



## Course Syllabus

Franklin High School	2020-2021
<b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> (“File-download-PDF document”) <u>by 9/28/20</u> . Syllabi will be posted on the FHS website under your name for the public to view.	
<b>Course Overview</b>	
<b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.	
Course Title: AP Calculus AB	
Instructor Name: Trevor Butenhoff	Contact Info: tbutenho@pps.net
Grade Level(s); 9, 10, 11, 12	
Credit Type: (i.e. “science”, “elective”) Mathematics	# of credits per semester: 1
Prerequisites (if applicable): Successful completion of Pre-Calculus.	
<b>General Course Description:</b> AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.	
<b>Course Details</b>	
<i>Learning Expectations</i>	
Materials/Texts: Calculus Textbook	
Course Content and Schedule: <ol style="list-style-type: none"><li>1. Limits and Continuity.</li><li>2. Derivatives</li><li>3. Applications of Derivatives.</li><li>4. Definite Integrals</li><li>5. Differential Equations and Modeling.</li><li>6. Applications of Definite Integrals.</li></ol>	
Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other): Leveled, standards-based assessments with clear benchmarks for C-, B- and A-level work. Flexible timeline for demonstrating proficiency. Ability to retake and/or revise assessments. Clearly posted and chunked agenda, daily learning target(s). Investigative, problem-based curricular model to attend to CCSS Mathematical Practices of ‘making sense of problems and persevere in solving them’; ‘Reason abstractly’; and ‘look for and make use of structure,’ for example. Explicit instruction using guided notes and teacher-provided notes.	



Safety issues and requirements (if applicable):
Classroom norms and expectations: Students and teacher are expected to be respectful of each other at all times. Students are also expected to work both independently and collaboratively in study teams. Students and teachers will refer to the Franklin High School Student Climate Guide.
<i>Evidence of Course Completion</i>
Assessment of Progress and Achievement: <i>Grades should be based on the student's demonstration of understanding of the standards.</i>
Standard Grading Scale: 90-100% - A 80-89% - B 70-79% - C 60-69% - D 59- below - F
Daily quiz (formative assessment). Flexible timeline for demonstrating proficiency. Multiple attempts to retake and/or revise tests (summative assessments). Students can use notes on tests.
Grades will be weighted as follows: Tests (summative assessments): 99% Quizzes (formative assessments): 1%
Progress Reports/Report Cards (what a grade means): <i>Grades should be based on the student's demonstration of understanding of the standards.</i>
Leveled, standards-based assessments with clear benchmarks for C (basic), B and A (advanced) level work.
Career Related Learning Experience (CRLEs) and Essential Skills:
<b>Communication with Parent/Guardian</b>
What methods are used to communicate curriculum, successes, concerns, etc.?  Teacher will use email, Remind App and texts to connect, share successes, curriculum and concerns.
<b>Personal Statement and other needed info</b>