

Pre-Calculus
2019-2020 Course Syllabus and Expectations
Grand Junction High School

Focus on LEARNING and the grade will come. Focus on THE GRADE and learning cannot be guaranteed and the desired grade will be that much harder to achieve.

Instructor: Mr. Cooper

Class Location: 607

E-mail address: David.Cooper@d51schools.org

Website: <https://coopsclassroom.weebly.com>

Course Outline (see pacing calendar):

Part A

Chapters P through 4
FUNcTIONS! And numbers.
Trigonometry.

Part B

Chapters 5 through the rest
More functions and Trigonometry, limits,
derivatives, integrals, Plus more!

Materials:

- 1. Notebook:** Notes are necessary. You are encouraged to keep a 3 ring notebook with dividers OR spiral notebook and a place to keep handouts, whatever fits your organization style. This is not collected or graded. I recommend this organization; first the course syllabus followed by a few documents that we will reference through the entire course, and then go chapter by chapter. In each chapter I would have this order; notes and examples, homework, and review work.
- 2. Calculators:** TI-83 Plus or TI-84 (any edition) graphing calculator is needed for this class. Please **DO NOT** buy a TI-86 or TI-89.
- 3. GRAPH PAPER:** It's my 2nd favorite kind of paper, my first is blank paper. My least favorite is wide ruled lined paper... Barely better than wide ruled lined paper is college ruled lined paper.
- 4. BOXES OF TISSUE:** Please bring at least one box of facial tissue so we can have something to blow our noses with. Otherwise you'll have to use graph paper.
- 5. YOUR TEXTBOOK:** Your book is a tool that is often forgotten about. Use it! The answers to your questions are right in front of you!

Your Grade: Scale - A: 90% - 100% B: 80% - 89% C: 70% - 79% D: 60% - 69% F: 0% - 59%

Informal Assessments (Homework, in class work, practice tests, and other things):

- Are 20% of this class's overall grade as it is vital practice and your first assessment of your understanding of the content and should be done nightly of the days they are assigned. Any informal assessments done after its assigned date will be considered **late work**.
- Don't understand the informal assessment? **Communicate** with your teacher to create a **plan** to help you gain understanding.
- At the end of the unit, on test day, all homework for that unit will be collected and graded. If you are gone on a test day you will turn your homework in when you are ready to test.
- **Late work** is **accepted** up until the unit test is taken and may be **redone** for full credit at any time during the unit. However, deadlines are in place for your benefit; doing them on time is necessary for your learning.
- Were you absent? Your work is covered under the acceptance of late work policy. However, missed days will result in missed instruction and that instruction and work still needs to be made up before

testing (excused or unexcused). If absent on test day, informal assessments will be collected when you take your unit test.

- Should there be any **extreme circumstances** (excessive absences, school activities, concussion, etc.) keeping you from completing assigned tasks on time, please **communicate** with your teacher and a plan will be made.

Homework will be given every day (see homework calendar). It is 5 points per assignment. 5 points will go to the assignment that is completed, organized, quality of work shown, and correctness apparent (all homework answers are on the website). Homework should be the students starting point for questions and self-assessment. 5 points will go to students that use the question and answer period to ask questions that came up during their attempt to do their homework. Attempts that do not meet these expectations will be scored lower than 5 points. The homework score is not a predictor of how you will do on the test. It is merely an indicator of how involved you have been in math conversation. Homework will be an extension of our “in class” work and is essential for your learning. An average lower than a 90% in this category indicates improvement needs to be made in homework and math conversation. Oh, by the way, if you appear to just be copying the assignments off of my website or other sources you will **NOT** receive a 5.

Use my website like this; do your homework, check your answers on the website, ask me questions in class the next day or whenever.

Formal Assessments (Tests, quizzes, and other major projects):

- Are 80% of this class’s overall grade as it is the major assessment and second opportunity to show what you know. Everyone will take the formal assessments on the scheduled days unless **extreme circumstances** occur. Make sure to **communicate** with your teacher any of these circumstances (excessive absences, school activities, concussion, etc.) and your teacher will work with you.
- Were you absent on test day? You will need to **make a plan** with your teacher when you can make that assessment up. Refer to the student handbook for make-up work for unexcused absences.

Some find my tests to be difficult. Those that don’t are the ones who have kept current with daily work, have read the book, and have **spent time** (more than just one night) studying for the tests. If you choose not to do these things, know your grade may not be as good as you may want. Tests are 100 points most of the time. I will NOT answer content questions during testing so don’t try to ask.

Should you score lower than you anticipated on your formal assessment, then **communicate** with your math teacher and **make a plan** to recover learning. The plan must be followed in order for you to **retake** a second version of the assessment. Keep in mind this retake version will be different than the first and the second score will be the recorded grade. You will need to schedule a time with your teacher during **Tiger Time** to do the retake **before** your next scheduled assessment.

Reassessment and Revision Policy:

- Reassessment is only for summative assessments/tasks and teachers identify which assessments/tasks fall into this category.
- Students will be provided a clear understanding of the type of retake that is required.
- Teachers will provide timely feedback that supports students.
- Students will have up to two weeks after feedback is provided to reassess. Reassessment may be scheduled between the teacher and the student.
 - Note, when missing or late work is reported, that is considered feedback.
- Opportunities for teachers to allow reassessment are identified by the teacher. A student may be asked to reassess outside of regular class time.

- If better, the reassessment would replace the original grade, offering students the opportunity to receive full credit.

To qualify for reassessment:

- Students need to apply for reassessment using the reflection and relearning application form (attached) that shares their reflections, and how they plan to be prepared, which will be approved and discussed with the teacher.
- Once the application is approved, students need to show evidence of relearning, which will be reviewed by the teacher.
- Upon approval of the relearning evidence, the reassessment will be scheduled.

Late Work

- Late work will be accepted up to two weeks after feedback is provided without impacting the grade.

Cell Phone Policy:

Cell phones may be used during work times and question and answer times to check my website for answers or to use the online book. Otherwise, phones need to be put away. Should they become a distraction I will ask you to put them in the cell phone caddy until the end of the period, then you may retrieve it. Should it continue to be a distraction, communication will be made with parents and administration to support better learning focus. All cell phones must be turned in to the cell phone caddy on test days.

To be clear, cell phones seen or heard on your person during a testing situation will be considered cheating. It is best to turn your phone in at the beginning!

Cheating and Plagiarism:

All students are expected to demonstrate PRIDE on all assignments/exams. Should cheating be justifiably suspected, an alternate assignment or test will need to be retaken.

My Homework is good but my Tests are poor?

Homework is only a small part of your grade and is not really a measure of understanding as much as a catalyst for math conversation. A good homework average only means that you are maintaining quality math conversation either through correct homework assignments or through classroom conversation/after school conversation. Your assessment of your ability to do math will come from your tests. The homework grade can be deceiving because we go over so much of the assignments in class together and sometimes students work together with other students (plus the website). This can lead to a higher grade for homework. The homework grade is not a predictor of how you will do on the test. Our conversations about the homework will help you self-assess where you are at on the test. An average lower than a 90% in this category indicates improvement needs to be made in homework and math conversation.

What Can I Do to Raise my Grade?:

1. Realize that this is a semester long course. It takes an entire semester to earn the grade that comes at the end of the semester. If you don't like where your grade is halfway through a semester then change your attitude toward this class and look for opportunities in the future to improve. Change your level of preparation during the next unit.
2. Pay attention to comments and grades on homework. They can help you reflect on the direction you are heading and give warning to change course.
3. See me after school for additional support.

MY ROLE! To steal a line from a mentor, "This is an upper level math class!" You are responsible for your learning. My role is to help facilitate this learning. I will respect you as an individual. I will create an orderly learning environment for you where you feel safe to learn. I will build relationships with you that motivate you to learn. I will teach you more than just what is required to teach you. I will be open minded to your needs. I will follow school rules

YOUR ROLE! It has been mentioned that you are responsible for your learning. You will respect me and your fellow classmates as individuals. You will come to class regularly. You will be cooperative. You will do your best to master the content that we cover. You will ask questions when you have them. You will follow school rules.

My Pledge

I believe I should challenge students to learn how to rise to satisfy expectations they may not believe they can get to and if left to their own judgment of how they learn best or when they learn best would never find their true ability. This can be frustrating at times but also rewarding and very beneficial. It is my pledge to honor you (students and parents) and respect you while pushing you to grow and challenging you to rise to excellence with high expectations.

Student and Parent Accountability:

I have read and understand the requirements of this class. I understand the systems in place that are designed for my education. I understand to get the grade I want I must satisfy the requirements of this grade. I understand I may have to work hard, sacrifice some time outside of class and/or step outside of myself more than ever before to get the grade that I want. I understand I do NOT need to turn this signed syllabus in but I DO need to show Mr. Cooper that it is signed.

Student signature: _____ Date: _____

Parents please do not sign this until you have read Mr. Cooper's class syllabus for PreCalculus. Please make sure you are signed up for ParentVue.

Parent/Guardian Signature: _____ Date: _____

TIPS FOR DOING WELL IN PRECALCULUS

1. Read these tips
2. Realize we are studying for the next unit test every day and beginning as soon as we finish the previous unit.
3. Read the book, even if it doesn't make "sense".
4. Take good notes! When recording them THINK FIRST then write. You can tell me to hold on if I don't give you time.
5. Do more than the assignment. If evens are assigned, do the odds too!
6. Check your answers in the back of the book or website AFTER you figure a solution. It is why we assign odds.
7. Read directions
8. SLOW DOWN on the set up.
9. Don't OVER think TOO soon. Let the algebra think for you. Don't overcomplicate.
10. Ask questions the same day you have them, or the next day.
11. BE HERE! Absences, excused or unexcused, have a negative impact on your learning.
12. USE your calculator, don't rely on it.
13. Don't make me think for you. I will help you but you need to do the thinking.
14. Put your cell phone away. Seriously, put it away. You can't handle both cell phone and Pre-Calculus at the same time.
15. Don't work on other things during our discussions.
16. Use space! Writing small doesn't help with confusion.
17. Why am I so good at this (math)? Because I do it over and over again, take the hint.
18. Pay attention to how I do things during examples and homework question and answer, it will show you what I am looking for.
19. Come see me after school.
20. Form study groups.
21. Use the internet!