THE INTERNATIONAL SCHOOL OF KUALA LUMPUR
BE ALL YOU ARE

The Society for the International School of Kuala Lumpur (PPM-001-10-15041965)
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IM3+

Mr. Seth Tyler, Mr. Neil Whitehead

Course Description

Students who have displayed a high degree of competency in math and wish to pursue a more challenging program may request this course. The core of the course is the same as Integrated Math 3, with topics covered in more depth and more topics.

Students who successfully complete this course will be better prepared for IB Math HL1 and Calculus. (Grade 9 students who successfully complete this course will be recommended to go to AP Calculus in Grade 10. In Grade 11, they would go on to IB Math HL1 and take IB Math HL2 in Grade 12.)

Teacher Contacts

styler@iskl.edu.my

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Access to learning when absent

In the event you are unable to attend school, for any reason, please follow the schedule of work found on the Google Calendar for IM3+ or on Google Classroom for IM3+. Please make sure to inform you teachers in advance for any planned absences.

Units of Study

Unit One: Algebra
Unit Two: Coordinate geometry
Unit Three: Functions
Unit Four: Quadratic equations & functions
Unit Five: Polynomial and rational functions
Unit Six: Exponential & logarithmic equations & functions
Unit Seven: Trigonometry
Unit 8: Statistics & probability

Course Calendar

Semester I: Unit 1-4
Semester II: Unit 5-8

Google Classroom HW Calendar

Materials/Resources

Textbook: Owen et al., *Mathematics for the International Student, MYP 5 Plus (2nd edition)* Haese & Harris
[digital download HERE. You must download it.]

Calculator: TI-84 graphics display calculator

Grading Policy

Be sure to indicate the Reporting Domains used for the course.
See Academic Performance Foundation and Proficiency scales below

Homework

The point of homework is to practice the concepts covered in class, to discover areas of weakness, and to communicate ideas clearly.

It is expected that you attempt <u>all</u> homework questions, with steps clearly laid out.

We expect you to begin your homework the day it is assigned so that if you have problems you have another day to seek help and try the questions again.

The homework must be brought to each class so that you can participate in the discussion and presentation of questions from the assignment and make corrections. It is important for you to ask questions and to clarify all problems. You can find the official ISKL Homework Policy here.

Academic Honesty

Academic honesty and student safety are our highest priorities. The high school administration and teachers believe that academic integrity is the foundation upon which learning grows. We have adopted the following statement as a summary of this belief.

To promote integrity in academic work, you are responsible for ensuring that all of the work you submit is authentic (your own). To respect the contributions of others, the words or ideas of another person must be appropriately acknowledged. If you have any doubts, please ask for advice.

(adapted from IB source material)

The spirit of our commitment to academic honesty is captured in this quote:

"Today I am going to give you two examinations, one in trigonometry and one in honesty. I hope you will pass them both. But if you must fail one, let it be trigonometry."

~ Madison Sarratt, Vanderbilt University

Optional Additional Sections

It is expected that there will be a range of mathematical knowledge and skills amongst the students in this class. It is expected that each student, disregarding background knowledge and skills in mathematics, will attempt all homework problems, contribute to class discussions, listen and critique their peers thinking and work, and be open about any extenuating circumstances that may affect his/her ability to keep up with the class.

Furthermore, it is expected that students in the class are goal-oriented and are especially keen to improve their mathematical knowledge and skillset, as well as their general approach toward higher level learning.

There will be no tolerance of bullying, shaming or other conduct that does not align with the ISKL code of conduct.

Learning Habits

Learning Habits Grades will be determined using the rubric below.

Academic Performance

Evidence of Learning: Foundation Scale

Indicator	Performance Descriptor
7	The student demonstrates creative and transferable thinking when analyzing, evaluating, and applying core disciplinary concepts and skills and communicates this thinking with sophistication.
6	The student demonstrates transferable thinking when analyzing, evaluating, and applying core disciplinary concepts and skills and communicates this thinking in a clear and concise manner.

5	The student demonstrates the ability to analyze, evaluate, and apply core disciplinary concepts and skills and communicates this thinking in a clear and concise manner.
4	The student demonstrates conceptual understanding of core disciplinary content and skills and a basic ability to analyze, apply, and communicate that understanding.
3	The student demonstrates basic understanding of the core disciplinary concepts and skills with minimal ability to analyze, apply, or communicate that understanding.
2	The student, with guidance, demonstrates basic understanding of the core disciplinary concepts and some ability to analyze, apply, and communicate that understanding.
1	The student demonstrates little or no understanding of the core disciplinary concepts and skills and cannot analyze, apply, or communicate that understanding.

Evidence of Learning: Proficiency Scale

Indicator	**Performance Descriptor**
Secure	The student demonstrates a solid understanding of the core disciplinary concepts and/or skills embedded in this task.
Developing	The student demonstrates some understanding of the core disciplinary concepts and/or skills embedded in this task.
Needs Attention	The student needs to seek help to better understand the core disciplinary concepts and/or skills assigned to this task.

Learning Habits
Evidence of Learning

	Learn Enthusiastically: Approaches to Learning • Takes initiative and shows commitment to learning (self-direction) • Uses reflection and feedback to enhance learning • Persists, even when learning is challenging (resilience) • Engages actively and meaningfully in learning activities	Learn Enthusiastically: Readiness for Learning • Comes to class prepared, with materials effectively organized • Meets deadlines • Completes learning tasks thoroughly and thoughtfully • Proactively addresses future absences and makes up missed work	Collaborate Constructively • Listens and responds with an open mind to different ideas and values when working with others • Contributes and builds on the work of others toward a common goal • Monitors contributions in a manner that shows an awareness of when to self-advocate and when to integrate the opinions and views of others
SECURE	The student demonstrates meaningful engagement, a positive attitude, and a growth mindset around his/her own learning.	The student demonstrates independent executive functioning and a strong work ethic as a means of achieving success in the class.	During collaborative work toward a common goal, the student's contributions are insightful and intentional, and the student listens empathetically and respectfully. The student demonstrates exceptional flexibility and adaptability by balancing self-advocacy and the integration of others' opinions and viewpoints.

DEVELOPING	The student demonstrates some engagement with the learning and some application of reflection, feedback and persistence as a means for growth.	The student demonstrates some ability to organize self and materials for learning success in the class.	The student listens and responds with an open mind to different ideas and contributes ideas to build on the work of others toward the common goal. The student knows when to self-advocate and when to integrate the opinions and viewpoints of others
NEEDS ATTENTION	The student demonstrates a lack of engagement with the learning and/or little application of reflection, feedback and persistence to grow as a learner.	The student requires significant support to organize self and materials to achieve learning success in the class.	The student does not listen attentively and/or remain flexible in thinking when s/he works with others. The student provides minimal contributions to the work of others toward the common goal.