

# Honors Math III Syllabus

2019 - 2020

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## Overview

In Math III we will be expanding upon what we already know from Math II. We will delve into more advanced algebraic, geometric, and trigonometric concepts. Students will develop reasoning skills through statistical analysis and algebraic and geometric proofs. Through collaborative investigations and discovery-based learning, students will refine their problem solving and communication skills. To prepare for the rigor of Pre-Calculus and college level mathematics, emphasis will be placed on mathematical rules and notation.

## Grading Scale

Final Average: Quarter 1 (37.5%); Quarter 2 (37.5%); Final Exam (25%)

A	100-90
B	89-80
C	79-70
D	69-60
F	59 and below

## What Makes Up My Grade?

Math III works on a points system, with about 300 points possible this semester.

**Product** (Tests/Projects)

**Daily** (Classwork + Exit Tweets)

**Process** (Toolkit Checks and homework)

## Materials

For this class, you will need:

- Composition notebook (for toolkits)
- Large amount of paper, including graph paper (for classwork/homework)
- Pencils
- Folder(s) (for homework assignments and quizzes, tests, etc.)
- Colored pens/pencils (optional)
- Whiteboard markers (optional, but highly encouraged)

## Rules to Live By

- Be **Where** you are supposed to be
- **When** you are supposed to be there
- Doing **What** you are supposed to be doing
- **Respect** yourself and others

## Consequences

1. Warning
2. Conference
3. Classroom Consequence
4. Contact Parents
5. Referral to Dean of Students
6. Office Referral

### **Consequences for Code of Conduct Violations**

If a student breaks a rule that is considered to be a MAJOR incident, according to the student code of conduct, I must refer the incident to administration and consequences will occur accordingly.

### **Assignments**

“Math Toolkits” will be a separate notebook. Students will take a weekly quiz on which they are allowed to use their toolkits for only 5 minutes. These quizzes are lovingly referred to as “toolkit checks.”

Homework will be given daily or almost daily; you should attempt every problem to the best of your ability. Daily checks will be conducted, and Ms. Zaske will collect assignments to grade (based on effort) on the days of toolkit checks.

### **Classwork and Participation**

This class is a community of learners, which means we will depend on each other to support and inform one another. Thus, the success of this class depends on YOUR involvement. You are an important part of our discussions, our group work, and our overall class attitude. We want to hear your voice! Active listening and the willingness to share ideas, and even make mistakes (GASP), are essential aspects of participation as well.

Making mistakes is an excellent way to learn, so please do not feel like you cannot say anything because there is a chance you could be wrong. To paraphrase Jake the Dog from Adventuretime, failing at something is the first step to being good at something. Listen to Jake the Dog, keep working and putting in the effort, and you will be rewarded!

COMMUNICATION IS KEY: If something is going on in your life or in the class that is preventing you from being successful, tell me! I can't help or work with you if I don't know.

### **Late Work**

Unless otherwise specified, all assignments are due at the beginning of class on the due date. Late or missing assignments are accepted up to 1 week (7 calendar days) after the assignment is due. If the assignment is turned in after the day and time it is due, then, 50% will be deducted from the earned grade.

### **Student Responsibilities After an Absence**

If you are absent, the work from that day will be in its corresponding missing work folder in the “What'd I Miss?” bin. You will have two days for each absence to make up the work. It is your responsibility to get the notes, including any warm-ups and/or homework solutions. If you miss a test or quiz, you must make it up within 1 week. Until the work is made up, there will be a 0 in the gradebook.

There will be absent agenda coordinators for the “What'd I Miss” bin. These students would be required to keep track of the assignments graded, activities, notes, and warmups from class, and assignments given for a week at a time. The absent agenda coordinator is a position for which you can apply here. There is a grade incentive for those who may choose this role. Though, with great power comes great responsibility.

### **Test Corrections**

Students will have an opportunity to retake tests within one week of the test being returned to the students. There is a lengthy, but helpful, test corrections procedure on Canvas to allow you the chance to remediate before you RETAKE the test. This process involves proving completion of all the work of the unit, analyzing your mistakes on the test as well as how you prepared for the test, remediating with outside assistance (Khan Academy, Ms. Zaske, tutoring, etc.) and reflecting on what you have learned from the remediation, signing the retake contract, and finally, retaking the test. The higher grade of the two, meaning the original test and the retake, will stand as the test grade. You must turn in your test retake process paperwork at least 24 hours BEFORE retaking the test.

Toolkit checks cannot be retaken.

### Technology

We are privileged to be a “bring your own technology” school, so you may have your own device(s). However, be smart in the use of your device(s). If it becomes a major distraction to you or others, you will lose this privilege.

There is a charging station in the classroom with enough space for everyone to charge their phones during class. (Bring your own charger, please.) You should have your mobile device in the charging station or in your bag. If it is out on your desk or in your lap and you do not have permission from Ms. Zaske to have it out, Ms. Zaske reserves the right to take said mobile device from you for the class period or entire day, depending on the severity.

Calculators will be distributed to those who need them this year. You must keep track of your own calculator and take care of it as if it were your own. Calculator chargers cannot be checked out and must remain in Ms. Zaske’s room.

### Cleanliness

Ms. Zaske is not employed to be your maid, and our custodians do not enjoy picking up your trash; they have enough to clean around here. If you use scissors and a glue stick from the provided zipper pouches, put them back! If you borrow Ms. Zaske’s student expo markers, return them to their proper place. *Do not leave them all over the place.* Similarly, if you write on the desks with expo, please clean it up before leaving the room. Leave your area looking better than it was when you got there.

You may eat during class, but the privilege to do so may be revoked if the trailer is not kept clean.

### Plagiarism

Like every other subject and aspect of your life, plagiarism is not tolerated. You are expected to have worked through each of the homework problems *yourself*. You are also expected to create your own work on projects. Online tools can be a great resource to help you *get started* on creating math content but should not be in your final product. Ms. Zaske takes cheating and academic dishonesty very seriously. If you wonder whether a specific choice or action is permissible, honest, or an accurate representation of your own individual work, IT’S PROBABLY NOT COOL.

## **Math III Schedule of Topics – APPROXIMATE & SUBJECT TO CHANGE**

### **First Quarter Modules**

- **A:** Systems, Piecewise Functions, & Absolute Value– 2 weeks
- **B:** Logs, Exponentials, & Inverses – 3 weeks
- **C:** Polynomial Functions – 2.5 weeks
- **D:** Modeling Geometry– 1.5 weeks

### **Second Quarter Modules**

- **E:** Rational Functions – 1.5 weeks
- **F:** Geometry – 2.5 weeks
- **G:** Trigonometry – 1.5 week
- **H:** Statistics – 1.5 weeks
- **REVIEW DAYS** – 0.5 weeks

Dear Parent/Guardian,

Your child will need access to a graphing calculator for his/her mathematics course this school year. You have two options:

- **Option 1** – purchase a TI-84 Plus Calculator or use one that you already own
- **Option 2** – borrow a TI-84 Plus Calculator from CKECHS

Please indicate your intentions below and sign and return this form with your child ASAP.

\_\_\_\_\_ **Option 1**

\_\_\_\_\_ **Option 2** – I understand that if I choose this option and my child damages or loses the calculator there will be a charge of \$135.00 to replace the calculator.

Students that decide to borrow school calculators **MUST** bring the calculator every day. Calculators will be checked sporadically to ensure students are keeping up with them. Parents will be notified if a student does not have their calculator at the time of the check.

Thanks!

Mrs. Morrison (Math I and Math II)

Ms. Zaske (Math III and Pre-Calculus)

Student Name (Please Print): \_\_\_\_\_

Parent Name (Please Print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Parent Email: \_\_\_\_\_

# What Goes in My Toolkit?

Welcome to your Honors Math III Toolkit! This is a place where you synthesize and write the big ideas of the lessons from Honors Math III. (This is similar to the left column in Cornell notes.) You will be writing notes from the investigations and classwork in your other notebook or loose-leaf paper and will be using this for creating meaning from said classwork.

Because main ideas in math class can look very different than in other classes, possibilities of things to add to your toolkit may include but are not limited to:

- **“I Can” statements** - these are an excellent place to draw your main ideas from! If by looking at your toolkit, you can complete the task in the statement, your toolkit is good!
- **Investigations’ STMs** - They’re called Summarize the Mathematics for a reason.
- **Formulas + examples** of how they can be used
- **Story problems** with equations’ solutions (PLUS UNITS)
- **Multi-step processes** with examples of them being used
- **Graphs and accompanying equations** - be sure to label the scale of the axes on the graph! This could be pasted in from a separate sheet of graph paper too!
- **Difficult problems** - USE SPARINGLY! Only use this if the other suggestions do not fit the current situation
- **Table of Contents** at the beginning of each unit
- COLORFUL! TACTILE! Make the vocabulary or formulas bold or other colors to make them stand out!

This is a toolkit, not your notebook. You should NOT write every question and answer from every investigation or homework assignment. This is more like a study guide for future you to look back on.