JOHN F. KENNEDY HIGH SCHOOL
COURSE SYLLABUS
DEPARTMENT OF MATHEMATICS

1.	**COURSE NUMBER, TITLE, UNITS AND PRINCIPAL/DEPARTMENT APPROVED DESCRIPTION**	
	Integrated Mathematics III (Two semesters; 5 units each semester; 10 units total)	
2.	**GENERAL INFORMATION**	
	Term and year:	Fall 2020 - Spring 2021
	Instructor:	Mr. Dennis Plotts And Mr. Shahir Yasin
	Class Room:	B15
	Phone number:	(916) 395-5090
	E-mail address:	denplotts@mac.com - Plotts shahir-yasin@scusd.edu - Yasin
3.	**TEXTBOOKS AND/OR RECOMMENDED OR REQUIRED READINGS**	
	Common Core State Standards, Mathematics III, Integrated Pathway. Walch.	
4.	**GENERAL OVERVIEW**	
	Integrated Mathematics III expands on the topics of Integrated Mathematics I and II providing further mathematics development stressing the concept and application of a function. This college preparation course is the foundation for high school advanced and basic college level mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Starting with statistical inferences and conclusions, students will gain analytical and problem-solving skills. Then students will explore more advanced algebraic expressions and concepts. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a function's approach is emphasized. Math III topics include (but are not limited to): (1) statistical inferences and conclusions; (2) relations, functions, equations and inequalities; (3) conic sections; (4) polynomials; (5) trigonometry; (6) mathematical modeling; (7) algebraic fractions; (8) logarithmic and exponential functions; (9) sequences and series; and (10) counting principles and probability.	

5. COURSE OBJECTIVES

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

- Inferences and Conclusions from Data
- Polynomial Function Relationships
- Rational Function Relationships
- Radical Function Relationships
- Logarithmic Function Relationships
- Inverse Function Relations
- Trigonometric Function Relationships
- Trigonometry of General Triangles
- Mathematical Modeling
- Statistical Analysis.

Students will acquire and demonstrate knowledge of the concepts, definitions and properties required to meet the Integrated Mathematics III 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:

- 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 physical situation with a function.
- Students should be able to handle a faster and more rigorous curriculum with an expectation of higher-level thinking.
- Students should be able to use technology (scientific calculators and graphing software) 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**
	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 exams and quizzes*. Progress reports are available on the District Web site in Infinite Campus. Student overall performance is determined by exams (including final exam) and quizzes as well as assignments, which comprises homework (based on work collected), in class assignments (based on work collected such as worksheets, activities), and projects. Assignments are a guide as to what is most important and what will be tested. *Students not actively engaged in assignments and study will most likely fail the class*. The math dept. complies with district protocol, viewable at www.scusd.edu. Make-up work/tests are student's responsibility and may not be allowed without a valid excused absence.
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 homework 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

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.
All material submitted might be retained by the instructor. The Principal reserves the right to modify and/or change the course syllabus as needed during the course. The teacher has the right to adjust assessments, daily assignments and due dates as necessary.

COURSE REQUIREMENTS, ATTENDANCE AND GRADING POLICY

Grading Scale:

89.5% - 100%	A
79.5% - 89.49%	B
69.5% - 79.49%	C
59.5% - 69.49%	D
0 % - 59.49%	F

45%	Tests, Quizzes, Point Recoveries and Projects
35%	Khan Academy/Desmos/Online Practice/Traditional Practice
10%	Basic Skills
10%	Attendance and Participation

HOMEWORK AND STUDY: Homework and student study is an essential part of your education. Any student expecting to do well in this course should carefully do all the assigned work. Some assignments require students to complete activities from the Khan Academy Website and the Desmos Website. Instructors will provide access to computer as much as possible. Additionally, the student have access to the library computers to complete assignments if need be.

TESTS/EXAMS: A comprehensive test to measure students' mastery of skills and concepts will be given, as a minimum, at the end of each chapter/unit; mid-unit tests and quizzes will also be given based on chapter content. Students will be informed of the comprehensive unit test date at least a week in advance. Unexcused absences before the test date do not excuse a student from taking the test as scheduled. Lastly, a comprehensive final must be taken at the end of each semester.

Notes/notecards are NOT allowed on assessments.

There are no test RETAKES. However, students will be given an opportunity to improve test scores up to 25% during a scheduled POINT RECOVERY based on the questions the students (class as a whole) need to improve on.

CHARACTERISTICS OF QUALITY WORK: Using the following guidelines will help you master the Integrated Mathematics II 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.
- Work is corrected.

ACADEMIC DISHONESTY: Academic dishonesty is considered a serious offense in my class. Students cheating will face serious consequences. I encourage collaboration on all assignments but we expect the work you hand in (assignments, exam/quiz, etc.) to be your own. Students suspected of academic dishonesty will have their assignment/ test held by the instructor and be summoned to meeting that may include parents and administration.