

Precalculus 1-2

Name: Samia Estassi

Contact Info: sestassi@pps.net

9-12

Room: S-159

Type of credit: Mathematics

of credits per semester: 0.5




Successful completion of Advanced Algebra 3-4.

This course is a second year AP Calculus class.

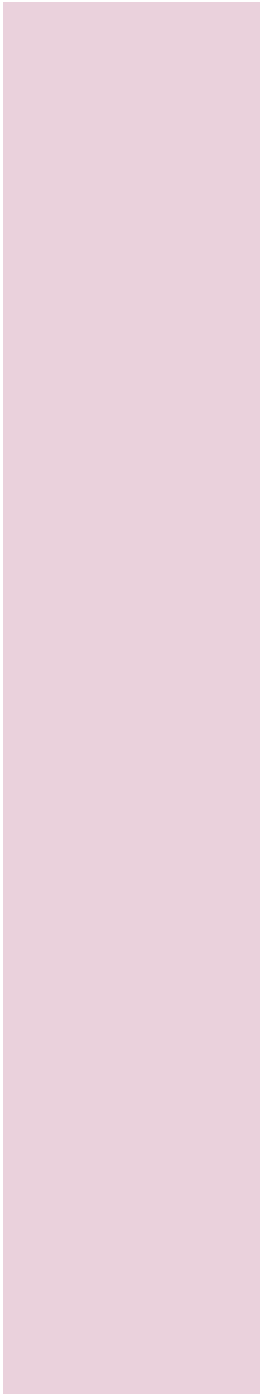
Hello and welcome to Precalc! I look forward to creating a good

	without the use of a graphing calculator. After successful completion of this course, students should move on to AP Calculus AB and/or AP Statistics. Note: A TI-84 graphing calculator is highly recommended for this course.
	Please see Section 3, PPS Graduate Portrait.
	<p>The following standards will be explored in the course:</p> <p>Functions</p> <ul style="list-style-type: none"> Interpreting Functions Interpret functions that arise in applications in terms of the context. Analyze functions using different representations. Building Functions Build new functions from existing functions. <p>The Complex Number System</p> <ul style="list-style-type: none"> Perform arithmetic operations with complex numbers. Represent complex numbers and their operations on the complex plane. <p>Algebra Seeing Structure in Expressions</p> <ul style="list-style-type: none"> Interpret the structure of expressions. Arithmetic with Polynomials and Rational Expressions Rewrite rational expressions. <p>Creating Equations</p> <ul style="list-style-type: none"> Create equations that describe numbers or relationships. Reasoning with Equations and Inequalities Solve systems of equations. <p>Trigonometric Functions</p> <ul style="list-style-type: none"> Extend the domain of trigonometric functions using the unit circle. Model periodic phenomena with trigonometric functions. Prove and apply trigonometric identities.

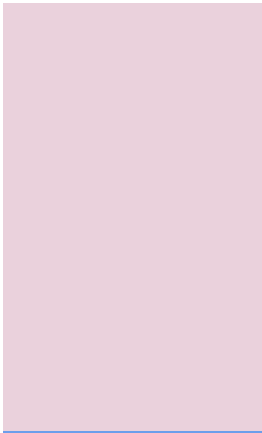


	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: Inclusive and Collaborative Problem Solvers</p> <p>Inquisitive Critical Thinkers with Deep Core Knowledge</p> <p>Positive, Confident, and Connected Sense of Self</p>
	<p>I will provide the following supports specifically for students in the following programs: I will make all necessary IEP and 504 accommodations and provide enrichment opportunities. I will provide support for English Language learners through multiple forms of presentation and regular check-ins.</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
	
<p><i>Tier 1 SEL Strategies</i></p> 	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):</p>

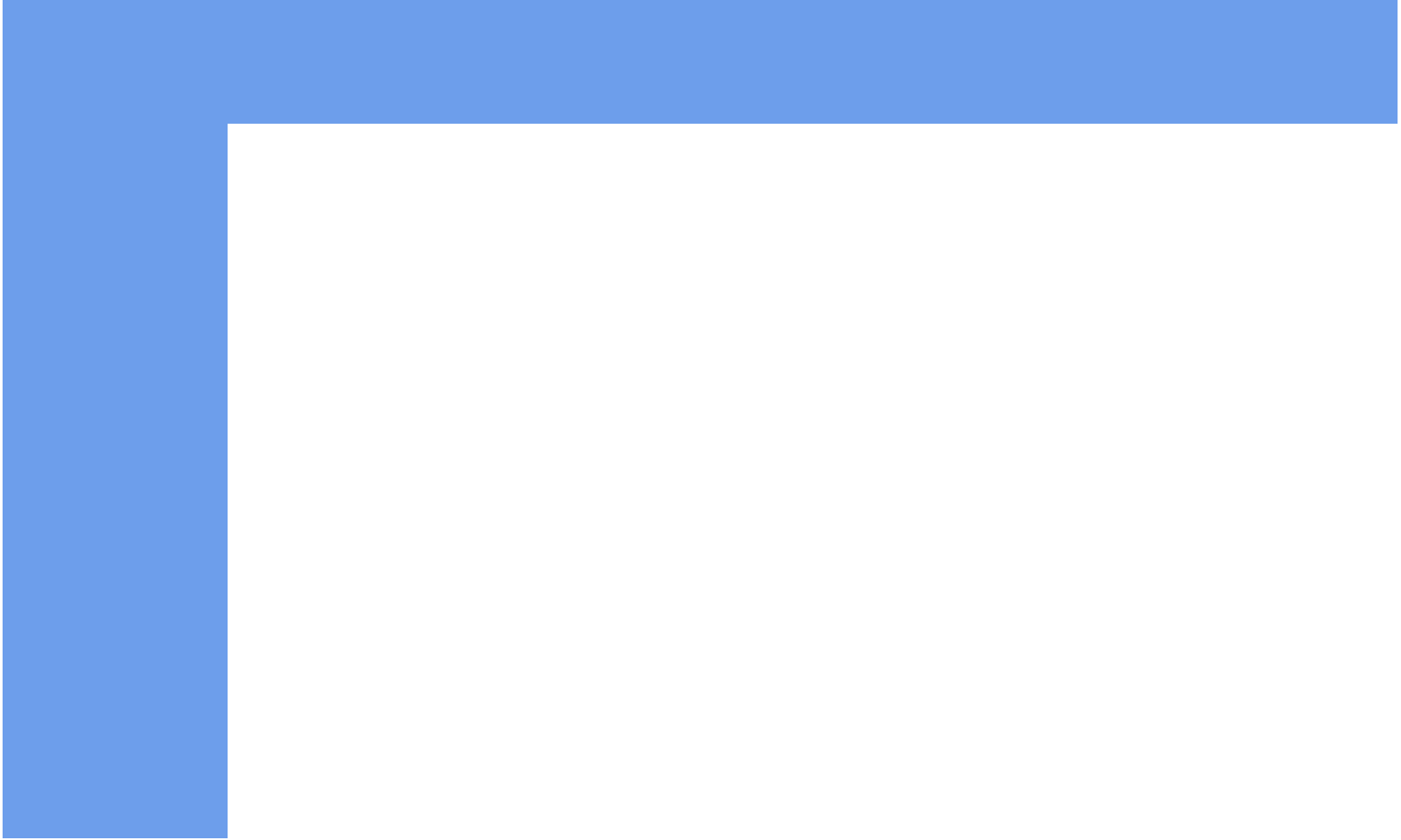




We will create classroom norms focused on respect and compassion while honoring cultural identity and gender equality during the first two weeks of school. I norm



con



I will provided the following materials to students: TI-84 calculators (in class), rulers, markers

Please have the following materials for this course:

- Composition notebook (grid or graph ruled) for use exclusively in their math class
- 3 ring binder

Here is a link to resources that are helpful to students during this course:

[AP Classroom](#)

The following are resources available for families to assist and support students through the course:

[Khan Academy Precalculus](#)

As students move through the learning journey during specific units/topics, I will assess & communicate their in the following ways:

Regular feedback on formative and summative assessments such as openers (self-check), quizzes and tests.

As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their abilities:

Unit tests, group or individual

the semester:

Synergy Student Vue or Parent Vue

I will update student grades at the following frequency:

After each assessment

I will communicate the following marks on a progress report:

Mark: D/F-Level Meaning of the mark: Needs revision or recompletion

Mark: C-Level Meaning of the mark: basic understanding

Mark: B/A Meaning of the mark: Enhanced understanding

The following system is used to determine a student's grade at the end of the semester:

Synergy

Assessments (90%) and daily quizzes/homework (10%)