



INTEGRATED MATH 1

MRS. TUCKER

ROOM 207

STucker@birmingham.k12.mi.us



CLASS STRUCTURE

I believe in the classroom as a "community of learners." My teaching style is structured and organized with an easy-to-follow system for classwork and homework. This enables students to take charge of their own learning within this community. My goal as a math teacher is to ensure that my students are proficient in all of the mathematical practice standards. I want my students to develop a mathematical curiosity and to use inductive and deductive reasoning when solving problems. In addition, I want my students to enjoy mathematics and develop patience and persistence when solving problems. Math = Fun Times!

MATH TRACK

GRADE	8TH	9TH	10TH	11TH	12TH
CLASS	Integrated 1	Honors Integrated 2	Honors Integrated 3	Honors Pre-Calculus	AP Calculus BC



➤ Online textbook through the Student eBook

- Students will be given an enrollment code
- Students will create a login and password

COURSE CONTENTS

- Functions
- Linear Functions
- Transformations & Solving
- Modeling Two-Variable Data
- Sequences
- Systems of Equations
- Congruence & Coordinate Geometry
- Exponential Functions
- Inequalities
- Functions & Data
- Constructions & Closure

STUDY TEAM ROLES

Recorder/Reporter:

- ❖ Team spokesperson, shares findings
- ❖ Ensures each member records data
- ❖ Reminds team to write down homework

Resource Manager:

- ❖ Collects/returns team's supplies
- ❖ Calls teacher over for team questions
- ❖ Debriefs any absent teammates

Facilitator:

- ❖ Begins conversation for each task
- ❖ Ensures understanding of directions
- ❖ Organizes/assigns the team for the task

Task Manager:

- ❖ Enforces use of classroom norms
- ❖ Ensures task is completed on time
- ❖ Reminds team to take out homework

SUGGESTED MATH SUPPLIES:

- | | | |
|----------------|-------------------|------------------|
| ✓ 1.5" Binder | ✓ 5 dividers | ✓ Graph notebook |
| ✓ Many pencils | ✓ Checking pens | ✓ Lined paper |
| ✓ Planner | ✓ Colored pencils | ✓ Calculator |

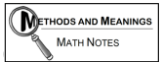
MATH BINDER

Divider set-up:

- ① Homework
- ② CW/Notes/Warm Ups
- ③ Checkpoint Quizzes
- ④ Section Quizzes
- ⑤ Chapter Tests

In-Class Exercises are the bulk of the daily math lessons. These exercises require students to work with their "Study Teams" in a collaborative manner. Each student is responsible for keeping track of their notes in their math binder.

Math Notes are a designated area in the textbook at the end of certain lessons that consolidate core content ideas and provide




definitions, explanations, examples, instructions about notation, formalizations of topics, and extensions or applications of mathematical concepts. Students are encouraged to use these math notes as another means for homework help or assessment concepts to study.

Homework is assigned almost daily and has been carefully designed to offer students mixed, spaced practice with past material and to help lay a foundation for future learning. Homework in the textbook is identified with a "Review and Preview" icon.



- All assignments are to be completed in a spiral/graph notebook and in pencil.
- Paper Heading: Ch#, Exercise #'s, pg
(Example: Ch 1 #6-10 pg 8)
- Each exercise must be completed with written *mathematical evidence* and *quality effort*.
- Students must check their homework at the beginning of every class period and correct any errors with a checking pen.

Absence Policy is that if a student is absent, they are responsible for communicating with their *Study Team* regarding missed lessons, resource pages, and homework checks. It is most important that the student communicates with Mrs. Tucker if they need copies of any of these items.

Checkpoints  are key homework problems identified for determining if students are building skills at the expected level. Each checkpoint will have an accompanying short quiz to provide formal feedback of student development. Practice problems for each checkpoint can be found in the "Checkpoint Materials" at the back of the book for extra practice. These problems can also be used as optional review/study problems for students before the quiz.

Grading will be based upon multiple forms of assessment, including homework, section quizzes, checkpoint quizzes, TPTs and chapter tests. The purpose of this grading practice is to improve student achievement by providing better communication to students and parents on what each student knows and is able to do according to the course level content.

Reassessments will be available for students to demonstrate their growth in achievement through a student reflection process. If the criteria is not met, the given student will not have the opportunity to reassess.

<u>Percent</u>	<u>Grade</u>	<u>Percent</u>	<u>Grade</u>
100-93%	A	77.9-73%	C
92.9-90%	A-	72.9-70%	C-
89.9-88%	B+	69.9-68%	D+
87.9-83%	B	67.9-63%	D
82.9-80%	B-	62.9-60%	D-
79.9-78%	C+	59.9% ^{and below}	E

POWERSCHOOL is the district's online attendance and grade book. Students and parents/guardians are encouraged to regularly check PowerSchool. With secure access for both parents and student, you and your child can check their math progress at any time. Grades will be entered in PowerSchool *after* assessments have been passed back in class and have been discussed to ensure that students comprehend their grade.

INTEGRATED MATH INSTAGRAM

Feel free to follow me on Instagram @tuckerint1 for another way to stay connected to our class.

EMAIL

If you have any questions or concerns please feel free to contact me at any time via email. I check my emails almost every hour during school and try to return them within 24 hours of opening it. Please don't hesitate to email me at any time. STucker@birmingham.k12.mi.us