



Welcome Eagles !

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Pittman's Math 4 Course Syllabus

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(call/text- day/night/weekends)

Conferences: By Appointment

Tutorial Times: By Appointment

Planning: 3rd Block, 1:15p – 2:50p

Ben L. Smith High School – *Soaring to Excellence*

DEAR GOLDEN EAGLE STUDENTS AND PARENTS, Welcome to my classroom. This course helps students reduce real world problems to its key variables and learn how changes in these variables lead to various outcomes. Thinking, listening, speaking, reading, and writing are to be exercised in class for every student every day. Challenges include solving problems as an individual as well as a participant on a team at the appointed times. A goal is to infuse some fun in the scope of mathematics. Even though students may not perceive every activity to be fun filled, students are expected to participate at all times in accordance with Smith's theme for this year. *NO EXCUSES. SO LET'S SOAR!*

Course Overview & Instructional Goals

See **North Carolina Standard Course of Study for North Carolina Math 4** (2019scosncmath4.pdf <https://www.dpi.nc.gov/documents/files/2019-ncscos-nc-math-4>). A student is expected to know these standards for full mastery of the course. We are to use GCS' pacing outline.

Materials: (Bring materials to class every day.)

Composition Notebook

No 2 Pencils

Highlighters, Erasers*

Laptop or desk top computer

Ti-84 Graphing Calculator

100 Flash Cards 3" x 5"*

Personal Phone **

* optional

** Restricted use time & only for Math purposes. This is a privilege not a right.

Receipt of personal phone calls & unauthorized uses are not allowed.

Access to a graphing calculator is essential for this class. Purchasing a TI-84 is recommended.

Methods of Instruction & Learning

In-person instruction is to be expected. However, virtual learning systems are to be set up & used regularly so that we can seamlessly move between instructional platforms as dictated by District. Announcements, recorded lessons, and assignments are posted in Canvas calendar. Appropriate technology, from manipulative to calculators to computers, will be used regularly for instruction and assessment. Students are expected to use resources strategically to solve problems in classwork and homework and engage in class discussions, assessing his/her own work & as well as those of classmates. Each mistake is a teachable moment and learning opportunity.

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Grading & Weighting Policy

Requirements	Weights per Quarter	Course Grade	Weights
Homework	15	Semester Grades	
Classwork	25	1 st Quarter	40%
<ul style="list-style-type: none"> Class participation in activities, warm ups 5 Sentence Summaries/Classwork 			
Quizzes	25	2 nd Quarter	40%
Tests/Projects	35	Final Exam	20%

Grading scale for homework & classwork:

100 - (v+) Near all elements are complete and most done correctly;

75 - (v) Over half of the elements are complete and most done correctly ;

50 - (v-) A significant effort at meeting expectations

25 - (0) A submission with little to no apparent effort to show how arrived at answers

0 - no submission.

Classroom Guidelines

All policies and procedures outlined in the GCS Student Handbook and those additions adopted by Smith PBIS (SOAR – Show respect; Overcome Adversity; Act with Integrity; Reach for the highest) will be enforced. Classroom norms are to be reviewed and followed. Classroom infractions will be defined as minor, major, or chronic. Consequences can be developed for non-compliance.

All students are expected to login daily into Canvas & do daily assignments. Visit the announcement page for general school or class info. Watch recorded lesson. Complete assignments within a 24 hr period. Any issues with logins or with submitting assignments should be communicated to me as soon as possible for me to help correct. Teacher webpage from Smith website can be an alternative resource for assignments.

Classroom norms are necessary for everything to be done in decency and in order. **Full compliance of norms is expected once adopted by class (1st or 2nd day of school).** Classroom norms are to include the **site norm – no pass outs within the 1st & last 20 min of class. A request for a pass out is only granted under extenuating circumstances. A request of 4 or more pass outs per quarter is considered excessive.** Class discussion and clarification are to occur during the first 10 days of school and reinforced throughout the semester. Those choosing not to comply are referred to administrators.

When absent, students are encouraged to review recorded lessons and do the assignments posted in the Canvas Calendar for whatever has been missed. **If absent for an extended period of time, students are strongly encouraged to take notes on the most recently 1 or 2 posted lessons prior to rejoining class.** Unexcused absences of 4 or more may prompt a referral to Principals & Counsellors.

Resourcing with classmates to learn how to do the assignment is expected but each student is to submit his/her own work. Details and examples of what is to be expected in the notebook is discussed. Picture uploads to Canvas maybe necessary. Submitting photocopies of work done by others is unacceptable and is considered cheating.

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Special Note to Parents

Progress reports are submitted by the District via email. Please review & update parent or guardian contact info. Supplying your email will also allow me to keep you aware of classroom rewards & recognitions.

Observations/Conferences

Parents are encouraged to arrange an appointment for conference times. Conferences maybe done by phone, with or without your child present. Student presence is highly encouraged.

Special Needs/Special Accommodations

Special Needs

Special needs are honored. Students with documented 504 Plans and IEP receive a following by other staff and administration. Parents may inform me if your child requires special accommodations and considerations that may or may not be documented.

If special needs are identified later, please send email to me pittmai@gcsnc.com soon as possible after the need has been identified. All reasonable efforts will be made to accommodate the special needs of students, as per the requirements of the Americans with Disabilities Act, 1993 (ADA).

Parent or Guardian Signature: _____ Date_____

National Board Certification for Teaching:

I am a candidate to receive my National Board Certification for Teaching. Activities in class will be done in support of this effort. I appreciate support of all students. At the appropriate time, a separate permission slip is to be given for authorization to use work samples. For more information, please see: <https://www.nbpts.org/covid-19/2020-2021/release-forms/> Thank you !!

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Parent/Guardian Section:

Please send an email to me pittmai@gcsnc.com to indicate you have read and understand the expectations and guidelines outlined in this syllabus. Thanks for agreeing to work with me to make your child a more responsible, respectful, successful student. When students realize that their parent(s) and teachers are working together with their best interest in mind, they aspire to be great scholars.

During the first week of this semester, I will be seeking to collect the following information from students and parents.

Parent/Guardian name (printed) _____

Parent/Guardian signature _____

Email address _____

Daytime phone number (8:00 – 5:00) _____

If I cannot reach the parent/guardian, please indicate someone else that I can contact.

Name (printed): _____

Phone number _____

Does this student have access to internet use at home ? Yes No

Are there any connectivity issues ? Yes No

Does this student have easy access to the public library ? Yes No

Does this student have a mobile phone for math class use? Yes No

Student Section:

Student name _____

Student email _____

Last Math Class (Subject/Teacher/Sem/Yr) _____

Your Favorite, Most Respected, Smith Faculty or Staff Member:
