AP® Calculus AB (UMSL Math 1800) Syllabus

Collegiate School of Medicine and Bioscience[1]

2024-2025

Instructor

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Contact Information

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Note: All emails should go to Mr. Klosterman including notifications about absences, tardies, extensions, rescheduling assessments, etc.

Instructional Material

Textbook*: Calculus: Graphical, Numerical, Algebraic AP* Edition 6e* by Demana, Waits, Kennedy, Bressoud, and Boardman

Calculator (at school, but can be checked out): TI-84+ CE graphing calculator

Other Materials

Binder (highly recommended), paper (college ruled and graph), folder, pencils and pens, a good eraser

You will often refer to work we have done previously, so you should keep all notes and assignments. Make sure everything legible and ORGANIZED!

[1] Subject to revision based on changes in curriculum or school policy.

Internet/Computer Access

You will need to rely on AP Classroom and other online resources for AP Calculus. If you have issues with internet and/or computer access, let me know immediately so we can figure out a solution.

Very Important Websites

- https://office.com
  You can access all of your Microsoft Products here including Teams.
- https://sis.slps.org/SLPS/
  Check your grades here!
- https://edulastic.com/
  You will take any virtual or remote quizzes and unit exams here.
- https://myap.collegeboard.org/
  AP Videos and progress checks

Useful Websites

Consider using these if you miss a day of class and/or if you need extra help!

- http://www.Khanacademy.org
  Videos for a variety of topics.
- http://www.chaoticgolf.com/tutorials.html
  Precalculus & Calculus Tutorials
- http://www.calculus-help.com/tutorials/
  Tutorials, Problems of the Week, Cheat Sheet & Songs
- http://tutorial.math.lamar.edu/Classes/CalcI/CalcI.aspx
  Paul's Online Math Notes
- https://www.desmos.com/calculator & http://www.mathsisfun.com/data/function-grapher.php
  Online graphing calculators
- http://www.jamesrahn.com/pages/pre-calculus/table_of_contents.htm
  Pre-Calculus review by topic

General Expectations

AP Calculus is a very difficult course that requires a lot of work. If you work hard in and out of class and do everything that is expected, you should pass the course and be in a good position to go into college calculus courses. However, earning an A and/or scoring well on the AP Exam requires particular dedication. I say this not to scare you out of the class, but to let you know that this content is difficult, and the expectations are very high. At the end of the day, AP Calculus is an extremely rewarding endeavor that trains you well for mathematics in college whether you retake calculus or proceed to the next level.

Unfortunately, there is a lot of content to cover in the class, so the pace will be quick and there is less wiggle room than in other math courses. This means it is especially important to ask questions when you have them and to advocate for yourself when you need help so that you do not fall behind. **You can ask questions in class when appropriate, during mentor time, and via email or Teams.** I encourage you to communicate with me outside of class if you have any questions. I may be able to quickly clear up a question or schedule a one-on-one meeting with you if it requires more discussion. I am more than willing to put in extra time if it helps you.

UMSL Math 1800 Course Description and Registration Information

This course provides an introduction to differential and integral calculus. Topics include limits, derivatives, related rates, Newton's method, the Mean-Value Theorem, Max-Min problems, the integral, the Fundamental Theorem of Integral Calculus, areas, volumes, and average values. Registration information can be found at http://www.umsl.edu/acp.

What the student will learn in the course:

- Understand the theory of limits, continuity, differentiation
- Become proficient in using the techniques of differentiation
- Obtain the ability to apply differentiation to solve related rates and optimization problems
- Understand the concept of a Riemann integral and the use of the Fundamental Theorem of Calculus to calculate Riemann integrals
- Use of the method of Riemann sums to find areas, volumes and other geometric and physical quantities
- Develop a proper writing style for solutions of mathematical problems

Course Overview

Unit 1: Limits and Continuity

In this unit, students develop an understanding of limits as the foundational building block for both derivatives and integration. One goal of this unit is to ensure that students are comfortable solving limit problems using the Rule of Four. The Rule of Four is a method where students can solve problems using:

1. A graphical approach
2. A numerical/tabular approach
3. An algebraic approach
4. A verbal or written approach, communicating effectively what their final answer means in the context of the problem

Unit 2: Differentiation: Definition and Fundamental Properties

In these units, students use their understanding of limits to explore the meaning of a derivative and instantaneous rate of change. Building on the limit definition of the derivative, students will explore and begin to use the basic rules for taking a derivative. One goal of this unit is for students to use the Rule of Four to solve for derivatives of many different types of functions.

Unit 3: Differentiation: Composite, Implicit, and Inverse Functions

In this unit, students expand on their understanding of derivatives by learning more advanced algebraic techniques for solving complex derivatives including composite functions. Students explore how to take derivatives of equations that are not mathematical functions using implicit differentiation. They will be able to identify the correct procedure to use when approaching any type of derivative.

Unit 4: Interpreting the Meaning of the Derivative in Context

In this unit, students then expand on their understanding the meaning of derivatives and their use in real-world problems including, but not limited to, straight-line motions. One goal of this unit is for students to take derivatives of an expression with relation to any variable, typically time with related rates problems. Other applications of derivatives including linearization and L'Hopital's Rule will also be included in this unit.

Unit 5: Analytical Applications of Differentiation
In this unit, students discover how we can use the first and second derivatives of functions to describe the function's behavior and sketch it accurately. One goal of this unit is for students to understand how to apply the Existence Theorems (which include the Intermediate Value Theorem, Extreme Value Theorem, Rolle's Theorem, and the Mean Value Theorem) to help problem solve and justify their conclusions. They will also learn how to use calculus to solve optimization problems.

Unit 6: Integration and Accumulation of Change
In this unit, students discover the relationship between differentiation and integration as inverse operations. Students learn how to integrate functions and then, using the definite integral, learn how to "accumulate" in various real-world settings. As the unit progresses they learn the importance of the Fundamental Theorem of Calculus and its many applications.

Unit 7: Differential Equations
In this unit, students discover how to "read" a slope field and see how a function (or other equations that are not mathematical functions) behave. Slope fields are the graphical interpretation of a differential equation (DE) and tie in nicely to the Rule of Four. Students will also build upon their knowledge of integration, using separation of variables to solve more complicated differential equations.

Unit 8: Applications of Integration
In this unit, students discover the real power and beauty of calculus in a variety of integration problems. Building upon their knowledge of accumulation (and specifically area under a curve), students will be able to find the area between two curves given two functions. Students also learn to find volume of a solid where a function (or two functions) is rotated around a horizontal line or vertical line. Using a variety of geometric shapes, students will also be able to find the volume of a 3-D solid using known cross-sectional areas.

Unit 9: AP Test Review
Once students have learned all the material, we will review for the AP Exam (**given on Monday, May 12 at 8:00 a.m.**). This review will include a practice exam to be used as the final exam for the course.

Course Timeline/Pacing: (for 80-minute classes that alternate meeting 2 and 3 times a week)

The following is a more detailed outline of the topics we cover and a typical sequence in which those topics are covered. The time spent is only an estimate of the average number of days allotted to the topic because the actual time varies from year to year depending upon the richness of class discussions as well as amount of instructional time in the school schedule. **However, we will remain VERY close to this schedule.**

Note that each unit exam will occur on the last day of the unit. There will be no dedicated review days, but unit review will be incorporated into asynchronous work for the lesson prior. There will also be AP Calculus-only office hours before every unit exam if needed.

Unit 1 : Limits and Continuity (7 classes; August 21-September 9)
Big Ideas: Limits, Change, & Functions Mathematical Practices: 1-3

Textbook Section	Topic: Learning Objective	Estimated Time	Possible Activities/Formative Assessments
1.2: Finding Limits Graphically and Numerically	**1.1**: CHA-1.A.1-3 **1.2**: LIM-1.A.1, B.1 **1.3**: LIM-1.C.1-4 **1.4**: LIM-1.C.5	1 class	□ Limits Graphical and Numerical Guided Practice □ Limits Task Cards □ Limits Graph Interpretation WS □ Limits Graphical Stations Activity
1.3 Evaluating Limits Analytically	**1.5**: LIM-1.D.1-2 **1.6**: LIM-1.E.1 **1.7** **1.8**: LIM-1.E.2 **1.9**	2 classes	□ Limits Analytical Guided Practice □ Analytical Limits Skill Builder □ Limits Clue □ Limits Scramble Card Match
1.4 Continuity & One-Sided Limits	**1.10**: LIM-2.A.1 **1.11**: LIM-2.A.2 **1.12**: LIM-2.B.1-2 **1.13**: LIM-2.C.1-2	1 class **Quiz**	□ Continuity Guided Practice □ Limits Card Match □ Limits Free Response Analysis □ Non-Traditional Composition Notes and Practice and/or Speed Dating Card Activity
3.5 Limits at Infinity/1.5 Infinite Limits	**1.14**:LIM-2.D.1-2 **1.15**: LIM-2.D.3-5	1 class	□ Limits at Infinity Guided Practice
Intermediate Value Theorem (1.4),	**1.16**: FUN-1.A.1	.5 class	□ Continuity and IVT Skill Builder
Assessment: 1 Quiz, Unit Exam			□ Limits and Continuity Circuit Training □ Limits 5 for 5

Unit 2: Differentiation: Definition and Basic Derivative Rules (6 classes; September 11-September 27)

Big Ideas: Change, Functions, & Limits **Mathematical Practices: 1-4**

Textbook Section	Topic: Learning Objective	Estimated Time	Possible Activities/Formative Assessments
2.1 The Derivative and the Tangent Line Problem p. 12 (Average and Instantaneous Rates of Change); Continuity and Differentiability	**2.1**: CHA-2.A.1, B.1 **2.2**: CHA-2.B.2-4, C.1 **2.3:** CHA-2.D.1-2 **2.4**: FUN-2.A.1-2	1.5 class	□ Limit Definition of Derivatives Guided Practice □ Recognize Definition of Derivative WS □ Limit Definition of Derivative Card Match □ Derivative Card Match
2.2 Basic Differentiation Rules and Rates of Change 5.1 The Natural Log Fn: Differentiation 5.4 Exponential Fns: Differentiation and Integration (Diff Only)	**2.5**: FUN-3.A.1 **2.6**: FUN-3.A.2-3 **2.7**: FUN-3.A.4, LIM-3.A.1	1.5 class **Quiz**	□ Derivative Review WS
2.3 Product and Quotient Rules	**2.8**: FUN-3.B.1 **2.9**: FUN-3.B.2 **2.10**: FUN-3.B.3	1 class	□ Derive Quotient Rule □ Derivative Rules Data Tables □ Data Tables, Graphs, and Generic Functions Stations
Assessment: 1 Quiz, Unit Exam			□ Computing Derivatives Guided Practice (fill in WS) □ Big 10 Multiple Representations of Derivative □ 5 for 5 Derivatives

Unit 3: Differentiation: Composite, Implicit, and Inverse Functions (6 classes; September 30-October 14)

Big Ideas: Functions **Mathematical Practices: 1, 3**

Textbook Section	Topic: Learning Objective	Estimated Time	Possible Activities/Formative Assessments
2.3 Higher-Order Derivatives 2.4 The Chain Rule	**3.1**: FUN-3.C.1 **3.6**: FUN-3.F.1-2	1.5 class **Quiz** (.5 class)	□ Chain Rule M&M Activity □ Chain Rule Stations □ Chain Rule and Numeric Functions □ Chain Rule Free Response Questions □
2.5 Implicit Differentiation	**3.2**: FUN-3.D.1	1 class	□ Inverse Trig Derivative Derivation □ Guidelines for Implicit Differentiation □ Implicit Differentiation Skill Builder □ Implicit Differentiation Circuit Training

5.3 Inverse Functions (Derivatives of Inverses only)	**3.3**: FUN-3.E.1 **3.5**	.5 class	□ Derivative of an Inverse Derivation, Notes WS □ Derivative of an Inverse Exploration Activity □ Big 10 Using Multiple Representations
Time Permitting: 5.6 (Inverse Trig Fns: Differentiation)	**3.4**: FUN-3.E.2	.5 class	
Assessment: 1 Quiz, Unit Exam			□ Computing Derivatives Guided Practice (fill in WS) □ Big 10 Multiple Representations of Derivative □ 5 for 5 Derivatives

Unit 4: Contextual Applications of Differentiation (6 classes; October 16-November 1)

Big Ideas: Change, Limits **Mathematical Practices: 1-3**

Textbook Section	Topic: Learning Objective	Estimated Time	Possible Activities/Formative Assessments
AP Topic: Interpreting the Meaning of the Derivative in Context and Rates of Change in Other Applied Contexts	**4.1:** CHA-3.A.1-3 **4.3**: CHA-3.C.1	.5 class	□ AP Classroom Activity
AP Topic: Straight Line Motion	**4.2**: CHA-3.B.1	1 class	□ Particle Motion Deconstruction Deriv. Only □ Position, Velocity, and Acceleration WS □ Four Corners for Particle Motion □ Error Analysis (Interpreting Derivatives in Motion) □ Particle Motion Reference Guide □ PVA Foldable □ Quick Sheet Particle Motion
2.6 Related Rates	**4.4**: CHA-3.D.1-2 **4.5**: CHA-3.E.1	1.5 class **Quiz** (.5 class)	□ Practicing RR Problems □ RR Examples WS □ RR Guided Practice □ RR in MC and FRQ Worksheet
3.9 Differentials (Tangent Line Approximation, Error) 3.8 Newton's Method	**4.6**: CHA-3.F.1-2	1 class	□ Tangent Line Approximation Guided Practice □ Tangent Lines and Linear Approximations WS □ 3.8 lab outside class time if needed

8.7 Indeterminate Forms and L'Hopital's Rule (AB forms only)	**4.7**: LIM-A.1-2	1 class	□ L'Hopital's Rule Guided Practice □ L'Hopital's Rule Skill Builder □ L'Hopital's Rule Four Corners □ L'Hospital's Rule FR and Multiple Choice
Assessment: 1 Quiz, Unit Exam			□ 5 for 5 Derivatives Review (part 2) □ Derivatives Applications Problem Set

Unit 5: Analytical Applications of Differentiation (7 classes; November 13-December 2)

Big Ideas: Functions **Mathematical Practices: 1-3**

Textbook Section	Topic: Learning Objective	Estimated Time	Possible Activities/Formative Assessments
3.2 Rolle's Theorem and the Mean Value Theorem Extreme Value Theorem (p. 162) 3.1 Extrema on an Interval	**5.1**: FUN-1.B.1 **5.2**: FUN-1.C.1	1 class	□ Theorems Foldable and/or Chart □ Visualizing the MVT Guided Practice □ Speeding MVT Guided Practice □ Theorem's Card Match □ Theorems Multiple Choice Practice WS □ Theorems Multiple Choice and Free Response □ Theorems Problem Set 2019
3.3 Increasing and Decreasing Functions…/3.4 Concavity and the Second Derivative Test/3.6 A Summary of Curve Sketching/ 1.4 Continuity and One Sided Limits (Cut 3.6 if necessary)	**5.3**: FUN-4.A.1 **5.4**: FUN-4.A.2 **5.5**: FUN-4.A.3 **5.6**: FUN-4.A.4-6 **5.7**: FUN-4.A.7-8 **5.8**: FUN-4.A.9-10 **5.9**: FUN.4.A.11 **5.12**: FUN-4.D.1. FUN-4.E.1-2	2 classes **Quiz**	□ Project-highway vs street partner problem □ Graph Analysis Card Scramble □ Writing Justifications PP □ Gallery Walk for Free Response □ Curve Sketching and Composition of Fn LTF □ Derivative Analysis Scavenger Hunt □ Find the Error - FDT and Test for Concavity
3.7 Optimization Problems	**5.10**: FUN-4.B.1 **5.11**: FUN-4.C.1	1 class	□ Optimization Packet
Assessment: 1 Quiz, Unit Exam			□ 5 for 5 Derivatives Review (part 3) □ Derivatives Applications Problem Set

Unit 6: Integration and Accumulation of Change (11 classes; January 3-January 31)

Big Ideas: Change, Limits, Functions **Mathematical Practices: 1-4**

Textbook Section	Topic: Learning Objective	Estimated Time	Possible Activities/Formative Assessments
4.1 Antiderivatives and Indefinite Integration 5.2 The Natural Log Fn: Integration (no logarithmic differentiation) 5.4 Exponential Functions: Differentiation and Integration (Integration only)	**6.6**: FUN-6.A.1-3 **6.8**: FUN-6.C.1-3	1 class **Quiz**	□ Integration Techniques-Using Formulas WS □ Integration Techniques Skill Builder
4.3 Riemann Sums and Definite Integration	**6.2**: LIM-5.A.1-4 **6.3**: LIM-5.B.1-2, LIM-5.C.1-2	1 class	□ QR Codes Riemann Sums □ Demonstration: TI Inspire emulator investigation □ Riemann Sums Area Approximation and Accumulation □ The Definite Integral as the Limit of a Riemann Sum Guided Practice (in Applications Section)
4.2 Area 4.6 Numerical Integration (no Simpson's Rule)	**6.1**: CHA-4.A.1-4	2 classes	□ Guided Notes
4.4 The Fundamental Theorem of Calculus (FTOC part 1 and FTOC part 2)	**6.4**: FUN-5.A.1-2 **6.5**: FUN-5.A.3 **6.6**: FUN-6.B.1-3	2 classes	□ FTOC AP Module □ Fundamental Theorem of Calculus Guided Practice □ First Fundamental Theorem of Calculus Skill Builder □ DISCOVERY—Part II of the Fundamental Theorem of Calculus □ FTC Applications Activity
4.5 Integration by Substitution (Algebraic) Integration Using Long Division and Completing the Square	**6.9**: FUN-6.D.1-2 **6.10**: FUN-6.D.3	2 classes	□ Integration by Substitution card match or fill-in □ Transcendentals Card Match (??) □ Calculus Clue □ Algebraic Integration Techniques Packet
Assessment: 1-2 Quizzes, Unit Exam			□ 5 for 5 Riemann Sums □ 5 for 5 Integration Techniques

Unit 7: Differential Equations **(8 classes; February 5-February 24)**

Big Ideas: Functions **Mathematical Practices: 1-4**

Textbook Section	Topic: Learning Objective	Estimated Time	Possible Activities/Formative Assessments
6.1 Slope Fields and Euler's Method (Euler's Method BC only)	**7.3**: FUN-7.C.1-2 **7.4**: FUN-7.C.3	1 class	□ Slope Fields Wikki Stix Activity
6.3 Separation of Variables (logistic equations BC only)	**7.1**: FUN-7.A.1 **7.2**: FUN-7.B.1-2 **7.6**: FUN-7.D.1-2 **7.7**: FUN-7.E.1-3	3 classes **Quiz**	□ Separable Differential Equations Skill Builder □ Guide on the Side Free Response for Separable Differential Equations □ Free Response Separation of Variables
6.2 Differential Equations: Growth and Decay	**7.8**: FUN-7.F.1-2, FUN-7.G.1	1 class	□ Four Corners Diffy Q Skill Review
Assessment: 1 Quiz, Unit Exam			□ Slope Fields and Differential Equations Stations Activity □ 5 for 5 Slope Fields and Diffy Q

Unit 8: Applications of Integration **(9 classes; February 28-April 2)**

Big Ideas: Change **Mathematical Practices: 1-4**

Textbook Section	Topic: Learning Objective	Estimated Time	Possible Activities/Formative Assessments
4.4 The Fundamental Theorem of Calculus (Accumulation Functions, Functions Defined by Integrals, Average Value of a Fn)	**8.1**: CHA-4.B.1 **8.3**: CHA-4.D.1-2, CHA-4.E.1	1 class	□ AP Module: Functions defined by Integrals □ Picture-It □ Interpreting Definite Integrals and Derivatives Error Analysis □ Accumulation Circuit Training □ Interpreting Calculus Skill Builder □ Comparison of Instantaneous and Average Rates of Change
AP Topic: Applications of the Definite Integral as an Accumulator, Especially Motion	**8.2**: CHA-4.C.1	1 class	□ Error Analysis: Interpreting Integrals in Particle Motion □ Interpret This (Applications with Tables)
7.1 Area of a Region Between 2 Curves	**8.4**: CHA-5.A.1 **8.5**: CHA-5.A.2 **8.6**: CHA-5.A.3	1 class **Quiz**	□ Area Between Two Curves Guided Practice

7.2 Volume: The Disk & Washer MethodS & AP Topic: Volumes with Cross Sections	**8.7**: CHA-5.B.1 **8.8**: CHA-5.B.2-3 **8.9**: CHA-5.C.1 **8.10**: CHA-5.C.2 **8.11**: CHA-5.C.3 **8.12**: CHA-5.C.4	3 classes	□ Area and Volume Guided Practice □ Area and Volume Foldable □ Area and Volume Mega Question Make n Take □ Area and Volume Sidewalk Chalk Activity □ Volume and Area Representations Card Activity
Assessment: 1 Quiz, Unit Exam			□ 5 for 5 Area and Volume □ 5 for 5 Integral Applications

Unit 9: AP Review **(5 weeks - including week 1 AP Exams; April 7-May 9)**

Big Ideas: All **Mathematical Practices: 1-4**

Interpreting Calculus Skill Builder AP Motion Module (combined applications) AP Module: Tabular Data Examination of part c of BC FRQ from 2016 Multiple Choice Practice Short Answer Practice Full Practice Exam Completion, Review, and Peer Grading of FRQs from past AP Exams

Important Dates

- Mock AP Exam: TBD (during Unit 9)
  Location: CSMB
- AP Calculus Exam: Monday, May 12 at 8:00 a.m.
  Location: CSMB

Grading Formula (per semester, NOT quarter)

Unit Exams, Quizzes, and Take-Home Projects: 70% Homework, HW Quizzes, In-Class Work: 10% Final Exam: 20%
UMSL Grade: Average of Semesters 1 and 2

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

Assessments

Students will have at least one quiz per unit and a unit exam to assess their knowledge. I will announce assessments well in advance (and generally, you can find the dates from the syllabus). **Please let me know at least two days in advance if there is a conflict that would prevent you from taking an assessment in the scheduled time.**

Unit Exams: At the conclusion of each unit, we will have an exam. Each exam will be worth 36 points and later scaled to 100 points. The exams will be a combination of multiple choice and multi-part free response questions. Each of these two sections will be further divided into a "with calculator" and a "without calculator" section (just like the AP Exam).

Section 1: 5 Multiple Choice – (With calculator)	Each problem is worth 1 point.	5 points
Section 2: 1 Free Response – (With calculator)	Each problem is worth 9 points.	9 points
Section 3: 10 Multiple Choice – (Without calculator)	Each problem is worth 1 point.	10 points
Section 4: 1 Free Response – (Without calculator)	Each problem is worth 9 points.	9 points

The multiple-choice points you receive will be multiplied to balance the two portions of the exam equally. There is no penalty for guessing on the Multiple-Choice sections.

Final Exams: The first semester exam will be cumulative for the first semester topics, and the final exam at the end of the year will be an AP practice test and will be administered before the AP Exam (thus, it will cover topics from the entire school year). The results of the final exam as well as the AP Mock exam can be used to review and prepare for the AP test.

Note: There will not be dedicated review days or review packets for quizzes and unit exams. You will be expected to prepare for assessments outside of class using notes, materials, and homework assignments from the unit.

Homework

Expect to have homework after every class, usually due the following class period.

Each class students will work on assignments and activities. Some of these will be completed in class, while others may be completed at home as asynchronous classwork/homework. Many assignments will involve analysis, Rule of Four, and other higher order thinking skills required for success on an AP test or in college. **Any worksheets, activities, or HW problems that are expected to be turned in will be posted with due dates as a Microsoft Teams assignment. These assignments will generally be graded for accuracy, although answer keys will be made available on the Microsoft Teams assignment so students can check their work.**

In addition, some assignments may be suggested problems that do not need to be submitted for credit. This distinction will be made clear on Microsoft Teams (**suggested assignments will be labeled as such, still have due dates, but be worth 0 points**). If an assignment is not mandatory, the due date represents when that material should be mastered and/or when an assessment will be given over that content.

Homework quizzes may be given periodically over assigned work. These quizzes are graded for accuracy and count as homework grades.

If Absent

If you miss a class, it is **your responsibility** to find out if there is any in-class work you need to make up. Most assignments and lessons can be found on Microsoft Teams. Email or ask me before or after class if you have any additional questions. You will be able to turn in missed assignments the class after you have returned to school without penalty. If you have been absent for an extended period and/or need additional time to get caught up, it is your responsibility to explain why you need more time and ask for an extension immediately, preferably by email. **Assessments (including homework quizzes) must be made up within a week of your return to school.**

Tutoring

After school tutoring will occur once per week (non-AP Calc specific). AP Calculus tutoring will be offered as needed, particularly before assessments. Tutoring will be offered on Tuesday afternoons. You may sign up in Mr. Sabor's room before noon each Tuesday.

I am also more than willing to work with you during the school day if you need help. You can schedule time with me during mentor or stop by during senior study hall. I am also very responsive to email, so please send me any questions you have when you are not at school. If you are having trouble and need extra help, please let me know!

Late Work

Late work will be accepted for one week after its due date for 80% of your earned score (20% penalty). If there are exceptional circumstances, I may grant you an extension if you make the request and explain the circumstances BEFORE THE DAY IT IS DUE. Such requests should be made through email if possible.

Academic Dishonesty

All of a student's work is expected to be his or her own. Cheating, in any form, will not be tolerated. **If a student is caught cheating, they will receive a zero on the assignment and parents/guardians will be contacted.**

Skipping class is also unacceptable. If you are at school, but skip class, you will receive a 0 on all classwork for the day, receive late credit for any work that was due the period you skipped, and receive a 0 on assessments given that day.

Collegiate Core Values/Classroom Expectations

1. Practice **Integrity:** Always turn in your own work.

2. Practice **Self-Discipline**: Much of the class is self-directed. It is up to you to make the most of your time and stay focused on assigned problems or the activity you are working on rather than socializing.

3. **Be Respectful**: This applies to your teacher and fellow students. Being respectful means showing up to class on time and starting your "do now" immediately, paying attention in class, staying awake and on task, raising your hand and NOT interrupting me, being helpful during group work, asking questions, using respectful language, and respecting the classroom (not throwing things or leaving trash around, etc.).

4. **Strong Academic Habits:** You will succeed in my course if you work hard from the very beginning. In math, concepts build on one another, so it is imperative that you practice and understand each new topic. Be ready to review old concepts at the beginning of the year and if they come up later in the semester. It is your responsibility to catch up if you miss an assignment. You need to be responsible and prepared for every class. Your homework should be completed on time. Your notebook should be organized and labeled accurately. You should always come to class with the required materials.

5. **Intellectual Curiosity:** Don't be afraid to ask questions, even deeper questions that go beyond clarification. If you want to know why, ask!

6. **Compassion and Ethics:** Do not tell other students the answers to problems in group work or if they ask while you work on homework problems; explain the process to them so they can learn how to find the answer themselves.