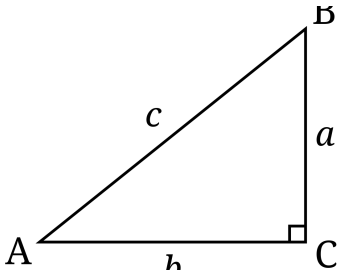
Quality Education Academy Welcome letter from:

C.C. MATH THREE

INSTRUCTOR: HERBERT L. RICHARDSON JR.



Introduction

Good day to all parents and scholars. My name is Herbert Richardson Jr. and I am the instructor of Quality Education Academy's Math 3 Course for the 2020-2021 school year.

Let me first say that I am glad to see all returning students and welcome all new faces to our class. There has been so much going on in the world with the pandemics, politics, and so forth that it has been a tremendous struggle and stress on everyone. We like to think that at QEA we are your extended family and have been worried about not only our students but the families they are connected to. So for us as a staff it is a happy moment to reconnect to all of our scholars even if it is by computer screen.

Since the Covid-19 virus has placed us into the realm of remote learning, we as a staff are implementing a new system of virtual classrooms to instruct the scholars for the first quarter of the fall semester. The math department this year is using a couple of electronic avenues in a designated pattern for the students to use in order to understand the concepts mandated by the state. We also feel that the diversity of websites and applications gives the student a unique opportunity to interact with different avenues of technology to help them excel in a STEM related environment.

Virtual Classrooms/Applications/ Electronic Avenues

Myself and Ms. Jamie Bailey will be using for the moment three major programs for the ease of student connectivity:

1. **Google Classroom**- Google Classroom will house the Microsoft word files, pdf files, and cache of website links the students will be able to freely reference under the guidance of the instructor(s) to help develop understanding of the week's concept.
    a. **Discussion/Polls/Surveys**-will also be a place where students can electronically discuss particular topics and ask questions to the instructor.
    b. **Classwork/Homework Assignments**-Section of the Google Classroom will also locate short term assignments and homework assignments during the first nine weeks of the semester.
    c. **Reference Material**- The last section of the Google Classroom will hold all pdf files, word documents, and web links that are related to that particular assignment that will help the students answer the following questions to turn in by the selected deadlines.
2. **Zoom-** Zoom will be the students avenue to see the live action instruction of myself for the particular topic of choice based on the NC Pacing Guide of Education Instruction for Math 3. Also to alert all parties that the Zoom will not be a 60 minute lecture. Over the summer, the Math department has revamped their plan of attack to instruct the scholars at QEA by using a new style of developed differentiation.
    a. With Zoom we will breaking up the scholars on different occasions to help them develop their understanding of the math questions to improve their performance of :
        i. analysis
        ii. comprehension
        iii. confidence
        iv. recall
3. **Nearpod**-NearPoD is a interactive website that helps instructors understand the progress and development of scholars by way of real time observation over various mediums. We feel that NearPoD will be the best avenue to disperse materials such as PowerPoint, PDFs, jpegs,. And word documents as well as seeing the students discuss and answer questions on the very same files.

We will also be using a couple of other different applications as the determine topic approaches during the first nine weeks. Some of these applications will be familiar to you as the Math Department used them last year.

1. Desmos
2. Kahoot
3. Quizizz
4. GeoGebra
5. EdPuzzle
6. ClassFlow

This is not to overload or confuse you about what we are using only to give you an overview of what to be expecting as we begin this school year to be expecting in Math 3. Each week we will attempt to learn 3 full concepts of the selected Unit of the course.

Course Schedule and Overview

As you may know by now our course times have changed from the standard 90 minutes to 60 minutes. To calibrate to such changes we like to make sure that we keep to a firm itinerary so that we can maximize on our instructional time. Please see our class guide schedule for review:

3 minute: Sign on time - This gives students time to log in and make sure all technology is working properly, microphones on and school paper and pen ready for today's lesson. Despite the fact that we are working in a virtual classroom it is still the responsibility of the students to take physical notes for them to study and review for later when they are no longer logged in to the assigned class.

1. Students after logged in will enter the room and answer the attendance poll to mark their presence in class for the day.
2. Students must have cameras on to physically assert their presence in class.
3. There will also be a microphone check to do a final check before the class will begin.

5 minute: Bellwarmer/Math Talks- Students will be presented with a warm up question that will be presented on the live Zoom camera. This question will presented on Instructor Screen. After the five minutes have passed, students will present their answers on the Google Answer poll.

3 minute: Discussion of Warm-Up answers, Activating Background Knowledge

This will be where students discuss particular parts of the warm up question to actively start them thinking about other investigative parameters when dealing with the topic to be taught for the day.

We feel that these warm ups help students prepare themselves mentally to prepare a step by step process to solve math related problems while keeping natural anxiety low.

This aspect of class is where we will review the new vocabulary words (also used to familiarize students with terms that will be seen on SAT and ACT extra ce exams) as well as the importance of these terms when dealing with the exercise of the day.

Our guided lessons move in three 20 minute sections:

First 20 minutes:

1. **3 minute - individual workout Abstract and General Thinkin**g
    a. On this aspect we like to see what the students individually will create on their own on ambiguous case
2. **8 minute- Breakout Room Comparison and discussion**
    a. Students will move to a selected breakout room to discuss notes and answers to part 1 of the guided discussion problem.
        i. There will be
            1. Appointed Timekeeper
            2. Appointed Recorder
                a. Fellow responder for class discussion.
3. **10 minute-Full Classroom discussion**
    a. 3 minute- Reveal Findings
        i. Students discuss findings from breakout session when class comes together.
    b. 3 minute- Instructor Definition and Refine
        i. Instructor labels findings and fine tunes students answers to solidified process
    c. 3 minute- Reproduction
        i. Students are given a supplementary problem with same parameters and asked to repeat process and support findings in discussion by group answers/material.

Second 20 minutes:

4. 5 minute-Video/ Application Breakout
    a. Here students will watch a video on a particular topic relevant to the exercise that helps tie real-world problems to the content.
        i. A small but brief questionnaire is either accompanied by pdf or by EdPuzzle.
5. 5 minute discussion of vidéo and relevance to the guided discussion.
    a. Students in the full class get a chance to create a list of comments and questions usually by our NearPoD webpage.
6. 5 minute breakout session-
    a. Students get to work in small groups to answer a second set of questions that pertain to the video and exercise leading into the second concept
7. 5 minute NearPoD cork board post and discussion.
    a. Students rejoin to discuss answers and process they used to receive their answers.
        i. Students also discuss other methods and solutions to problem.

Third (Last 20 minutes):

8. 10 minutes- Summative assessment of class to check for understanding on an individual level by way of Kahoot, Desmos, AnswerPad, or form in Google Classroom.
9. Last 10 minutes is a wrap up of today's lesson with an exit ticket made to answer in the Google Classroom. This is also the time where Homework or links that needs to be reviewed before the next class is discussed by the instructor.

Math 3 Pacing Guide: Unit Courses for the 1st Nine Weeks

Despite our change of atmosphere we are excited to start our new journey of mathematics with you! We want you to know that you are important to us and will do everything in our power to help you succeed.

In order of study this our current list of Units we will be reviewing for the first nine weeks of Math 3.

As per our policy at QEA will strive to keep assessment light, informative and challenging. We also keep policy to having no quizzes or assessments on Friday. In our phase of remote learning we are leaving Friday for Students to setup 1 on 1 apppointments with me to discuss material they may not have mastered during the week, as well as to allow myself to be available with the Parents for conferences to discuss progress of the scholar's. Work on the topics worked on in class.

The following dates will. be available for Parents to setup appointments to check with me on their scholar's progress.

August 28,2020/ September 11, 2020/ October 2, 2020/ October 16,2020/ October 23,2020

Students are free and expected to setup a 1 on 1 with the teacher on Fridays during the Office Hours and can setup group appointments with fellow students if they share difficulties on particular subjects. Students can also setup appointments by way of Google Meet or Zoom for Thursday Afternoons if they are running into a scheduling issue . The important thing is that communications stays open by email, electronic message in google classroom or NearPoD, so that we may solve the issue early.

My school email where you may reach me by is Hrichardson@qeschools.org for all inquires, questions about Math or Homework.

First 8 days is practice of classroom procedure, familiarity of virtual classroom material, and QEA Math Bootcamp. This portion of the class is to help students understand the type of activities and pattern we will be implementing during the first nine weeks of Math 3. We have also been told that we will be converting to the online 'CANVAS' platform as soon as all accounts for the students have been successfully registered.

UNITS of Math 3 to be covered for the first Nine Weeks of the Fall Semester:

Unit 1:- Functions and Their Inverses

(7 days)

Unit 2: Exponential/logarithmic functions

(14 days instruction-3 days testing)

Unit 3: Modeling Functions

(14 days- 2 days testing)

Unit 4: Polynomial Functions

(14 days)

UNITS of Math 3 to be covered for the first Nine Weeks of the Fall Semester:

Unit 5: Rational functions

(14 days)

Unit 6: Modeling with Geometry

(14 days)

Unit 7: Circles - A Geometric Perspective

(14 days)

Unit 8: Trigonometric Functions

(16 days)

Unit 9: Statistics

(14 days)

Grading Policy

Grading Scale for Math 3

Grade	Requirement
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	Below 60

Evaluation of Performance

1. Tests 50%
2. Quizzes/ Projects 30%
3. Classwork Participation/Homework 20%

Total=100%

*Final grade calculation:
Q1=40%,
Q2=40%,
NC Final Exam= 20%.

Math 3 Course Goals

We believe in transparency and proactive measures to ensure our students are proficient in the topics of Math 3 but also developing a meaningful understanding of these complex topics past the End Of Course Exam. All we ask is that you have an open mind, a tolerant heart, and a flexible attitude in order for us to achieve your goals. Thank you for your time and cooperation and I am looking forward to a wonderful new year with you.

Sincerely,

Herbert L. Richardson Jr.
QEA Math Instructor