



EMILEY A. LANEY

2700 N College Rd,
Wilmington, NC 28405
(910) 350-2089

Course Syllabus -AP Precalculus

Teacher: Richard Demolina
Room: 216
Extension: 73538
Email: sharon.sterken@nhcs.net

Classroom Goals

AP Precalculus is designed to develop mastery of functions and their applications, emphasizing a broad spectrum of function types—polynomial, rational, exponential, logarithmic, trigonometric, polar, and more. Students learn to analyze functions through multiple representations: graphically, numerically, verbally, and analytically, enhancing their understanding of each function's behavior and properties. The course centers around modeling dynamic phenomena, requiring students to apply mathematical tools to real-world situations, data sets, and scenarios.

Key algebraic skills such as manipulating expressions, solving equations and inequalities, and working with function compositions, inverses, and transformations are reinforced throughout the course. Trigonometry is a major focus, including angles, trigonometric identities, equations, and applications in various contexts. Students build proficiency in symbolic manipulation, which prepares them for more advanced mathematical studies, including calculus.

Technology is used to explore functions—graphing, analyzing, performing calculations, and modeling data—but it does not replace core algebraic and symbolic skill development. AP Precalculus promotes mathematical reasoning and communication, requiring students to explain and justify solutions and use precise mathematical language. Ultimately, the course serves as a strong foundation for calculus and other college-level math or science courses, providing a coherent capstone experience and opening pathways for STEM careers.

Guidelines for Success

In this class, we will use the CHAMPS framework to clearly define expectations for all activities. CHAMPS stands for:

- Conversation – Can students talk during this activity? If so, about what and with whom?
- Help – How do students get the teacher's attention or assistance?
- Activity – What is the task or objective students should be working on?
- Movement – Are students allowed to move around? If so, when and how?
- Participation – What does appropriate participation look and sound like?
- Success – Following these expectations leads to a positive and productive learning environment.

Before each activity, I will provide clear CHAMPS expectations so students know exactly how to achieve success. Visual CHAMPS cues will be posted in the classroom and referred to regularly to reinforce expectations.

Classroom Expectations

To ensure our class runs smoothly and that everyone has the opportunity to learn, students are expected to:

1. Be Present and Engaged – Focus during instruction, avoid side conversations, and give your best attention to the task at hand.
2. Collaborate First – When you have a question or difficulty, discuss it with a peer before immediately asking the teacher.
3. Respect the Learning Environment – Avoid distracting behaviors and allow others to concentrate.
4. Contribute Positively – Participate in discussions and group work in ways that help your classmates and yourself learn.
5. Take Responsibility – Come prepared with materials and a willingness to put forth your best effort each day.

Activities

During a typical week, students will participate in activities designed to strengthen problem-solving and reinforce key concepts. These include spiraling review warm-ups, exit slips to monitor progress, and interactive classroom assignments and activities that encourage peer collaboration and active engagement with mathematical ideas. Students will also complete summative assessments where they are expected to uphold testing standards. All work must meet the requirements of the school's honor code, reflecting honesty and integrity in learning.

Grades

Laney High School's grading policy aligns with the New Hanover County Schools (NHCS) grading policy referenced below. [3400-R Semester](#)

NHCS Evaluation of Students Performance Regulations (3400-R) HIGH SCHOOL

The following implementation is the minimum requirement and is outlined for students who are failing. School staff should always consider additional opportunities for growth when any student is underperforming.

<p>Quarter 1 (Q1) and Quarter 3 (Q3)</p>	<ul style="list-style-type: none"> • All assignments will appear in Infinite Campus as a direct reflection of student performance (0-100%). • Documented two-way communication with parent/guardian will occur bi-monthly (twice a month) if their child is failing the course, one of which should be a parent conference. • Q1/Q3 grades will appear as the following: <ul style="list-style-type: none"> ◦ (90-100) A ◦ (80-89) B ◦ (70-79) C ◦ (60-69) D ◦ (50-59) F ◦ (0-49) INC* <ul style="list-style-type: none"> ■ *Teachers will temporarily put an “incomplete” in PowerSchool for students in the (0-49% grade range for the overall Q1 grade) • Parents of students whose final average is an F or an INC will be notified that their child will receive an academic contract. The academic contract will outline academic support and opportunities to allow the students to gain a greater understanding of missed skills and improve their academic performance. • After the parent, student, and teacher have agreed on an academic contract, the student will have two weeks to fulfill the requirements of the contract. • Once students fulfill the contract, within the two-week allotted period, the Q1/Q3 grade will be updated. • If a student fails to fulfill their academic contract they will receive the grade floor of an F, numerically presented as a 50.
<p>Quarter 2 (Q2) and Quarter 4 (Q4)</p>	<ul style="list-style-type: none"> • All assignments in Q2/Q4 will appear in Infinite Campus as a direct reflection of student performance (0-100%). • Parents will be contacted bi-monthly (twice a month) if their child is failing the course. The teacher will work with the students and parents to identify assignments that allow the student to gain a greater understanding of missed skills and improve their academic performance prior to the end of the semester. • Q2/Q4 grades will appear as the following: <ul style="list-style-type: none"> ◦ (90-100) A ◦ (80-89) B ◦ (70-79) C ◦ (60-69) D ◦ (0-59) F
<p>Final Course Grade (F1) (F2)</p>	<ul style="list-style-type: none"> • The final course grade will appear in Infinite Campus as a direct reflection of student performance (0-100%).

Grade Weights

Assignments are divided into categories, each with a specific weight contributing to the final grade.

Categories include: Q1 & Q3= 35% Major, 35% Minor, 15% Formative, 15% Midterm

Q2 & Q4= 40% Major, 40% Minor, 20% Formative

- Major Assessments: Tests
- Minor Assessments: Quizzes

- Formative Assessments: Other related activities.
- Final Assessment (20% Overall Grade) Affects F1, S1, and/or S2

Classroom Procedures

Beginning and End of Class Procedures

At the beginning of class, students should:

- Enter the classroom calmly and be seated before the bell rings.
- Place cell phones in their bags for the entire class period.
- Begin working on the daily warm-up or review activity immediately.
- Be prepared with materials and ready to focus.

At the end of class, students should:

- Remain seated and engaged until dismissed by the teacher (not the bell).
- Ensure their area is clean and materials are put away.
- Wait for the teacher's permission before leaving the room.

Additional Procedures

- Bathroom passes will not be issued during the first or last 15 minutes of class.
- A teacher-issued pass is required anytime a student leaves the classroom.
- Cell phones may not be taken to the restroom at any time.

Laney High School Tardy Policy

1st tardy – warning

2nd tardy – teacher contacts parent

3rd tardy – teacher submits office referral

Assignments and Grading Policies

- Accessing Assignments: All daily assignments and learning targets will be posted on the classroom board and on my class Pacing Guide ([AP Precalculus](#), Yearlong Math 3). Assignments will also be explained verbally in class.
- Submitting Work: Students will submit assignments as directed—either in class or electronically.
- Feedback & Grades: Assignments will be scored promptly and returned with feedback either in class or online. Grades are updated regularly in Infinite Campus, and students are expected to monitor their progress.
- Make-Up Work: After an absence, students will have the same number of days missed to complete make-up work. It is the student's responsibility to check the Pacing Guide and follow up with the teacher as needed.
- Late Work Policy: Assignments turned in within one week of the due date will receive full credit. After one week, late work will still be accepted but will earn a maximum of half credit.

Communication with Families

Maintaining open and consistent communication with families is an important part of supporting student success. I will provide periodic updates on student progress and reach out regarding specific concerns when needed. Emails will be returned within 24 hours.

Technology Use

Laptops, tablets, and school-approved devices may be used when directed for instruction. Personal devices must be silenced and out of sight. Technology is not allowed during lessons, discussions, assessments, or when it distracts from learning.

Consequences for Code of Conduct Violations

The Laney High School Academic Integrity Policy can be found [here](#)