



Chapin High School
Math
Calculus Honors
2026-2027 Course Syllabus



Teacher Name, Room Number: Chad Boland, Room 249

Department Head: Randy Johnson

Asst. Principal for Instruction: Melissa Magee

Teacher Email: crboland@lexrich5.org

Teacher Website : <https://sites.google.com/lexrich5.org/mrbolandteacherwebsite/home>

Planning Periods: 2A

Academic Assistance: 1st half of PH

Website: <https://chs.lexrich5.org/>

Phone: 803-575-5563

I. Course Catalog Description

CALCULUS, HONORS

413500HW

(CHS, DFHS, IHS, SHHS)

Grade: 11, 12

Credit: 1

Prerequisite: Pre-Calculus Honors or Pre-Calculus CP w/Teacher Recommendation

This course is for students who have completed Pre-Calculus and desire an introduction to college calculus, but elect not to enroll in Advanced Placement Calculus. It is intended for students who plan to pursue a degree at a four-year college or university that requires the successful completion of a calculus course. Students review important mathematical principles from Pre-Calculus and extend them into Calculus applications with each topic. Topics of study include primary functions such as polynomial and rational functions, trigonometric, exponential, and logarithmic functions; limits, derivatives; applications of differentiation; and basic integration. Students do not sit for an AP exam in Calculus Honors and do not receive college credit, but do receive a high school mathematics credit and a strong course in college calculus. This course uses a graphing calculator and other graphing utilities. Learning and enrichment opportunities extend beyond the standard coursework and are aligned to the SC College and Career Ready Standards for Mathematics Calculus.

II. Course Standards and Success Criteria

In South Carolina College- and Career-Ready (SC CCR) Calculus (C), students build on the conceptual knowledge and the problem-solving skills they learned in previous mathematics courses. This course prepares students for post-secondary mathematical study but is not designed to prepare students for an Advanced Placement exam. SC CCR Calculus focuses on a conceptual understanding of calculus as well as computational competency. The standards promote a multirepresentational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. These representations facilitate an understanding of the connections among limits, derivatives, and integrals. The standards and indicators are sorted within the strands of Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR). In Calculus, students are expected to apply mathematics in meaningful ways to solve problems that arise in the workplace, society, and everyday life through the process of modeling. Modeling involves choosing or creating appropriate equations, graphs, functions, or other mathematical representations to analyze real-world situations and answer questions. The use of technological tools, such as hand-held graphing calculators, is important in creating and analyzing mathematical representations used in the modeling process and should be used during instruction and assessment.

The full standards can be found here: <https://ed.sc.gov/instruction/standards/mathematics/standards/>

Success Criteria are what students are expected to proficiently demonstrate by the end of the specified quarter and throughout the school year to ensure they are meeting subject-area expectations in the identified content

area. As a parent/guardian, the Success Criteria will help guide you as you work with your child. As partners in your child's education, your school and your child's teacher are always willing to assist you and your child in order to ensure success. Please find the links to the Success Criteria for each course [here](#).

III. Instructional Goals

This course is intended for highly motivated students who wish to experience a challenging, rigorous introduction to college mathematics. Successful completion of the course is dependent upon mastery of topics learned in Algebra II and Precalculus. As a part of this course, students will learn to analyze mathematical functions to form a deeper understanding of how functions relate to one another, along with relating to the real world.

IV. Course Sequence/Pacing Overview

First Quarter	Preliminaries (P)
	Limits (1)
Second Quarter	Differentiation (2)
	Applications of Differentiation (3)
Third Quarter	Applications of Differentiation (3)
	Integration (4)
Fourth Quarter	Integration (4)
	Exponentials & Logarithms (5)

V. Textbooks and Additional Resources

The textbook used for Intro to Calculus is Calculus of a Single Variable by Larson and Edwards.

Materials Needed: Three ring binder (1 inch minimum), loose-leaf notebook paper, # 2 pencils. A graphing calculator (TI- Nspire CX/CX CAS) is highly recommended and will be used by the teacher. Students attempting to augment the capabilities of their graphing calculators in any way other than for the purpose of upgrading features as permitted by the teacher will be considered cheating.

VI. Course Grading Policies and Assessments

- A. Assessments will include homework, classwork, announced or unannounced quizzes, and tests. Short announced and/or unannounced quizzes will be given regularly on topics being studied in class. Quiz points will vary depending upon the quiz length and level of difficulty. Major tests will be administered every two or three weeks covering three or more sections of a chapter in the textbook. Major tests will be 100-point grades. All major tests for the quarter are announced well in advance through the assignment sheet.
- B. Grades for this course will be figured using a points system. Each assignment will be assigned a total number of points depending on the difficulty and nature of the assignment. The student's grade will be figured by adding up the total number of points earned by the student for that grading period, dividing by the total number of points possible and then multiplying by a hundred to get a percentage.

- C. Homework will be checked daily for a grade. Homework will be checked or turned in at the beginning of class, or submitted in its corresponding spot in Google Classroom, to be given credit. It should be labeled with the student's name, date and page number for future reference. No credit will be given unless the problem is copied and all necessary work is shown. Don't leave a problem blank. Make an attempt at solving each problem.
- D. If a student is absent for any reason, he/she is expected to make up for all missed work (this includes previously assigned homework). It is the student's responsibility to see the teacher about missed work. Make-up tests will not be given during class. Students who are aware in advance of impending absences, particularly school related absences, should make arrangements with the teacher about makeup work prior to the absence. All make-up homework must be completed before the Unit Test.

VII. Grading Procedures

Continuing in the 2026-2027 school year, grades for minor assignments must be posted within 5 school days, and major or extended assignment grades must be posted within 10 school days.

- Major Grades - Assignments that students are given 2 or more classes (more than 48 hours) to produce or prepare. The following will be the major grades in this course:
 - Test
 - Project
- Minor Grades - Assignments that students are given 1 class (48 hours) to produce or on-the-spot work. The following will be minor assignments in this course:
 - Homework
 - Quiz
 - Classwork

VIII. Exam Exemptions -

Only seniors can exempt final exams in semester classes and yearlong classes if they meet the following conditions:

1. Grade of 80 or higher in the course.
2. Has not had an In-School Suspension or an Out-of-School Suspension.

IX. Honor Code

In order to foster an environment of mutual trust and respect, we believe, within the community of School District Five of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity. *Students will not cheat or plagiarize.*

School District Five of Lexington and Richland Counties recognizes the potential of Artificial Intelligence (AI) to enhance teaching and learning. We acknowledge the ever-changing nature of AI and understand the need to adapt to new developments. Our commitment is to ensure that any use of AI upholds a humanistic view of teaching as a priority, while implementing technologies in a manner that is equitable, ethical, and beneficial to all of our students and staff. Here is the [District AI Position Statement](#). The district also created [Artificial Intelligence \(AI\) Guidelines for Faculty and Students](#), as well as [Artificial Intelligence \(AI\) Guidelines for Parents and Guardians](#).

X. Suggestions for Success in the Course

Students should be present regularly, attentive in class, proficient in homework assignments, and should seek extra help when needed. Students are encouraged to take notes and copy all examples during class; ask questions during class; keep all handouts, notes, and assignments in order by date in their notebook. Students

are encouraged to study class notes each night and be well prepared for each class period. When studying for a test, students should practice problems from their notes, classroom examples, and homework.

This course adheres to the School District 5 of Lexington and Richland Counties Content and Credit Recovery Policies. Please see the linked [Board Policy](#) and [Administrative Rule](#) for specific guidelines and eligibility.

XI. Classroom Management Plan

A. Students are expected to obey the following rules:

- **Be on time and be prepared.** Get to class on time, have materials ready, and be in your seat when class begins.
- **Respect the teacher and fellow students.** No student will be allowed to interfere with a fellow student's right to learn.
- **Be actively engaged.** In order to learn, you must participate and listen attentively. Always believe that you can do anything. Never be scared to ask for help. Do all assignments with effort and enthusiasm, and be creative and unique.
- **Use technology for academic purposes.** Chromebooks are instructional tools that should be used to enrich classroom discussion, aid in student academic endeavors, and to teach technological skills that you will need in the workplace. **Cell Phone use will not be tolerated.**

B. Students are expected to follow all rules and guidelines listed in the Student Handbook on the school's website.

C. Students are expected to use school and personal technology responsibly and follow the rules included in the [26-27 District 5 District Issued Device Guide](#) and the [Acceptable Use Agreement](#). This includes:

- Having a charged mobile device (district-issued Chromebook or comparable personal device) at school EVERY DAY.
- Not using devices assigned to other students.
- They should be responsible for their own devices and should keep them secured at school and off campus.
- Follow all teacher directions regarding appropriate times for use of the device.

XII. Uniform Grading Scale

See the [State Department of Education website](#) for complete details. All report cards and transcripts will use numerical grades. A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Each final grade (numerical) will have a different weighting for the basis of computing GPR. The chart included gives the weighting for each numerical value.

Extra weight is given to honors (.5) and AP (1.0) courses. This policy also establishes that courses may not be dropped after the fifth (5th) day in a semester class or after the tenth (10th) day in a yearly class without penalty.

Students may only retake a class at the same difficulty under the following conditions: Only a course in which a D or F was earned may be retaken.

10 Point Grading Scale				
South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700

The course must be retaken at the first opportunity within the next year. The student's record will reflect all courses taken and the grade earned, except for courses taken before the ninth grade.

XIII. Student/Teacher and Parent/Teacher Communication

- A. All students should use district-issued email accounts for communicating with teachers (studentnumber@stu.lexrich5.org).
- B. All students should check their school email, Google Classroom, and Google Calendar every school day.
- C. Parents and students should check the teachers' websites for classroom calendars/assignments.
- D. Parents may contact teachers via email in order to receive invitations to the Google Classroom parent/guardian signup. Parents will receive an email from Google, and then need to register to receive emails from Google Classroom. Once a parent is registered to receive emails from one class, he/she will receive emails from all Google Classroom groups. It is not necessary to contact all teachers to register.
- E. To expedite issue resolution, parents are encouraged to first contact the teacher either via email at any time or by phone after school hours until 4:00 pm before reaching out to school administrators.
- F. Emails and phone calls to teachers will be returned within two business days.
- G. Parents who would like access to PowerSchool and have not received an email with login information can contact the CHS attendance office for login information.
- H. Students who would like access to PowerSchool should visit the school counseling office for login information.

XIV. School Attendance and Make-up Work Policy

Students are encouraged to attend school regularly. If, however, a student must be absent from school for any reason, it is his/her responsibility to make up all missed work.

Students who miss more than one-half of an instructional block will be marked absent for that block of instruction. See the Student Handbook on the school website for the full attendance and absence policy.

Since it is in the student's best interest to make up all missed work as quickly as possible, the following guidelines have been established for make-up work:

- A. *When a student misses a class meeting*, all previously assigned work that was due the day of the absence is due no later than the beginning of the next class meeting in which the student is present. All work missed as a result of the absence is to be completed by the beginning of the second class meeting from the absence.
- B. *When a student misses two consecutive class meetings*, all previously assigned work due while the student was absent and all work missed as a result of the absence should be completed by the beginning of the second class meeting from the absence.
- C. *When a student misses three or more consecutive class meetings*, he/she must make specific arrangements for make-up work with each teacher the day he/she returns to class. The amount of time given for completion of work will be up to the teacher's discretion based on the amount of work missed and the level of difficulty of the material.
- D. Long-term projects and papers are due when the teacher says they are due. In the event of an absence, the student or the student's parent should notify the teacher in advance or upon immediate return to school.
- E. Students are responsible for the work they miss while on a field trip or attending any other school event. Students should contact each of the teachers whose classes they will be missing to make specific arrangements with them regarding all make-up work. Teachers may choose for work to be submitted in

advance. If the student does not follow the teacher's guidelines, the student will receive the academic penalty as assigned by the teacher.

- F. Students must make every effort to complete all make-up work according to these established guidelines. If the student has not submitted his/her make-up work within the specified timeframes outlined above or as directed by the teacher, the teacher has the option of not accepting the work. As with anything, regular communication with the teacher is encouraged.

XV. Syllabus Acknowledgement and Information Form

Parents, please fill out the Syllabus Acknowledgement Form received by your student in class.

Thank you,
Chad Boland