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Teacher Website: <https://vhs.hcbe.net/lima>

Major Text: **Precalculus with Limits, 5th Ed.** by Ron Larson and Paul Battaglia

Course Description:

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning.

AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values—the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. Students understand functions and their graphs as embodying dynamic covariation of quantities, a key idea in preparing for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts.

A Detailed listing of AP Precalculus Standards can be found at:
[AP® Precalculus Course and Exam Description \(collegeboard.org\)](https://collegeboard.org/AP/Precalculus-Course-and-Exam-Description)

Exam Weighting for the Multiple-Choice Section of the AP Exam

Units	Exam Weighting
Unit 1: Polynomial and Rational Functions	30–40%
Unit 2: Exponential and Logarithmic Functions	27–40%
Unit 3: Trigonometric and Polar Functions	30–35%
Unit 4: Functions Involving Parameters, Vectors, and Matrices	Not assessed on the AP Exam

College Board Online Registration & Resources

*AP Exam timeline:

- 8.23.24 – Deadline for students to electronically join all AP classes on College Board website (APcentral.collegeboard.org). *Help line for students and parents 1-888-225-5427.
- ***Students must fix College Board issues. This can not be done administratively. ***
- 10.25.24 – Deadline for students to register for AP exams on the College Board website.

Teaching Philosophy

This course will focus not only on learning the necessary skills and operations but also on the mathematical theories and implications of the concepts. You will learn critical reading and thinking skills, how to express yourself both verbally and in writing, and how to manage your time and learn math effectively. This will NOT be a “watch what I do, do what I do” course. You will be actively involved in creating your own knowledge. Tests will not be carbon copies of the review or practice test. In order to better assess students’ understanding, students will be required to apply the information they have learned in a new context on the tests. They will also be asked to explain and evaluate, in writing, various theories and mathematical concepts. Throughout the year, students will develop skills that will be valuable their entire lives: self-discipline, self-confidence, rigorous habits of mind, problem solving skills, and a love of learning. At the end of the course, students will be well prepared to take calculus, statistics, or any similar college mathematics course, and will be able to think and learn for himself and will have developed the ability to answer the questions that stem from his own curiosity.

Teaching Strategies

Daily Warm Up

At the beginning of each period, students are given up to 3 questions to complete. These questions may be review or a lead-in to the lesson. Differing methods of solution are shared and discussed.

Homework

There will be a homework worksheet that will be due the next school day. Students will not be allowed to “finish” their homework in class. Homework will be graded for completion and presentation only on a 4 point scale (1 = 25%, 2 = 50%, 3 = 75%, 4 = 100%). I will also occasionally give students an assignment similar to the homework that I will grade for accuracy rather than completion (this includes style, form, mathematical syntax, etc.) Assignments should be your own independent work. Students with questions from the previous assignment might have their questions answered by fellow “expert” students. These “expert” present the problems in a step-by-step manner and verbally explain the sequence and the rationale. This usually leads to great peer discussion about alternate representations and approaches to a particular problem.

Test Review

On the day before the test, I will let students know the types of questions that will be on the test, both multiple choice and free response. Student questions regarding lack of understanding should be answered as soon as they arise. Waiting until the day of the test is a bad approach to successfully completing the test. Additionally, morning tutorials are crowded on test mornings, meaning I will possibly be unable to work with you exclusively if at all, as my attention is divided.

Exams and Quizzes

There will be at least two in-class exams each six weeks grading period and a comprehensive in-class final exam during finals exam week. All exams will consist of both a multiple-choice and free-response section. On some exams, calculators will NOT be permitted, and will be announced prior to the actual exam. Periodically (about 3-4 per week), there will be short (about 5-10 minutes) quizzes given in class. Quiz material may come from lecture, handouts, or the worksheet. Quizzes may or may not be announced. Students who miss a quiz due to an excused absence or excused tardy must make up the quiz before the following class meeting. Students whose absence or tardiness is unexcused, or do not take the makeup promptly, will not be able to make up the quiz. All exams and quizzes will be closed book/notes. Students

who are absent the day of a test will take the test the following day (not during class). Additionally, students absent for the original exam will not have the multiple choice section. These questions will now be short answer questions. Students who are absent the class before a test will still take the test on the regularly scheduled day. There will be no points given back for test corrections, although it is always to a student's advantage to review and correct errors. No partial exams will be given.

Use of Graphing Calculator

Instruction will be given using TI-84. The graphing calculator will be used regularly in class as a learning tool. The graphing calculator allows the student to make calculations using tedious numbers, support their work graphically, make conjectures regarding the behavior of functions and limits among other topics thus allowing students to view problems in a variety of ways. The calculator helps students develop a visual understanding of the material. Students will master the most basic skills on the calculator: graphing a function with an appropriate window, finding roots and points of intersection. Students are encouraged to purchase their own calculator, but a class set is also available during class. Most homework problems are clearly identified as being "calculator allowed" or "non-calculator" problems. Students are encouraged to develop a clear sense of when it is appropriate to use a calculator and when a calculator is not appropriate. Tests will sometimes be divided into calculator and non-calculator sections.

Multiple Approaches

Throughout the course, students are required to use multiple approaches to the understanding of functions. Students make daily use of the graphing calculator. Graphs are produced both with the calculator and by hand to assist in the understanding of problems. Students use the graphing calculator to experimentally determine solutions to problems and to interpret the results. Students also learn to use the calculator to support answers and conclusions that they have developed analytically. Numerical solutions are developed both manually and with the calculator. Students are encouraged to check the reasonableness of their numerical solutions by using other approaches. They are encouraged to develop general analytical approaches that can be applied to non-traditional problems. Students will be asked to explain Precalculus problems and techniques verbally and in writing, and each exam contains a writing prompt. Students are encouraged to form study groups outside of class to work on homework and prepare for exams.

Grading Policy: Per Houston County Board of Education policy, each student's average will be calculated as follows:

Major Assessments= 45%

Minor Assessments= 20%

Daily Work = 15%

Final Assessment* = 20%

*This course includes a cumulative final exam at the end of each semester.

Test Retake Policy

- Two major assessments per semester (not quiz)
- Tutoring and/or test corrections/error statements **REQUIRED**.
- Retest before or after school **ONLY!**

Academic Integrity and Honesty

Discussion of homework or assignments among students aids learning and is encouraged. However, each student is expected to submit his/her own work. No two homework should ever be identical on any major part. Copying **DOES NOT EQUAL** cooperation!!! No cooperation of any kind, or use of unauthorized notes, is allowed during examinations and quizzes. Academic dishonesty in any portion of the academic work for this course shall be grounds for awarding a failing grade for that assignment and a written office referral.

Cheating, particularly on examinations, hurts students who are honestly earning their grades by devaluing their achievements. It is every student's responsibility to help control academic honesty by

reporting it to me whenever they see it going on. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; copying another's homework assignment; sharing information relating to quizzes and/or exams to groups who have yet to take them; taking, acquiring, or using test materials without faculty permission; If you have any questions regarding the expectations for a specific assignment or exam, please ask.

Classroom Conduct

Students are expected to interact with me and other students with respect and courtesy. In turn, I will treat you the same way. Students should attend every class session prepared to learn and work. You will soon discover that missing one day can put you at a real disadvantage because of the brisk pace of the AP course and since the material is generally new to you and builds upon itself. Consequently, active participation in class is expected, which includes both speaking up and listening. Give class your full attention while here. Complete all assignments, including the pre-reading, in a timely fashion. Do not bring cell phones or recording equipment to class (or have them off and out of sight.) A student whose behavior is disruptive either to me or to other students will be asked to leave the room, will be written up, and held in very low esteem.

PLEASE FEEL WELCOME TO SEE ME OUTSIDE OF THE CLASS, ANY TIME, IF YOU HAVE QUESTIONS, PROBLEMS, OR COMMENTS PERTAINING THE COURSE WORK.

Infinite Campus: Student grades can be monitored by checking Infinite Campus regularly. Parents and students have access to Infinite Campus.

Chromebook: All students are issued a district-provided chrome book for instructional purposes, student engagement, and student learning. Chrome book use is at the direction and discretion of the classroom teacher.

Canvas: To encourage blended learning, online assignments will be posted through Canvas. The assignments from Canvas will be graded and entered in Infinite Campus automatically. Students should be familiar with how to navigate the online platform, communicate with their teacher, and submit assignments on time. If there are technology limitations, please notify the teacher.

Classroom Rules:

1. Students will show RESPECT for all people and property at all times.
2. Students will be punctual. The tardy policy in the VHS Student Handbook will be followed.
3. Students will be prepared for class and ready to learn when the tardy bell rings.
4. All rules, policies and procedures in the VHS Student Handbook will be upheld.
5. ABSOLUTELY NO FOOD in classrooms!! Students cannot bring food to share or make food to share!!!

Consequences if rule(s) are broken:

1. Reminder of classroom expectations
2. Parent Contact
3. Office Referral

AP Precalculus

Dr. Ma
2024-25

By signing below I acknowledge that I received, read, and understand Dr. Ma's AP Precalculus Syllabus.

I understand that I, as an advanced placement student, am responsible for registering online for my exams. Failure to do so will mean that I am unable to participate in AP testing for this course during the current school year.

The school is responsible for meeting College Board deadlines regarding testing registration. Once I have chosen to test/not test and submitted my registration through the College Board website, I am responsible for any fees incurred should I later change my decision.

Student:

Student Name (Print)

Class Period

Student Signature

Student email

Parent/Guardian:

Parent/Guardian Name (Print)

Parent/Guardian Phone Number*
* Please include your email address and the best phone number at which to contact you after 3:00 pm.

Parent/Guardian Signature

Parent email