

Math Syllabus  
Mr. Herbert

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SAXON OVERVIEW  
*Saxon Math’s* approach of distributed instruction, practice, and assessment gets results for today’s standards, where mastery learning is required of all students. This approach makes the difference in helping students master the standards and provides an understanding that lasts a lifetime. Saxon is a very fast paced, you cannot wait until the day of the review to get help on areas you do not understand.

INSTRUCTIONS & PROCEDURES

\* **Class starts the moment you enter the room.**

* When students enter the room, class has begun. **Students will not talk** just because the bell hasn't rung. The bell does not determine class starting. Students will come into class, get all necessary items out of their backpacks, put their backpacks at the back of the room on a backpack hook and have a seat at their assigned desks. Students should have out on their desks; homework from the previous night, notebook, pencil with which to take notes, dry erase marker, and a red pen with which to grade their homework. Students will then work quietly on the warm-up quiz that is projected on the board.
* All assignments should be completed with a **pencil** and corrected with a red pen.
* Each assignment should have the proper heading in the upper right hand corner: Name, period, date, and lesson number. (In pen)
* If you are absent you should check the board and class website and if necessary, make arrangements to **attend tutoring** or schedule an appointment with me.

A THREE-PART LESSON  
Saxon provides a consistent lesson structure that enhances student mastery. The following format allows students to become comfortable with lessons and to know what to expect each day.

* *RETEACH*  
  A reteach bell work will be given each day that will cover lessons previously taught, this will give a heads up to students and teacher if student needs to come in for tutoring and get extra help.
* *NEW CONCEPTS WITH LESSON PRACTICE*  
  Each day the New Concepts introduces a new topic through clear explanations and examples that build in-depth understanding and use a variety of methods and real-world applications.
* *PRACTICE*  
  The distributed Practice provides students with a depth of understanding. Because students practice the same topic over several lessons, they have “time to learn” the concept and have multiple opportunities to show that they understand.  
    
  The integrated nature of Practice allows students to maintain and build on concepts and skills previously taught. By practicing problems from many lessons every day, students see how math concepts connect to each other and to the real world.   
     
  The distributed and mixed practice is unpredictable and therefore challenging. It mirrors the format of state tests.

LESSONS

The first 20 lessons are review. These lessons should NOT be difficult. Please do not assume you are misplaced if these lessons appear to be easy. Math is foundational and builds upon itself. It is necessary to fill in all gaps in the curriculum. Students should take the first 20 lessons seriously and work very hard to ensure that prerequisite skills are in place. (If you are struggling with these review concepts you have to take initiative and get help in tutoring.) **Do not wait!!!**

GRADING   
 Tests.....................................……………………..………..40% of total grade

Participation...............................…………………..……….20% of total grade

Homework..………………………..….…….......................20% of total grade

Reteach ……..........................................................................10% of total grade

Binder...................................................................................10% of total grade

GRADING SCALE  
 Benjamin Franklin High School utilizes the following grading scale:

* 90 - 100% A
* 80 - 89% B
* 70 - 79% C
* 60 - 69% D
* 0 – 59% F

REPORT CARDS

1. 40% Quarter 1
2. 40% Quarter 2
3. 20% Final for semester

FINAL EXAM

A final exam will be given at the end of the first semester (accumulative to beginning of the year) and at the end of the second semester (accumulative to beginning of the year).

HOMEWORK POLICY

Homework will be assigned every night including weekends and holidays. Assignments will be due at the beginning of the class period on the deadline date. If students do not complete homework in its entirety a 0% will be given. For every missed or incomplete homework, 10 participation points will be deducted. If students turn in the homework that was late or incomplete, in a completed form, they will still receive a 0% on homework but all 10 participation points will be returned and this 0 will not go towards a detention. Homework is done in its entirety. Not completing any homework problems is an incomplete homework. Homework is to be completed on the homework grid provided. If homework is not completed with good penmanship, I am not able to grade it. If I cannot grade your homework, you will receive a zero even though you may have completed it. If students do not understand a math problem, they are to refer back to the lesson in which that concept was taught and attempt the problem.

Homework 20%

ABSENT AND LATE WORK

It is required that all assignments be completed. All students shall be provided two days for each day of absence to make up missed assignments. Work not completed by the assigned time shall be considered late**.** Homework will be posted on the class website for your convenience - **www.bfhsherbert.weebly.com.** If you're going to be absent, please visit the website for your homework and class notes.

Missed work black box located on the shelf by the door contains lesson notes and work assigned each day. Two weeks of missing assignments will be available after the two weeks I will no longer make notes / assignments available. ( I will not go back and copy anything for any reason).

PARTICIPATION

The term class participation is a bit of a misnomer. A more accurate term might be “Student Engagement” or “Scholarship.” One of the greatest gifts we can bequeath to our students is the skill set that will set them up for success in their future academic endeavors. Consequently, this grade consists not only of participating in classroom discussions, but also: coming to class prepared, listening attentively to the teacher and other students when they are speaking, having a good attitude, being on task, asking quality questions, delivering quality and thoughtful answers, etc. When a student employs these techniques and is incentivized to do so, their academic skill set improves and thus they experience success.

I want students to participate so they can learn from each other. We know that active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In making statements to peers about their own thoughts on a class topic, students must articulate those thoughts and also submit them to (hopefully constructive) examination by others. In listening to their peers, students hear many different ways of interpreting and applying class material, and thus are able to integrate many examples of how to use the information. Especially in a course that stresses application of material, extensive participation in class discussions is an essential element of students’ learning.

Our job as educators is to take students – whatever level they may be – and move them forward. We use time honored and tested techniques to do so. College-prep schools that employ the Socratic Method also follow this formula – because it works!

What is a Class Participation Grade?

* Bringing required materials to class
* Frequency and Quality of participation
* Prepared for classroom discussions due to having done his/her reading/studying
* Relevant comments based on assigned material
* Group dynamic is improved by student’s presence
* Engaged in classroom discussion and able to give cogent answers when called upon
* Does not disrupt class and classroom discussion
* Any notes that are required are complete and neat
* Comments in class and possible disagreements with the teacher and other students are handled with maturity and sensitivity
* shows an interest in and respect for others’ contributions

What Participation **IS NOT**

* Raising of the hand in an attempt answer every question whether or not you have anything of quality to offer
* Interjecting in class discussion purely to be “seen” or “counted”
* Talking incessantly, rambling or making tangential comments

What takes away from Class Participation?

* Coming to class ill prepared
* Being disrespectful to students or staff
* Disrupting the learning environment by actions or talking out of turn
* Belittles the opinions of others
* Not following the conversation and thus is not prepared to answer questions when called upon or is off topic
* Discourages and disrupts others that are attempting to participate
* Not taking notes
* Not having homework complete and thus not able to contribute to class discussion of said homework
* 20% of total grade is from participation

BINDER – Key to your success in this class

Binders need to be organized and complete. Each new lesson needs to have the lesson number, title and the date at the top in pen. You should have 10 -15 lessons in your binder at all times Ex., Test one covers lessons 1-10. You should have these lessons plus any other material covered during this time period in your binder. I will make a folder available in class in which to store your old material. You will need to save old work.

- 10% of total grade is from binders.

DETENTION POLICY

If you fail to turn in homework, that is a zero for that assignment. After 3 homework's missed in a quarter, you will receive a detention. The way out of a detention is to turn in all your homework assignments to me (even if late). This will not only keep you out of detention, it will give you all your participation points back which you lost for not turning in your homework.

STUDY GUIDES

If students take the time to print off the STUDY GUIDE (from my weebly web page), prior to the actual test and complete it, showing work, they can turn it in with their actual test and earn an extra 5 points. This, on average, will raise their test grade 7% to 11%. I highly recommend students take advantage of this. This is a fantastic way to study prior to a test. If a student does not know how to solve a problem, this is a great starting place for tutoring.

TESTS

I will attempt to give most tests on a block day. Tests will be given after the first 10 lessons and after every 5th lesson thereafter. It is not difficult to know when we will be taking a test. After lesson 10, the next block day will be a test. After lesson 15, then 20, then 25 and so on a test will be given. The day after the test has been graded and handed back I will be having a test correction tutor session that all students can come to to receive help on test corrections. You have 2 days from the day the test is handed back to you to make ALL corrections to receive a half point back for every point missed on the test. For example; if you missed 10 points on a test and you make ALL corrections and you get the corrections correct, you will receive 5 points back. ALL problems you missed must be corrected in order to receive ANY points back for your corrections. The only points you may NOT earn back are points taken away due to not showing your work.( **No work no credit** ) Students will be responsible for tracking their progress of each test taken on the individual test analysis form.( Located in the front of their binder ) This will help them have a visual as to which lessons they may need to be re-taught. They will be able come to tutoring for additional help in these areas.

- 40% of total grade is from tests.

**REQUIRED MATERIAL**  
Each day, every student should bring with them:

2 inch binder with 5 tabs. This is your math binder and is to be brought to class every day. You may **Not**  share this binder with other classes.

White lined paper

Expo Marker

Several pencils (Led if mechanical)

Erasers

Correcting pens - red only

**Recommended materials:**

Sci calculator

---------------------------------------------------------------------------------------------------------------------Cut and return

**Mr. Herbert’s Math Syllabus**

Your signature below ensures that you have read and understood the course requirements, procedures, and policies:

STUDENT NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_

STUDENT SIGNATURE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT/GUARDIAN SIGNATURE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT EMAIL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PHONE # (\_\_\_\_\_\_)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_