

Home of the Rattlers

**AP Calculus AB Syllabus**

Mrs. Tonia Brooks, Instructor

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Room 206

**Course Description:**

As an AP course, AP Calculus is the equivalent of an introductory course in calculus at a college or university. The amount and quality of work should, therefore, be commensurate with a college-level calculus course. Since a major goal of this class is to prepare students to pass the AP exam (Calculus AB), we will be using College Board’s “*AP Calculus AB and BC Course and Exam Description*,” as well as the California standards for AP Calculus as guidelines for what is taught in this class. Students will be exposed to problems in graphic, analytic, numeric, and verbal representation and be expected to make connections between these different forms.

Students enrolled in AP Calculus are encouraged to take the AP Calculus AB Exam in May. This year, the AP Calculus AB exam will be administered the morning of Monday, May 12th, 2025.

Major content areas include:

* Theory, Rules and Applications of Derivatives
* Integrals, including Techniques and Applications
* Differential Equations

When students sit for the AP Calculus Exam, they will need graphing calculators. Graphing calculators are allowed for approximately one-half of the multiple choice questions and approximately half of the free response questions. I recommend students obtain a Texas Instruments 84+ (or 83+). *These calculators are available for check out at the library at no cost.*

**Textbook**: Finney, et al. *Calculus: Graphical, Numerical, Algebraic. 5ed* Pearson Education, Inc.,2016.

**Canvas:** Students will access all math content for the course through a Learning Management System called Canvas. Students should go to sandiegounified.instructure.com and log in using their School District username and password. Please check Canvas if absent to check the day’s activities and assignments.

**Grading:**

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| Grading Categories  | Grading Scale  |
| Assessments:   75% * Quizzes, tests and projects   65%
* Midterm/Final       10%

Student Work: 15% Tasks:   10%  | A 88%-100% B 70% - 87% C 50% - 69% D  35%-49%F <35% |

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| **Level** | **Description of Mastery on Specific Standards** |
| 4 | Exceeding content-area standards |
| 3 | Meeting content-area standards |
| 2 | Approaching content-area standards |
| 1 | Beginning progress towards content area standards |
| 0 | Insufficient evidence to determine level of performance |

**ASSESSMENTS:** Student assessments will provide students multiple opportunities to demonstrate mastery of standards.  Performance for each standard will be graded separately on a four-point rubric. Students can expect an assessment every one to two weeks on individual standards. All standards will be assessed at least twice over the course of the semester. In general, students will be assessed once on the homework quiz and once in class.

**STUDENT WORK:** In-class activities, written responses and homework are in this category.  Homework is generally assigned daily and is due the following day.  Long term projects may also be assigned.  Late work will be accepted until the Friday before the end of the grading period with no academic penalty. Incomplete work may be turned in for partial credit. Homework will be graded on a four-point rubric.

**TASKS:**  Students will most often work in groups during class to demonstrate competency in knowledge, application and communication of mathematical ideas.  Students may also complete independent activities. These tasks include projects and activities.  Students will be assigned points according to a four-point rubric.

**ABSENCES**:

In the case of an absence, students have one day for each day missed to make up work.  It is the student’s responsibility to come to me for any missed assignments.  If a student is absent on the day of a test, the student will make it up the day of return.  At the end of the term, time may not allow for make-up tests.  Also, please schedule to be in class for end-of-term exams.  If the student misses two or more days during the chapter due to illness, the student *may* arrange a time with me to take the exam.

**ASSISTANCE**:

I will generally be available for tutoring after school Monday, Tuesday, and Wednesday.  I will also be available at lunch by appointment.  All Canyon Hills students are welcome to tutoring hours.

**PROGRESS REPORTS**:

 There are six six-week progress reports throughout the year.  If a student receives a D or F on a 6- or 12- week progress report, the student is in danger of failing at the semester.  Parents, please feel free to contact me to set up a conference so we can work together to help your student be successful in mathematics.

Only semester 1 and semester 2 grades are placed on the student transcript.  Progress reports for grading periods 1, 2, 3, and 4 are for communication with families and eligibility for extracurricular activities.

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| SEMESTER 1 |  |  | SEMESTER 2 |  |
| GRADING PERIOD | END DATE |  | GRADING PERIOD | END DATE |
| P1 | September 20 |  | P3 | February 13 |
| P2 | November 1 |  | P4 | March 26 |
| Semester 1 | December 20 |  | Semester 2 | May 29 |

In addition to school progress reports, parents may view student progress in PowerSchool.  Feel free to e-mail me at tbrooks@sandi.net with any questions about student progress or grades.

**CLASSROOM EXPECTATIONS**:

Be in class, be on time, be prepared.

Always do your best work.

Turn in work on time. (Your name is required for credit)

Participate in class discussions, work with your partner, team, or class, as appropriate.

Respect your teacher, your classmates, yourself.

Follow all school rules.

Although bottled water is allowed, other food or drink is not permitted.

Any cellphones or other electronic devices, including cables and headphones, should be silent and invisible during class.  Please put these things safely away before entering the classroom. (Please remember to put your phone in silent or vibrate mode before you enter class.).  This adheres to the Canyon Hills and San Diego Unified cell phone policies.

**ACADEMIC HONESTY:**  Students are expected to complete their own work.  Academic honesty and responsibility are expected of all Canyon Hills students.  Copying someone else’s homework, turning in a paper done by someone else, plagiarism, copying from other printed resources without giving credit to the author, and/or giving or receiving answers, sharing answers, using “cheat sheets,” or other such devices, are all considered cheating.  Consequences may include a “zero” on the assignment for a first offense, along with a U in citizenship.  Please see Canyon Hills Honesty Policy on the website for further information.

**Citizenship Grading Policy**

**Guiding Principles**

At CHHS, we support each student’s development in becoming thoughtful and productive citizens who will inherit our global society. We will be transparent through teaching and modeling our expectations for student citizenship. Citizenship grades are the balance of a student’s general work habits, attitude, and behavior in class over the grading period, not the result of one day or action. It is the culmination of a student’s willingness and efforts to help or hinder the student’s own progress, as well as participating in a caring, collaborative classroom community. Additionally, citizenship grades are not an evaluation of the student's character but rather provide feedback on the development of habits that benefit themselves and the community.

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| **Grade** | **Citizenship Rubric** |
| ExceedsE | * **Participation** is constructive and elevates the academic environment of the class.
* Consistently models exceptional **behavior** and respect for teachers and students.
* Independently **prepares** for and is engaged in class activities.
* Submit assignments by the **due date**.
* Uses **technology** to enhance learning, according to teacher policy and permission.
* All **absences** are excused. Two or fewer **tardies**.
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| MeetsM | * **Participation** is constructive and supports the academic environment of the class.
* Consistently exhibits respectful **behavior** towards teachers and students.
* **Prepared** for and engaged in class activities.
* Submit assignments by the **due date**.
* Uses **technology** appropriately, according to teacher policy and permission.
* No more than one unexcused **absence**. Four or fewer **tardies**.
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| InconsistentI | * **Participates** in academic environment; but may occasionally distract or need redirection to participate in the academic activities fully.
* Sometimes demonstrates disrespectful **behavior** towards teachers or students.
* Sometimes **unprepared** for and disengaged from class activities.
* Sometimes does not submit assignments by the **due date**.
* Uses **technology** inappropriately, not adhering to school policy.
* No more than two unexcused **absences**. Five or fewer **tardies**.
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| UnsatisfactoryU | * Seldom **participates** or frequently distracts from the academic environment of the class.
* Frequently demonstrates disrespectful **behavior** towards teachers or students.
* **Unprepared** for and disengaged from class activities.
* Often does not submit assignments by the **due date**.
* The use of **technology** distracts from the academic environment.
* Three or more unexcused **absences**. Six or more **tardies**.
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*\*Citizenship Grades are based on each 6-week grading period.*

Thank you for taking the time to review this syllabus with your parent. If you or your parent have any questions, feel free to see me before or after class, or your parent may contact me at (619) 605-8100 (ext 2206) or tbrooks@sandi.net‬‬‬‬‬‬‬‬