Middle School Course Syllabus
Middle School Mathematics – Course 3
Course Number 300810

School:
Teacher's Name:
Room Number:
Best time to contact:
Phone number:
Email address:

Course Description: Middle School Mathematics Course 3 focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Course Standards: This course is aligned with the Common Core State Standards for Mathematics. They are available at this web site: www.corestandards.org

Lifelong Learning Standards: School Board Policy 6418 outlines the following standards for lifelong learning: Knowledgeable Learner, Complex Thinker, Effective Communicator, Self-Directed Learner, Quality Producer, Contributing Citizen.

The Essential Questions of Course 3:

- How do we express a relationship mathematically?
- How do we determine the value of an unknown quantity?
- What are transformations and what effect do they have on an object?
- What does the scale factor of dilation convey?
- How can transformations be used to determine congruency or similarity?
- What angle relationships are formed by a transversal?
- How can you describe the relationships among the angles of a triangle?
- How can you use angles to tell whether triangles are similar?
- Why is one variable dependent upon the other in relationships?
- What makes a solution strategy both efficient and effective?
- How is it determined if multiple solutions to an equation are valid?
- How does the context of the problem affect the reasonableness of a solution?
- Why can two equations be added together to get another true equation?
- What defines a function and how can it be represented?
- What makes a function linear?
- How can linear relationships be modeled and used in real-life situations?
- Why are quantities represented in different ways?
- How is the universal nature of properties applied to real numbers?
- Why does the Pythagorean Theorem only apply to right triangles?
- How can the Pythagorean Theorem be used for indirect measurement?
- What relationships can be seen in bivariate data?
- What conclusions can be drawn from data displayed on a graph?

KUSD School Board-Approved Instructional Materials:
Larson, Ron, and Laurie Boswell. *Big Ideas Math Blue.* Erie, PA: Big Ideas Learning, 2014.

Methods of Assessment:
Multiple assessments, both formative and summative, will be used in assisting students to achieve mastery and meet standards.

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.* Formative assessments are seldom used as an evaluative tool.

Summative assessment is designed to provide information regarding the level of the student's mastery at an end point in time.*

Examples of formative assessment used in this course:

Examples of summative assessment used in this course:

*Excerpts taken from "Distinguishing Formative Assessment From Other Educational Assessment Labels" by the Council of Chief State School Officers (CCSSO). The article can be viewed at: http://www.ccsso.org/Documents/FASTLabels.pdf

KUSD School Board-Approved Grading Scale:

A+ = 98 – 100%	B+ = 86 – 89%	C+ = 76 - 79 %	D+ = 66 - 69 %
A = 93 – 97%	B = 83 – 85%	C = 73 - 75 %	D = 63 - 65 %
A- = 90 – 92%	B- = 80 – 82%	C- = 70 - 72 %	D- = 60 - 62 %
		F = below 60%	

KUSD School Board Policy on Make-Up Work:
Students submitting work up to ten school days late, without prior approval, may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days, without prior approval, shall not be accepted for credit and shall be recorded with a score of zero (0).

Upon returning to school after an absence, a student has the responsibility, within the number of days equal to the length of the absence or suspension, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility, on the first day he or she returns to the course/class, to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension or truancy, unless the work is submitted later than agreed upon deadlines.

Student and Parent Resources:
Online resources, including an interactive e-book edition of the textbook used for Middle School Mathematics Course 3 is available on-line at www.bigideasmath.com. A great deal of content on the site is openly accessible. Students will receive unique passwords from their teachers which allow them to access additional content.

Teacher/Parent Communication:
Every effort will be made by the teacher to respond to inquiries from pupils and from parents or guardians of pupils by the end of the first school day following the day upon which the inquiry is received. (Developed as a parallel to State Statute 118.40(8)(d)3.)

Posting of Grades:
Every effort will be made by the teacher to post grades on the student information system for review by parents and students within five to seven school days. (Long-range, major projects may require additional time for evaluation.) Missing work should be indicated within two school days of the due date.