



**JOHN F. KENNEDY HIGH SCHOOL
COURSE SYLLABUS
DEPARTMENT OF MATHEMATICS**

1.	COURSE NUMBER, TITLE, UNITS AND PRINCIPAL/DEPARTMENT APPROVED DESCRIPTION	
	Math 3 (Two semesters; 5 units each semester; 10 units total)	
2.	GENERAL INFORMATION	
	Term and year:	2017-18
	Instructor:	T. Billerbeck
	Class Room:	C 306
	Website:	http://msbillerbeck.weebly.com/
	E-mail address (recommended) & Phone:	tristen-billerbeck@scusd.edu (916) 395-5090 x506306
3.	TEXTBOOKS AND/OR RECOMMENDED OR REQUIRED READINGS	
	<p><i>Integrated Math 3</i>, 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 are used for homework and in-class note taking.</p>	
4.	GENERAL OVERVIEW	
	<p>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, <i>mixing</i> 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</p>	

	<p>continue on to Pre-Calculus, which will contain more advanced topics in Algebra, Trigonometry and Statistics. Math 1 and Math 2 will complete a minimum 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.</p> <p>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.</p> <p>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.</p> <p>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 identities 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.</p>
5.	COURSE OBJECTIVES
	<p>The following sequence by resource book chapter identifies the major units making up the Math 3 curriculum.</p> <p>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</p> <p>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:</p>

	<ul style="list-style-type: none"> • 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. • Students should be able to communicate mathematics both orally and in well-written sentences and should be able to explain solutions to problems. • Students should be able to model a written description of a real-world situation with a function. • Students should be able to use technology (graphing calculators, applets, Excel) to help solve problems, experiment, interpret results, and verify conclusions. • 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
	<p>Grades are based on demonstrated mastery of concepts and development of skills, not effort or potential. <i>A major component of your grade is determined by your results on assessments.</i> Progress reports are available on the District Web site in Infinite Campus.</p> <p>Assignments are a guide as to what is most important and what will be tested. Assignments are given daily. <i>Students not actively engaged in assignments and study will most likely fail the class.</i> Planning your study should include a minimum hour of quality time daily.</p> <p>The math dept. complies with district protocol that can be viewed at www.scusd.edu.</p>
7.	DESCRIPTION OF MAJOR ACTIVITIES/EXERCISES/PROJECTS
	<p>Instructional Strategies and Activities Include:</p> <ul style="list-style-type: none"> · 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
8.	GENERAL STATEMENTS
	<p>CLASSROOM BEHAVIOR EXPECTATIONS: The following summarize important expectations for classroom behavior.</p> <ul style="list-style-type: none"> • Students are expected to attend class every day.

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

CLASSROOM RULES: The following few rules guide classroom behavior and activity.

- Follow teacher directions and requests immediately.
- Keep your hands, feet, and other objects to yourself.
- Remain seated unless you have permission to move about the classroom.
- No peanuts or peanut ingredients allowed in the classroom for safety reasons
- Eating (food, candy, etc.) and gum chewing are not permitted in the classroom.
- Sign out for the bathroom and drinking fountain

ELECTRONIC DEVICES: Electronics (music devices, cell phones, etc.) are to be turned completely off and away. IEP/Section 504 music accommodations are an exception. Graphing and other calculators are used on several assignments.

HOMEWORK AND STUDY: Homework and student study is an essential part of your education. Work should be shown on all homework assignments. Any student performing well on assessments and not doing homework is not building collegiate skills.

CHARACTERISTICS OF QUALITY WORK: Using the following guidelines will help you master the Math 3 objectives. Quality work has the following characteristics.

- Is complete with full solution. That is, all problems are completed with work.
- Homework problems should also be completed, with help from peers and tutors if necessary.
- The supporting work for each problem is shown completely using proper algebraic, graphing and geometric 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.
- Desires to learn the material presented.
- Uses time wisely.
- Does practice work, study, and test preparation.
- Asks thoughtful questions during class and is willing to listen to all answers.
- Actively participates in class and proactively gets extra help when needed.

	CALCULATOR USE AND EXPECTATION: A graphing calculator is necessary for this course. Texas Instruments model TI-84 Color is a good choice, but other choices could be just as appropriate.																
9.	COURSE REQUIREMENTS, ATTENDANCE AND GRADING POLICY																
	<p>Grading Scale: 90% - 100% A 80% - 89.9% B 70% - 79.9% C 60% - 69.9% D 0 % - 59.9% F</p> <table border="1"> <tr> <td>60%</td> <td>Assessments (Quizzes 20%, Tests 40%)</td> <td></td> </tr> <tr> <td>20%</td> <td>Semester Final*</td> <td></td> </tr> <tr> <td>15%</td> <td>Daily Assignments including warm ups, projects, etc.</td> <td></td> </tr> <tr> <td>5%</td> <td>Daily Notebook</td> <td></td> </tr> <tr> <td>Up to 2%</td> <td>Extra Credit added in Daily Assignments category and is not granted if the student has not made up missing assignments and assessments.</td> <td></td> </tr> </table> <p><i>*The semester final exam score could replace the lowest assessment score, if the final exam score is higher, provided the student obtains a parent signature.</i></p> <p>Late work resulting from student absences will only be accepted if the absence is excused through the attendance office, and should be submitted within two days of return. It is the student’s responsibility to make arrangements with the teacher the day before or after the absence for make-up work and assessments. Homework assignments are posted on Infinite Campus when the unit is completed.</p> <p>Late work due to extra-curricular activities will not be accepted. If you find yourself falling behind due to these activities, make adjustments to your outside commitments that reflect a high priority to academics.</p> <p>Zeros will be issued on ANY daily assignment or assessment to cheating students and the enabler.</p> <p>The teacher has the right to adjust assessments, daily assignments and due dates as necessary.</p>		60%	Assessments (Quizzes 20%, Tests 40%)		20%	Semester Final*		15%	Daily Assignments including warm ups, projects, etc.		5%	Daily Notebook		Up to 2%	Extra Credit added in Daily Assignments category and is not granted if the student has not made up missing assignments and assessments.	
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