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Precalculus Syllabus

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Room 206

**Course Description**: Precalculus combines concepts of trigonometry, geometry, and algebra that are needed to prepare students for the study of calculus. The course strengthens students’ conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students who intend to study calculus, physics, other sciences, and engineering in college.

Students will study polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices.

In this course, students will algebraically manipulate functions, equations, and expressions, translate mathematical information between representations and communicate with precise language, providing rationales for conclusions.

To view the California Precalculus standards, visit the California Department of Education’s website at [Precalculus - Curriculum Frameworks (CA Dept of Education)](https://www.cde.ca.gov/ci/ma/cf/documents/mathfwprecalculus.pdf)

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| **Texts:** |

Blitzer, *Precalculus,* Prentice Hall, 2004.

Other materials will be used, including *Precalculus* and *AP Precalculus* lessons from MathMedic.

**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.

**Suggested Materials:** Pencil, paper, graph paper, scientific or graphing calculator

A limited number of graphing calculators will be available at the library. Checkout forms are available from Mrs. Brooks.

**Grading:**

Grading Categories Grading Scale

Assessments: 75% A 88%-100%

Student Work: 15% B 75% - 88%

Group Tasks 10% C 50% - 75%

D 35% - 50%

F below 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.

**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 up 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.

**GROUP TASKS:**  Students will work in groups during class to demonstrate competency in knowledge, application and communication of mathematical ideas.  These group 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 makeup 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 Monday, Tuesday, and Wednesday after school or by appointment. All Canyon Hills students are welcome to seek help from any mathematics teacher during 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 19 |  | P3 | February 12 |
| P2 | October 31 |  | P4 | March 27 |
| Semester 1 | December 19 |  | Semester 2 | May 28 |

In addition to school progress reports, parents may view student progress in PowerSchool.  Feel free to e-mail me at [tbrooks@sandi.net](mailto: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, and 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 place your phone in the phone pouch when you enter the class. (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**

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** |
| Exceeds  E | * **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**. |
| Meets  M | * **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**. |
| Inconsistent  I | * **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**. |
| Unsatisfactory  U | * 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**. |

*\*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](mailto:tbrooks@sandi.net)‬‬‬‬‬‬‬‬