

Acc Calculus Overview

Content Area: **Math**
Course(s): **Accelerated Calculus**
Time Period: **Marking Period 1**
Length: **Full year**
Status: **Published**

Course Pacing Guide

Unit	MP	Weeks
Preparation for Calculus	1	1
Limits	1	5
Differentiation	1/2	8
Applications of Differentiation	2	4
Integration	3	7
Differential Equations	3	2
Applications of Integration	4	5
Integration Techniques, L'Hopital's Rule	4	4

Instructional Strategies & Learning Activities

- Graphing calculator activities
- Desmos interactive activities
- Modeling and application activities
- Access to online textbook
- Access to textbook pages and worked-out answer keys to reviews on Canvas
- Access to WebAssign for dynamic review and practice problems

Formative Assessments

- Homework checks
- WebAssign homework quizzes
- Canvas quizzes
- Take-home assessments and challenge problem sets
- Chapter tests

- Exit tickets
- Warm-up exercises

Summative Assessments

- Unit test
- Unit project

Benchmark Assessments

- Midterm exam
- Final exam

Alternate Assessments

- Modified homeworks
- Modified quizzes
- Modified tests
- Modified projects

Resources & Technology

- Google docs, forms, sheets, slides
- TI graphing calculator
- document camera
- Chromebooks
- WebAssign
- Canvas
- Desmos
- Quizlet

BOE Approved Texts

- Calculus (Ron Larson, Paul Battaglia)

Closure

- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Have students fill out a checklist with the objectives for the day.
- Have students complete an exit ticket without putting their name on it. Hand back exit tickets the next day in class and have students correct as a warm up.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for an additional credit grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials

- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Cue/model expected behavior
- Use peer supports and mentoring
- Chart progress and maintain data

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers

- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking