

MA9160 Calculus 1-2 (Calculus Sem 2)

Course Basics			
District Course Code:	Grade Level:	Credit Value:	NCAA Approved:
MA9160	High School	.5	YES
State Course Code:	Course Length:	Course Time:	FWPS Standards (link)
O2121	18 Academic Weeks	67 Minutes per day OR 5 hours 33 minutes each week	CalculusPowerStandards.pdf
Prerequisites: Algebra 1, Geometry, Algebra 2, Pre Calculus, Calculus 1-1			
Required Materials: Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, headphones with microphone- <i>if not built into computer</i> , web cam for virtual sessions and some possible assessments. Online Textbook: Apex Learning Calculus			
<p>Course Description: Calculus is a course that combines algebra, geometry and trigonometry to study rates of change, slopes of curves, the accumulation of the quantities and the areas under and between curves. The second semester covers integrals, applications of area and separable differences.</p> <p>This course supports all students as they develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students with tools for analyzing a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios and require that they make sense of multifaceted problems and persevere in solving them. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.</p> <p>This course is aligned with the Common Core State Standards for Mathematics.</p>			

Instructor Information	
Name: Kim Fergus	Email: kfergus@fwps.org
Phone: 253 987 MATH (6284) voice/text	Virtual Sessions: to be announced

Expected Learning Outcomes

In this course, students will	<p>Students will develop computational fluency, deepen conceptual understanding, and apply Common Core's eight mathematical practice skills.</p>  <p>Mathematical Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
Standards Alignment	See Course Learning Plan Contract (LPC)
Assessment Methods	<p>Formative Assessments (FA): Apex Learning online text Studies, Check Ups, Journals, Practice Worksheets and quizzes . Several FA per standard gives learners opportunity to practice skills, receive feedback and remediate to prepare for readiness to show mastery of standards on SA.</p> <p>Summative Assessments (SA): In Campus, one or two per District identified Power Standard, will be clearly identified. SA should not be taken until students have successfully practiced skills via FA and are prepared to adequately illustrate mastery of the standard(s).</p>
Grading Methods	All summative assessments will be graded according to the corresponding rubric. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to a FWPS Priority Standard (PS), and each PS is a part of a grading/reporting "bucket". All buckets are equally weighted, and the students final grade is the average score of all buckets. Students will also receive an informational grade in non-academic areas of student success.
Grading Scale	<p>A = 90%-100%</p> <p>B = 89%-80%</p> <p>C = 79%-70%</p> <p>P = 60%-70%</p> <p>F = 59%-40% *Eligible for Credit Recovery</p> <p>NC = 39%-0% *Ineligible for Credit Recovery</p>

Student Expectations	
Weekly Work Completion	Students will submit original work in all classes each week.
Original Work Submissions	Students will only submit their original work. If a student uses outside sources in the

	creation of their original work, citations must be present in the format requested by their teacher.
Weekly Communication	Students will communicate weekly with their teachers regarding their academic progress.
Functioning Technology/ Required Materials	Students will always have constant and consistent access the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

iA Policies Required for Enrollment

Academic Integrity	<p>Academic integrity is essential to learning. Students are expected to complete their own work. Copying, plagiarizing, cheating or other methods of intentional deception are prohibited and could result in the student's removal from the class or iA entirely.</p> <p><i>AI Policy-1st Offense: The student will be contact by the teacher via phone call, the student will be made aware of the plagiarism and examples of how this can be avoided will be discussed and shared. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. 2nd Offense: The student and parents will be contact by the teacher directly and the student will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware. 3rd Offense: The student will be withdrawn from the course or iA depending on the severity of the plagiarism and the frequency that it is happening in other courses.</i></p>
WAC (Weekly Academic Contact)	<p>Washington State law requires students to make Weekly Academic Contact (WAC). WAC is any type of contact or communication students have with teachers that is academic in nature. Students have a variety of ways to meet this requirement. They include: replying to iA Connect teacher's contact request (email/quiz); submitting an assignment; emailing teachers about class in iA Campus or Synergy; attending a virtual session or teacher's online office hours; sending the teacher a school related text message (if available); meeting a teacher or administrator on campus, in person. Students must contact iA Connect teachers each week with an attendance check-in. Additionally, class teachers expect weekly assessment submissions.</p> <p>Withdrawal for lack of Weekly Academic Contact (WAC) for 20 consecutive school days:</p> <p>After 10-15 days without WAC, iA Connect teacher checks with class teachers to see whether WAC has been made in at least one class. If WAC has been made, 'clock' resets. If no WAC has been made, iA Connect teacher will send student and family a warning email and will call home. If no WAC by 20 days, iA Connect teacher checks to see one last time with class teachers. If there's been nothing, iA Connect teacher adds student info on WAC documentation spreadsheet in the Teacher Vault in Canvas. Admin will withdraw student; student may not re-enroll until the following school year.</p>
MAP (Monthly Academic Progress)	<p>State law also requires enrolled students to maintain monthly forward progress toward completing classes with success. Students are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted,</p>

	<p>the student will be considered on pace (OP). If the assigned work is not submitted and/or is not at standard, the student will be considered behind pace (BP).</p> <p>An overall Monthly Academic Progress (MAP) score will be emailed to every student and family once a month by the iA Connect teacher to communicate overall progress towards mastery and passing of the courses; law requires BP students to reply with confirmation of the MAP report and iA teachers to document that reply. If students don't immediately reply, teachers are obligated to keep trying for a reply through additional emails or phone calls. Replies must be from the student; parent replies are not sufficient.</p> <p>Students are either On Pace (OP) or Behind Pace (BP). If a student is considered OP (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered OP overall. If a student is considered behind pace (by the individual teachers in individual courses) in more than 50% of their courses they will be considered BP overall. If a student is determined to be BP for consecutive months, the iA Connect teacher will send escalating intervention plans each month by email.</p> <p>BP1 means one month behind pace; intervention typically is new work pace plan. BP2 means two months behind pace; intervention is typically a new work pace plan and directed teacher contact. BP3 means three months behind pace; course reduction or withdrawal from iA (see below for greater detail). BP4 means complete withdrawal from iA (see below for greater detail). Students withdrawn from iA at BP4 may not re-enroll until the following school year.</p>
Email/Software Agreements	Students agree to maintain constant and consistent access to the technology and software needed to complete their iA courses. If the student cannot maintain constant and consistent access to needed technology they will be withdrawn from iA.
Professional Discretion	Teachers reserve the right to make adjustments to the course, content, pacing, and expectations at any time. Students and parents will be notified via email of any changes made after the course has started.