UNO CALCULUS I– MATH 1950
UNO Calculus II – MATH 1960
(Fulfills AP Calculus BC Credit in High School)

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Plan Periods: 2, 3
Office/Classroom: Room 225
Best times to contact: Before or after school.

Course Description
This is a two semester course in Calculus. First semester covers plane analytic geometry emphasizing the study of functions, limits, derivatives and applications, and an introduction to integration. Second semester introduces applications of integration, techniques of integration, infinite sequences and series, vectors in the plane, and polar functions. A mathematical software package is introduced, with required assignments. In addition to meeting all curricular requirements of the UNO course, this course also meets the requirements for students to earn advanced placement credit.

Instructional Philosophy
I hope to engage students and promote learning through positive attitudes and cooperation. I can be available both before and after school should a student be in need of extra assistance.

Content Standards and Grading Weights

<table>
<thead>
<tr>
<th>First Semester Units</th>
<th>Second Semester Units</th>
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</thead>
<tbody>
<tr>
<td>Limits and Continuity</td>
<td>Differential Equations</td>
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<tr>
<td>Derivatives</td>
<td>Applications of the Definite Integral</td>
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<tr>
<td>Applications of Derivatives</td>
<td>Sequences, L’Hopital’s Rule, and Improper Integrals</td>
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<tr>
<td>Integrals</td>
<td>Series</td>
</tr>
<tr>
<td>The Fundamental Theorem of Calculus</td>
<td>Parametric and Polar Functions</td>
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Supplies: Each Calculus student will need: a graphing calculator and a note taking and homework system (i.e. 5-subject notebook, 3-ring binder, etc.).

Course Expectations
• Prepare for the AP Calculus BC exam.

Class Rules and Expectations
• Students are expected to be in class on time and be prepared each day.
• Students are expected to respect themselves, their classmates, the teacher, and any other visitors in the classroom.
• Students are expected to follow Burke High School Code of Conduct:
  o Food or drink is not allowed in the classroom
  o No electronic devices including cell phones, iPods, other MP3/music listening devices, or ebook readers.
    • NOTE: Your cell phone/iPod is not to be used as a calculator in class.
Assessment

- Course grades will be determined by planned assessments such as tests, quizzes, and projects scored with rubrics.
- Major tests are to be expected at the end of each major unit outlined above.
- **AP Test:** Tuesday, May 5, 2020 at 8:00 am. This exam is designed to measure how well you’ve mastered the content and skills of the course – a successful score could earn you credit and advanced placement in college.

OPS Secondary Grading Practices*

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework*

- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, teachers will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.
At the end of the grading period, scores are converted to a letter grade using this grading scale. This is also the grade used for UNO Dual Enrollment.

A: 3.26 – 4.00  
B: 2.51 – 3.25  
C: 1.76 – 2.50  
D: 1.01 – 1.75  
F: 0.00 – 1.00

Proficiency Scales*
Proficiency scales for this course are available upon request (teacher will identify location such as parent portal, teacher website, attached, etc.)

Redoing/Revising Student Coursework*
1. Students are responsible for completing all coursework and assessments as assigned.  
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.  
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.  
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).  
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment but will replace the original score.

Late Coursework
1. Students are expected to complete coursework on time.  
2. Late coursework may be accepted for full credit until the end of the unit based on the teacher’s professional judgment and evidence collected throughout the unit.  
3. Accepted late work will not result in a reduction, and the M (missing) will be replaced with the score earned by the student.  
4. The teacher or school may make exceptions depending upon student circumstances (such as prolonged absences due to illness).

Specifically for this course:
1. Any graded assignment completed and turned in on the original due date can be redone to improve the grade as long as the ‘redo’ is turned in before the summative assessment for that unit.  
2. Late assignments turned in before the summative assessment for a unit will still be graded without penalty—teachers will be available to provide descriptive feedback regarding the late assignment, however the assignment will not be eligible to be redone for grade improvement.  
3. To be eligible to retake a summative assessment, all assignments for that unit must have been completed and turned in prior to the scheduled summative assessment date.  
4. Assignments that are not turned in on the original due date as a result of absences will be handled according to The Burke Handbook Policy.
**Independent Practice**
The role of independent practice is to develop knowledge and skills effectively and efficiently during the unit of study. Independent practice helps guide the learning process by providing accurate, timely and helpful feedback to students without penalty.

**Academic Integrity:** “The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the policy on Academic Integrity shall be subject to both academic and disciplinary sanctions.” Via studentlife.unomaha.edu/integrity