



Milpitas Middle College High School

Course Syllabus – Math III

School Year 2026 – 2027

Teacher Information

- **Teacher Name:** Ms. G. Huey
- **Teacher Email:** ghuey@musd.org
- **Classroom:** Classroom 2

Classroom Material:

- Pencils (Only work in pencil will be accepted)
- Pens (Pens will only be used for correction.)
- Three ring binder with lined and graph paper

** Only Scientific Calculators will be allowed on exams

Course Description:

Math III is the third course in the Integrated Math series and is intended to broaden and deepen your algebraic knowledge and to provide a foundation for the study of Pre-Calculus. By the end of this course, you are expected to solve linear, quadratic, polynomial, rational, logarithmic, and exponential equations, understand and interpret statistical analysis. Students will be able to graph various functions and identify major properties of the functions. Students will be introduced to trigonometry and sequences. Students in this course can be expected to be challenged. My job is to help you be successful in this class and prepare you for the rest of your math journey. I am always willing to help you...don't be afraid to ask for help.

Textbook: *Big Ideas Math: Integrated Mathematics III* by Ron Larson and Laurie Boswell.

Grading

Warm Ups, Exit Tickets and Activities	5%
Homework	5%
Quizzes	35%
Tests	45%
Final	10%

**Please See Grading Rubric Attached*

Make-up Work

All work must be completed in this course. If there are any missing assignments, students are required to make up the work in order to retake an assignment.

Test and Quiz Retakes

Students are allowed to retake tests and quizzes if they are not satisfied with their scores. Retakes need to be scheduled with Ms. Huey after completing corrections with her.

General Information:

If you are having trouble with this class, contact me immediately, and we can work together to formulate a plan to help you succeed. It will be too late if you decide to wait until the end of the marking period. Remember, making mistakes is part of the learning process. We will struggle productively together. It is all about your mindset! Office hours are scheduled.

Cellphone and Headphone Policy:

Cell phones and other electronic devices are to be turned off and collected as you walk in. You will trade your phone in for a calculator at the beginning of class and traded back at the end. There are no headphones in the class unless you have explicit permission from your teacher.

Attendance Policy:

Regular and prompt class attendance is an essential part of the educational experience. Students are responsible for ensuring that their work does not suffer because of absences. If you have missed any tests or quizzes, please send an email to Ms. Huey to schedule a retake within the week.

Classroom Norms Agreement:

- Students will come to class on time and ready to learn.
- Students will collaborate and work together to help everyone become successful.
- Students will have equal air time. Students will not talk while others are speaking.
- Students will stay in their seats and not hover by the door until excused by the teacher.
- Teacher will establish a positive and safe environment for students to feel comfortable to ask questions.

Academic Integrity:

All work turned in must be uniquely yours. Students who violate the policy will receive a zero on the assignment/ test / quiz, written referral, and parent contact. There may be other consequences depending on the severity of the offense. Please refer to the Academic Integrity Policy in the Student Handbook for a more detailed explanation.

I understand and have read the syllabus clearly:

Student name: _____ Date: _____

Student signature: _____

Parental signature: _____

4-point Rubric used for Assessment Grading (Ms. Huey)

Score	Conceptual Understanding	Mathematical Skills	Work Habits
4	*The solution shows complete understanding of the concepts described in the chapter. *The student was able to clearly explain the steps/justify the final solution.	The solution exhibits procedural fluency (each next step is derived using correct mathematical properties/theorems) and shows strategic competency (the strategy chosen for solving the problem is the most effective and appropriate for the given case)	*The solution is easy to follow; all steps of the solution are shown. *The justification/explanation is written in cohesive sentences and is easy to understand. *Student is using proper mathematical notation and final answer format makes sense within the context of the problem *Work is neat and well organized.
3	*The solution shows nearly complete understanding of the concepts described in the chapter. *Student was able to explain the steps/justify the final solution, but some minor omissions were made.	*The solution exhibits procedural fluency (each next step is derived using correct mathematical properties/theorems) but might not show strategic competency (the strategy chosen for solving the problem may not be the most effective and appropriate for the given case). *Student may have made minor calculation errors.	*The solution is easy to follow, almost all steps of the solution are shown *The justification/explanation is written in sentences/phrases and is easy to understand. *Student is mostly using proper mathematical notation or final answer format may not make sense within the context of the problem (i.e. not rounding the answer, not listing units, etc.) *Work is neat and organized.
2	*The solution shows some understanding of the concepts described in the chapter. *The student made an attempt to explain the steps/justify the final solution, but conceptual mistakes were made.	*The student attempted to use the correct strategy, but wasn't able to follow through and finish the solution or made a mistake in applying correct mathematical properties/theorems. *Student may have made major calculation errors.	*The solution is hard to follow, not all steps of the solution are shown *The justification/explanation is difficult to understand. *Student is not using proper mathematical notation; final answer format may not make sense within the context of the problem (i.e. not rounding the answer, not listing units, etc.) *Work is not organized and messy.
1	*The solution shows no understanding of the concepts described in the chapter. *The student didn't make an attempt to explain the steps/justify the final solution.	*The student used an incorrect strategy and couldn't finish the solution.	Work is sloppy and disorganized.

