

Math Department Course Expectations

For Math 1, Math 2, and Math 3

Course Descriptions

- **Integrated Math 1:** Math 1 is an integrated math course designed to formalize and extend the mathematics that students learned in the middle grades. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on six critical areas: (1) extend understanding of numerical manipulation to algebraic manipulation; (2) synthesize understanding of function; (3) deepen and extend understanding of linear relationships; (4) apply linear models to data that exhibit a linear trend; (5) establish criteria for congruence based on rigid motions; and (6) apply the Pythagorean Theorem to the coordinate plane.
- **Integrated Math 2:** Integrated Math 2 is designed to extend the mathematics that students learned in Integrated Math 1 to the family of quadratic expressions, equations, and functions. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on five critical areas: (1) extend the laws of exponents to rational exponents; (2) compare key characteristics of quadratic functions with those of linear and exponential functions; (3) create and solve equations and inequalities involving linear, exponential and quadratic expressions; (4) extend work with probability; and (5) establish criteria for similarity of triangles based on dilations and proportional reasoning.
- **Integrated Math 3:** Integrated Math 3 is designed to extend and apply the mathematics learned in previous math courses. The standards are based on the Common Core State Standards for Mathematics and include topics from the conceptual categories: Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Instructional time will focus on four critical areas: (1) apply methods from probability and statistics to draw inferences and conclusions from data; (2) expand understanding of functions to include polynomial, rational, and radical functions; (3) expand right triangle trigonometry to include general triangles; and (4) consolidate functions and geometry to create models and solve contextual problems.

Textbook

Each student is given a hardbound textbook to keep at home and a consumable student journal. Each classroom will have copies of the textbook for students to work out of. Students can also access the textbook and other resources on the Big Ideas Math website. <https://www.bigideasmath.com/BIM/login>

Homework/Classwork

Active participation is necessary for success in all math courses; this includes warm-ups, note-taking, class work, and homework. The purpose of daily assignments is to provide independent practice, preparation and extended learning opportunities necessary to successfully master the course content. It is imperative that parents set guidelines and expectations to ensure homework completion.

PowerSchool (www.fcusd.org/vdlhs)

Your teacher's contact information is available on the Vista del Lago website. The math department website as well as math teacher websites are updated on a regular basis and are an excellent source of information for parents/guardians and students.

Assessments and Grading

	Formative	Tests	Final Exam
Math 1	20%	55%	25%
Math 2	20%	50%	30%
Math 3	15%	50%	35%

There are two types of assessment: formative and summative. Formative assessments are assessments for learning – they are learning opportunities for students that occur throughout the unit of study to help a student identify strengths and weaknesses. Homework, class work, and quizzes are examples of formative assessments. Summative assessments are the assessments of learning – they are the final assessment of learning for a unit of study. Chapter tests, midterms, final exams, and cumulative projects are examples of summative assessments. For a grade to accurately reflect a student’s cumulative mastery of content, a grade should be made up of mostly summative assessments that happen at the end of a unit of study – not during the learning. Therefore, summative assessments will be weighted more heavily than formative assessments. All math teachers use weighted grades. The chart below details the specific weighting for each course.

Parents and students can access homework, quiz, test, and project grades as well as an overall course grade at anytime using the PowerSchool Parent Portal on the Vista website www.fcusd.org/vdlhs. Letter grades will be assigned to your weighted percentage as follows:

A = 100% – 90% B = 89% – 80% C = 79% – 70% D = 69% – 60% F = 59% – 0%

A comprehensive final will be given at midterm and the end of the course. Final exams are mandatory at Vista and will not be scheduled early for any reason. Students who communicate ahead of time with their teacher about a missing their final exams will be issued a grade of Incomplete for the semester. Students are required to make-up missed final exams during the first two weeks of the next semester in order to replace the Incomplete with a letter grade. It is the student’s responsibility to contact the teacher to arrange a make-up appointment. Failure to do so will result in a failing semester grade or of a grade calculated with the final exam included as a zero.

Test Retake Policy

Test retakes allow students with an additional opportunity to demonstrate mastery for a unit of study.

- It is extremely important that students study for the retake test. This might include tutoring, test corrections, reviewing old quizzes, completing additional assignments, etc. The retake grade will replace the original test grade in the gradebook (even if the retake grade is lower than the original test grade).
- A chapter test can only be retaken once. The last test of each semester cannot be retaken due to timing constraints. Final exams cannot be retaken.
- Retakes must be completed Wednesdays after school in the Testing Room in the Multi – students will not be given extra time if they are late to the retake or if they do not understand the content well enough to finish the whole retake during the allotted time.
- To be eligible for the retake, students must have completed all homework on time (unless they have made prior arrangements with their teacher). Students must also meet the requirements of his/her teacher (this may include, but is not limited to test corrections, reflections, additional assignments, tutoring, etc.).

Missing/Late Work

Assignments may be submitted late, but only if done so within the instructional unit in which the work was assigned. In the math department, the last day of an instruction unit is the block in which the chapter test is given. Some teachers may require students to fill out a LAP (learner action plan) and attach it to the late work.

Extra Credit

Extra Credit will not be offered

Math Help

Students are encouraged to seek additional help on any confusing material.

Office Hours: Check with your math teacher to find out what times he/she is available for before and/or after school office hours.

FlexTime: Sign up for a FlexTime math study hall or tutoring session.

Student Tutors: Check the counseling office for a list of student tutors available student tutors for each subject (fee charged).

Attendance (Absences)

If a student is absent from class, it is his/her responsibility to retrieve missed notes, class work, and homework assignments. Two days will be given for each absence to complete their work. If the student chooses not to make up a missed in class/homework assignment, quiz, or test within the time allotted, it will become a zero in the grade book. Any work missed due to a school activity must be completed and received on the due date. Students should request work several days ahead of time if they are expecting to be absent. Students suspended from school should contact their teacher to receive their make-up work. If help is needed on make-up work, students should schedule a time to see their teacher during office hours or advisory. Any work assigned before the student's absence with a due date on the day of the absence is due the first day the student returns to school unless other arrangements have been made.

Attendance (Tardy Policy)

Students need to be in class and on time to be successful in their math course. Mathematics is a subject that continuously builds on previous concepts and daily attendance is critical, especially on a 4x4 block schedule. Students are expected to attend to personal matters between classes and not during class time. Students are considered tardy when they are not in their assigned seat when the bell rings. This means you have put your phone up and you are in your seat when the bell rings, otherwise you are tardy. Please refer to the [student handbook or Vista's website](#) for specifics on the school tardy policy.

Citizenship

Citizenship is reported separately from the academic grades. Course citizenship includes both work habits and attitude/behavior – excessive tardies and unexcused absences will negatively impact a student's citizenship. Good citizenship is vital to a positive productive school environment. Please refer to the [student handbook or Vista's website](#) for information on citizenship marks.

Academic Dishonesty

All Vista students are expected to adhere to the rules of responsible scholarship, requiring all student grades to be earned honestly through hard work and good study habits. More information about the consequences for students who violate Vista's Academic Honesty Agreement are available on the [Academic Dishonesty Policy](#) page of the school website.

Electronic Devices

- Cell phones may not be out during class time and will be placed in the classroom phone pockets
- Students should always get permission from their instructor before using a cell phone or other personal electronic device during class.
- All electronic devices (cell phones, smart watches, laptops, etc.) are prohibited when tests are out. This includes when tests are being given as well as when tests are being reviewed or corrected. When tests are out, all electronic devices will be placed in backpacks/purses. Students will not be able to access their electronic devices until the end of the testing session or test review (when all students have turned in their tests).
- If a student chooses to have any electronic devices out during a testing session or test review, it is considered academic dishonesty and the student will be held accountable with the consequences for academic dishonesty (see section above).

Classroom Rules

Students are expected to follow the guidelines/expectations outlined in the student handbook. In order to create a safe and positive classroom environment, we expect you to always:

- ☑ BE SAFE:
 - Keep hands, feet, and objects to yourself
- ☑ BE RESPONSIBLE:
 - Be on time
 - Be prepared to learn, love math, and participate
 - No gum or food, except water
- ☑ BE RESPECTFUL:
 - Be a good listener - Avoid interrupting when other people are talking
 - Use appropriate language
 - Do not distract other students from learning
 - Follow directions

Math Class: Parent/Guardian Information

Student Name _____

Parent/Guardian Name(s) _____

Best phone # to call _____ Best phone # to call _____

Best email to use _____ Best email to use _____

Preferred school to home communication method: (circle one) phone / email

Do you have internet access at home? _____ Are you able to print documents at home? _____

Please use the back of this paper to tell me a little about your child (interests, hobbies, learning style, etc.).

Course Material Check List: We recognize that many families wish to provide supplies for their own student or donate materials to the school and are welcome to do so at any time. The supplies listed are suggested materials and are not required of any students or family to fully participate in the school's academic program. All required materials and supplies will be provided by schools to students at no cost. For this course we will use the following supplies. Please let your teacher know during the first week of school if you are unable to provide these items.

- | | | |
|--|---|--|
| <input type="checkbox"/> 3 ring binder | <input type="checkbox"/> protractor | <input type="checkbox"/> scientific or graphing calculator - We recommend Texas Instrument calculators: TI-30XS MultiView, TI-30X IIS, or TI-84 Plus |
| <input type="checkbox"/> lined paper | <input type="checkbox"/> compass | |
| <input type="checkbox"/> pencils | <input type="checkbox"/> scissors | |
| <input type="checkbox"/> color pens | <input type="checkbox"/> whiteboard marker | |
| <input type="checkbox"/> highlighter | <input type="checkbox"/> graph paper or graph paper post-it notes | |
| <input type="checkbox"/> glue sticks | | |
| <input type="checkbox"/> ruler | | |

Parent/Guardian:

These course expectations were developed as a guide for students and parents to help answer commonly asked questions that come up during the course of a school year. Our goal is to create a positive educational atmosphere of learning where rules are enforced firmly, fairly, and consistently to all students. Please sign this page as evidence that 1) you have read the course expectations, 2) you have discussed the parameters of this course with your child, and 3) you have are fully aware of and support our policies and procedures.

Print Name _____

Signature _____ Date _____

Student: Please sign this page as evidence that 1) you have read, understand, and will follow the classroom expectations, 2) you have discussed the course expectations with your parent, 3) you will see your teacher as soon as possible if you are ever having problems or difficulties with the course, and 4) you are committed to excellence in this class

Print Name _____

Signature _____ Date _____