

## Pre-Calculus 12 Continuing Education

**Instructor:** Mr. Greenwood, BSME

**Materials Required:** scientific calculator, binder, ruler, pencil, eraser, writing paper and graph paper

**Textbook:** Pre-Calculus 12: McGraw-Hill Ryerson

**Course Content:** [BC's New Curriculum](#)

**Course Dashboard:** <http://bit.ly/2gM3t1V>

### Course Outline

Chapter	Topic
1	Function Transformations
2	Radical Functions
3	Polynomial Functions
4	Trigonometry and the Unit Circle
5	Trigonometric Functions and Graphs
6	Trigonometric Identities
7	Exponential Functions
8	Logarithmic Functions
A	Geometric Sequences and Series
B	Conics

### Mark Determination

Chapter Assignments: 20%  
Chapter Tests: 80%

### Grading Rules

Chapter assignments must be submitted by the due date. An unsubmitted assignment will receive a mark of zero.

Chapter tests must be written on the designated date. A missed test will receive a mark of zero. A make up test will be given for a missed test. The make up test must be written within one week of the original test date.

### Course Website

Available to you on the course website are the lecture notes and practice tests for each chapter. The website is <https://adultcontinuinged.wordpress.com/> and the password for PC 12 is: polynom24

## Other Recommended Online Resources

<http://www.khanacademy.org/>

<https://www.desmos.com/calculator>

### To be successful in this course you must

- Attend class every day and be on time.
- Keep neat, organized notes.
- Do all assignment questions.
- Ask questions when you do not understand.
- Be aware of test and assignment dates. These dates will be posted on the Course Dashboard.
- Prepare for the lectures by reading ahead.
- Review regularly.

### Big Ideas

Using <b>inverses</b> is the foundation of solving equations and can be extended to relationships between functions.	Understanding the characteristics of families of <b>functions</b> allows us to model and understand relationships and to build connections between classes of functions.	<b>Transformations</b> of shapes extend to functions and relations in all of their representations.
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### Aboriginal Perspectives and Knowledge

Throughout this course, I will be incorporating First Peoples world views, perspectives, knowledge and practices to make connections with concepts in mathematics. Learning is holistic, reflexive, reflective, experiential and relational. Learning involves patience and time.

### Unpacking the Core Competencies

There are three Core Competencies:

**Communication** -The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.

**Thinking** - The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources,

including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings. [Thinking Competency Rubric](#)

**Personal and Social** - The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.