Instructor: Ms. Ohnemus  
E-mail: loretta.ohnemus@ops.org  
Office Phone Number: (402) 557-3200  
Plan Periods: Odd Day block 5, Even Day block 6  
Classroom: Room 226  
Best time to contact: 3:10-3:35pm Monday - Thursday

Mission Statement: Burke High School is dedicated to providing an exemplary education through the collaborative efforts of students, parents, staff, and community.

Course Description: This course involves the study of algebraic and trigonometric concepts to prepare students for college calculus. Topics include right triangle trigonometry and the study of trigonometric functions, as well as functions, polynomial and rational functions, exponential and logarithmic functions, matrices, sequences and series, and complex numbers. Exams emphasize problem solving and critical thinking.

Instructional Philosophy: In mathematics education, pre-calculus is a course with college-level algebra and trigonometry that is designed to prepare students for the study of calculus. Pre-calculus naturally divides into two separate sections of coursework; trigonometry taught in the first semester, and algebra taught in the second semester. Pre-Calculus begins with the study of trigonometry; building upon basic concepts of trigonometry learned in Geometry. Second semester pre-calculus prepares students for calculus by reviewing algebraic concepts; covering algebraic topics that might not have been given attention in earlier algebra courses. This year I would hope for students to strive for mastery of all concepts.

Units of Study:

<table>
<thead>
<tr>
<th>Semester 1 Units</th>
<th>Semester 2 Units</th>
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<tbody>
<tr>
<td>1) Fundamentals of Trigonometry</td>
<td>6) Functions</td>
</tr>
<tr>
<td>2) Law of Sines and Cosines</td>
<td>7) Power, Polynomial and Rational Functions</td>
</tr>
<tr>
<td>3) Graphing Trigonometric Functions</td>
<td>8) Exponential and Logarithmic Functions</td>
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<tr>
<td>4) Trigonometric Identities</td>
<td>9) Systems of Equations and Matrices</td>
</tr>
<tr>
<td>5) Trigonometric Equations</td>
<td>10) Series and Sequences</td>
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Course Expectations:

Each class period will include the following four components; bell work (1 to 3 review problems), modeled lesson for the day including time for shared and guided practice, homework question time, and independent practice.

Homework will be assigned every day and is due the next class period. Completing and understanding the homework is an essential part of the class. Homework helps guide the learning process by providing accurate, timely, and helpful feedback to students. Daily homework will be recorded in the practice folder. The following grades will be used: “A” acceptable, “I” incomplete, “L” late and “M” missing.

Text Book: Pre-Calculus McGraw Hill The student will be assigned a pre-calculus textbook and will be expected to bring it to class each day along with their other supplies. If a class set of books is available (varies year to year) your student will not be required to bring their pre-calculus book to class.
Assessments: Formative and summative 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” and “advanced” levels. Students will be evaluated for each unit based on a developed rubric. Coursework and assessments are important for student learning and should be completed to provide evidence of learning.

Students absent the day of an assessment have 2 weeks to complete the assessment. If the assessment is not completed within these 2 weeks, a score of zero will be recorded in the grade book.

Summative vs. Formative: The summative category, weighted at 65%, includes mid-chapter tests, unit tests and any end of unit projects or assignments. The formative category, weighted at 35%, can include homework, quizzes, in class assignments, or any other evidence of class work. Grades are calculated using a weighted average from both categories. This weighted average is converted to a letter grade using the grading scale for the 2019-2020 school year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>3.26 – 4.00</td>
</tr>
<tr>
<td>B</td>
<td>2.51 – 3.25</td>
</tr>
<tr>
<td>C</td>
<td>1.76 – 2.50</td>
</tr>
<tr>
<td>D</td>
<td>1.01 – 1.75</td>
</tr>
<tr>
<td>F</td>
<td>0.00 – 1.00</td>
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</tbody>
</table>

Redoing/Revising Student Coursework (District Policy):
1. Students are responsible for completing all coursework and assessments as assigned.
2. Students may be allowed redos and revisions of coursework for full credit as long as they are completed during that unit of study while a student still has an opportunity to benefit from the learning.
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.
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.

Redoing/Revising Specifically for this course:
1. Redoing, retaking, or revising will be done at teacher discretion.
2. Any assignment can be redone to improve the grade given the ‘redo’ is completed and recorded before the unit assessment.
3. To be eligible to retake a formative or summative assessment, all assignments for the unit, including bell work, class notes, homework, and in-class assignments must have been completed and recorded prior to the assessment date.
4. Late assignments for a unit may be recorded up to the date of the unit assessment. However, assignment turned in on the day of the unit assessment will not be eligible for a ‘redo’.
5. If a retake is allowed, the retake must be completed within 2 weeks of the original test date.
6. Missing the review day for a unit does not excuse the student from taking the assessment on test day.

Attending class is the best way to be successful and I hope to see you each day. In the event you are tardy to class, I will follow the tardy policy listed in the student handbook. Appropriate behavior is also necessary for success. Please be mindful of the following expectation.

“A student’s basic responsibility in school is to act in a manner that enhances his/her learning and other’s opportunity to learn.”
Please complete the following contact information and sign below indicating that you, the student, have read the syllabus and are aware of the requirements for pre-calculus. Please give this syllabus to your parents or guardian to read and sign, indicating that they are also aware of the requirements for pre-calculus.

Please return this page to Ms. Ohnemus.

Print student’s name __________________________________________

Parent/Guardian Contact Information:

Name _______________________________________________________

Name _______________________________________________________

Phone number (home) _________________________________________

Phone number (cell) __________________________________________

Email _______________________________________________________

Best time to be contacted ______________________________________

Preferred Number to Call ______________________________________

I have read the syllabus for Ms. Ohnemus' Pre-Calculus class and I understand the expectations.

Student Signature ___________________________________________ Date ___________________

Parent/Guardian Signature _______________________________ Date ________________