

# IB HL Math Networking Session

Thursday November 20, 2014

1. Introductions
  - a. Background
  - b. Years of experience teaching IB
2. Prerequisites and sequencing of math courses
3. Pacing
  - a. HL 1 vs. HL 2
  - b. Calendars
  - c. Topics
4. Exploration
  - a. Scheduling
  - b. Choosing a topic
  - c. Meeting with students
  - d. Peer Editing
  - e. Samples
  - f. Grading
5. Other factors for both courses
  - a. Summer assignments
  - b. Textbooks
  - c. IB vs. AP
  - d. Tests & Grading
    - i. Curving
    - ii. Test corrections
    - iii. Paper 1 vs. Paper 2 tests
    - iv. Group tests
    - v. Bonus assignments
  - e. Exam prep strategies
  - f. After the IB exam

## Session Discussion Notes:

- When teaching laws of logarithms a slide rule can provide a visual aid to help students. The virtual slide rule can be found at: <http://www.antiquark.com/sliderule/sim/n909es/virtual-n909-es.html>
- [www.desmos.com](http://www.desmos.com) provides a useful online graphic software program that can enhance teaching
  - a. Students can also utilize the program in their exploration by taking screenshots of their graphs and pasting it into word
- Books
  - a. Pearson's HL book does provide online solutions
  - b. Kai Arste (Atlantic College) Problems for IB HL Math (can be found at stt.org)
- Exploration Discussions
  - a. Keep a running list of ideas on the board...students and teacher can add to it as new topics are taught
  - b. Individual meetings with students can be very beneficial
  - c. It is important to cite sources
  - d. The reflection criteria comprises of students discussing limitations, how their math process allows them to get to the next step, what does a particular mathematical process mean, etc.
- After the IB exam:
  - a. Students can pick a popular song and change the lyrics to a math topic
  - b. Students can create a realistic budget for the fall semester of college