Hercules Titans

Course Syllabus

COURSE TITLE: AP Calculus AB/BC TEACHER: S. Haralson
SCHOOL YEAR: 2015-2016

CONTACT INFORMATION:

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COURSE DESCRIPTION:

Calculus AB and Calculus BC are designed to develop student understanding of Calculus concepts and to provide practice with its methods and applications. These courses have two distinct goals: (1) to learn and appreciate Calculus as a significant mathematical and human achievement and (2) to prepare students for the College Board's Advanced Placement Examinations in Calculus AB/BC. Passing this examination may earn the student college credit when they enroll in a four year institution in the fall of 2016.

GOALS AND OBJECTIVES:

1.0 Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity:

1.1 Students prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions.

1.2 Students use graphical calculators to verify and estimate limits.

1.3 Students prove and use special limits, such as the limits of (sin(x))/x and (1-cos(x))/x as x tends to 0.

2.0 Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.

3.0 Students demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem.

4.0 Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability:

4.1 Students demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of the function.

4.2 Students demonstrate an understanding of the interpretation of the derivative as an instantaneous rate of

change. Students can use derivatives to solve a variety of problems from physics, chemistry, economics, and so forth that involve the rate of change of a function.

4.3 Students understand the relation between differentiability and continuity.

4.4 Students derive derivative formulas and use them to find the derivatives of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions.

5.0 Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.

6.0 Students find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth.

7.0 Students compute derivatives of higher orders.

8.0 Students know and can apply Rolle's theorem, the mean value theorem, and L'Hôpital's rule.

9.0 Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.

10.0 Students know Newton's method for approximating the zeros of a function.

11.0 Students use differentiation to solve optimization (maximum-minimum problems) in a variety of pure and applied contexts.

12.0 Students use differentiation to solve related rate problems in a variety of pure and applied contexts.

13.0 Students know the definition of the definite integral by using Riemann sums. They use this definition to approximate integrals.

14.0 Students apply the definition of the integral to model problems in physics, economics, and so forth, obtaining results in terms of integrals.

15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.

16.0 Students use definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work.

17.0 Students compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as substitution, integration by parts, and trigonometric substitution. They can also combine these techniques when appropriate.

18.0 Students know the definitions and properties of inverse trigonometric functions and the expression of these functions as indefinite integrals.

19.0 Students compute, by hand, the integrals of rational functions by combining the techniques in standard 17.0 with the algebraic techniques of partial fractions and completing the square.

20.0 Students compute the integrals of trigonometric functions by using the techniques noted above.

21.0 Students understand the algorithms involved in Simpson's rule and Newton's method. They use calculators or computers or both to approximate integrals numerically.

22.0 Students understand improper integrals as limits of definite integrals.

23.0 Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the comparison test, ratio test, and alternate series test, they can determine whether a series converges.

24.0 Students understand and can compute the radius (interval) of the convergence of power series.

25.0 Students differentiate and integrate the terms of a power series in order to form new series from known ones.

26.0 Students calculate Taylor polynomials and Taylor series of basic functions, including the remainder term.

27.0 Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.

TIMELINE:

All content standards will be covered in this course. As a rough guide in terms of time schedule you can expect to cover:

Quarter 1: All standards involving limits and some of the standards concerning derivatives.

Quarter 2: The remaining standards concerning derivatives and all the rest that involve integrals.

Quarters 3/4: AP test practice and review.

TEXTBOOK:

Finney, Demana, Waits, and Kennedy. Calculus AP Edition, Boston: Pearson Education, 2007. Print.

REQUIRED MATERIALS:

Pencil, notebook, graphing calculator (TI-83(84) preferred).

GRADING:

School-wide scale:
90+ = A
80-89 = B
70-79 = C
60-69 = D
59 and below = F

Percentages that comprise Grade:

- Tests/Quizzes – 50% of total grade.
- Portfolios – 50% of total grade.

Turning in Assignments/Late Assignments:

Assignments are due when I collect them near the start of each period. Late assignments will be accepted for half-credit only, and must be handed in by quiz or test day. When you are absent, you will be given that many days extra to make-up missed work. It is your responsibility to write the word "**absent**" on such work to receive full credit. Missed quizzes or tests must be made up before the following exam.

Extra Credit:

Class points, participation stickers, P.O.W. (2% each – up to 6% total).

Tardy Policy:

School wide tardy policy applies meaning a pink slip is necessary to enter class late.

Absences:

Excessive Absences will affect your ability to learn the material, turn in work, and pass tests at an acceptable level. Please see me if your regular attendance is going to be an issue.

CLASS RULES;

In addition to the school rules/norms stated in the Student Agenda, the following rules also apply:

Have all class materials with you and **be on time.**
In general, try to **remain seated.**
Listen actively and **raise your hand** for questions or comments.
Treat others as you expect to be treated – **the golden rule.**
No hats can be worn (school policy)
Phones may not be used in class (including as a calculator)

I am greatly looking forward to being your teacher this school year. **You will all succeed.**

PARENTAL REVIEW CONFIRMATION

I have read this Course Syllabus (and reviewed with my child).

Teacher: _____

Course: _____

Student (print name): _____

Student (signature): _____ Date: _____

Parent/Guardian (print name): _____

Parent/Guardian (signature): _____ Date: _____

Parent Contact Information:

Phone: _____

Cell: _____

E-mail: _____

(Please make a copy and return the original to Mr. Haralson)