient at any of the math skills in which they are not as fluent.

The course begins with the study of statistics and the making statistical inferences. It continues with the study of polynomial, radical and rational functions. In trigonometry, students will use the unit circle to study trigonometric functions and expand their study of trigonometric laws to non right triangles. Inverse functions such as logarithmic and



inverse trigonometric functions will be examined. Students will create equations and understand the constraints surrounding models arising from linear, exponential, quadratic, trigonometric, logarithmic, square root, cube root, absolute value, step, and piecewise situations. They will explore transformations of parent graphs, and make generalizations about them across many different types of functions. Students will compare properties within functions, including recognizing whether a function is even or odd. Finally, students will apply geometric methods to identify cross sections, describe objects, and solve design problems. Real world applications are presented within the course content and a function's approach is emphasized.

5. COURSE OBJECTIVES

The following sequence by resource book chapter identifies the major units making up the Math 3 curriculum.

Unit 1 Inferences and Conclusions from Data

Unit 2A Polynomial Relationships

Unit 2B Rational & Radical Relationships

Unit 3 Trigonometry of General Triangles & Trigonometric Functions

Unit 4A Modeling of Inverse Functions-Logarithmic & Trigonometric Functions

Unit 4B Mathematical Modeling & Choosing a Model

Students will acquire and demonstrate knowledge of the concepts, definitions and properties required to meet the Math 3 Common Core Mathematics Standards. Students will develop critical thinking and decision-making skills by connecting concepts to practical applications needed to be productive members of society. All students are expected to demonstrate the following objectives:

1. Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. Students should understand the connections among these representations.
2. Students should be able to communicate mathematics both orally and in well-written sentences and should be able to explain solutions to problems.
3. Students should be able to model a written description of a real-world situation with a function.
4. Students should be able to use technology (graphing calculators, applets, Excel) to help solve problems, experiment, interpret results, and verify conclusions.
5. Students should be able to determine the validity of solutions, including sign, size, relative accuracy, and units of measurement.

6. COURSE REQUIREMENTS, ATTENDANCE AND SPECIFIC GRADING POLICY

Grades are based on demonstrated mastery of concepts and development of skills, not effort or potential. A major component of your grade is determined by your results on assessments. Progress reports are available on the District Web site in Infinite Campus. Assignments are a guide as to what is most important and what will be tested. Assignments are given daily. Students not actively engaged in assignments and study will most likely fail the class. Planning your study should include a minimum hour of quality time daily.

The math dept. complies with district protocol that can be viewed at www.scusd.edu.

7. DESCRIPTION OF MAJOR ACTIVITIES/EXERCISES/PROJECTS

Instructional Strategies and Activities Include:

- Lecture on concepts and techniques
- Presentation/modeling of examples and strategies
- Large and small group discussions and explorations



- Reading and writing assignments
- Practice and learning through classwork and daily assignments
- Applications to demonstrate relevance and extend learning
- Active student engagement in group work and discussions
- Quizzes, and tests to encourage and monitor learning

2017-2018 COURSE SYLLABUS

8. GENERAL STATEMENTS

CLASSROOM BEHAVIOR EXPECTATIONS: The following summarize important expectations for classroom behavior.

1. Students are expected to attend class every day.
2. Students are expected to complete all assignments on time.
3. Students are expected to be seated and prepared for learning when the bell rings.
4. Students are expected to treat their classmates with respect; no put downs of any kind.
5. Students are expected to actively and positively participate in class.
6. Students are expected to demonstrate personal responsibility, honesty, and integrity in all of their actions.

9. CLASSROOM RULES:

The following few rules guide classroom behavior and activity.

1. Follow teacher directions and requests immediately.
2. Keep your hands, feet, and other objects to yourself.
3. Remain seated unless you have permission to move about the classroom.

Cell Phones

You will be able to access all required materials via the internet. As such, you are allowed to use your phone for such purpose. Furthermore, students may view lecture videos on their cell phone. However, if you choose to play games, text, or surf the web during class, you automatically get an U for citizenship without further warning or hassle from me. I am not here to police you or your phone. Please make a wise choice.

10. HOMEWORK AND STUDY:

I fully expect all students to my lecture videos at home prior to the lesson at hand. Students are expected to complete all students on time. Assignments and student study is an essential part of your education. Any student expecting to do well in this course should carefully read the text and do all the assigned work.

CHARACTERISTICS OF QUALITY WORK:

Using the following guidelines will help you master the Math 3 objectives. Quality work has the following characteristics.

1. Is complete with full solution. That is, all problems are completed
2. Homework problems should also be completed, with help from peers and tutors if necessary.
3. The supporting work for each problem is shown completely using proper algebraic, graphing and geometric conventions and notations.
4. The work is done neatly.
5. The work is done accurately.

CHARACTERISTICS OF A SUCCESSFUL STUDENT:

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

1. Is consistently present for class.
2. Desires to learn the material presented.



3. Uses time wisely.
 4. Does practice work, study, and test preparation.
 5. Actively participates in class and proactively gets extra help when needed.
- Math 3 is a rigorous course and students should find study partners and tutors to help them with challenging and lengthy homework problems, before they get behind. This course will require students to develop perseverance as a mindset and in their study of mathematics.

Calculators

A graphing calculator is necessary for this course. Texas Instruments model TI-83 is a good choice, but other choices could be just as appropriate. I have a limited number of graphing calculators that students may borrow for the year. A security deposit is required. See teacher for more details.

9. COURSE REQUIREMENTS, ATTENDANCE AND GRADING POLICY

Grading Scale:

- 90% - 100% A
- 80% - 89.9% B
- 70% - 79.9% C
- 60% - 69.9% D
- 0% - 59.9% F

Weighted scale

- 70% Exams (test, quizzes, final)
- 20% Assignments
- 10% Participation (bring text, writing instruments, notebook, calculator)