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](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