



Marietta City Schools  
2025–2026 District Unit Planner

*AP Calculus BC*

Unit title	BC Unit 8 (AP Unit 10): Infinite Sequences & Series	Unit duration (hours)	BC Only: 3-4 Weeks
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

**Standards**

AP Calc BC 10.1-10.15

- 10.1 Defining convergent and divergent infinite series
- 10.2 Working with geometric series
- 10.3 The nth term test for divergence
- 10.4 Integral test for convergence
- 10.5 Harmonic series and p-series
- 10.6 Comparison tests for convergence
- 10.7 Alternating series test for convergence
- 10.8 Ratio test for convergence
- 10.9 Determining absolute or conditional convergence
- 10.10 Alternating series error bound
- 10.11 Finding Taylor polynomial approximations of functions
- 10.12 Lagrange error bound
- 10.13 Radius and interval of convergence of power series
- 10.14 Finding Taylor or Maclaurin series for a function
- 10.15 Representing functions as power series

**Concepts/Skills to support mastery of standards**

- Applying limits may allow us to determine the finite sum of infinitely many terms.
- An infinite series of numbers converges to a real number  $S$  (or has sum  $S$ ), if and only if the limit of its sequence of partial sums exists and equals  $S$ .
- In addition to geometric series, common series of numbers include the harmonic series, the alternating harmonic series, and p-series.

- Determine whether a series converges or diverges.
- A series may be absolutely convergent, conditionally convergent, or divergent
- If a series converges absolutely, then it converges
- Approximate the sum of a series
- The Lagrange error bound can be used to determine a maximum interval for the error of a Taylor polynomial approximation to a function.
- A Taylor polynomial for  $f(x)$  is a partial sum of the Taylor series for  $f(x)$
- The Maclaurin series for  $\sin x$ ,  $\cos x$ , and  $e^x$  provides the foundation for constructing the Maclaurin series for other functions. bc only

### **Vocabulary**

### **Notation**

If  $a$  is a real number and  $r$  is a real number such that  $|r| < 1$ , then the geometric series

$$\sum_{n=0}^{\infty} ar^n = \frac{a}{1-r} \quad \text{BC ONLY}$$

The coefficient of the  $n$ th degree term in a Taylor polynomial for a function  $f$  centered at

$$x = a \text{ is } \frac{f^{(n)}(a)}{n!} \quad \text{BC ONLY}$$

A power series is a series of the form  $\sum_{n=0}^{\infty} a_n(x-r)$ ,

where  $n$  is a non-negative integer,  $\{a_n\}$  is a sequence of real numbers, and  $r$  is a real number. **BC ONLY**

### **Essential Questions**

- How can the sum of infinitely many discrete terms be a finite value or represent a continuous function?

### **Assessment Tasks**

*List of common formative and summative assessments.*

### **Formative Assessment(s):**

Notebook, HW, quizzes, AP Classroom Progress Checks, skills checks

### **Summative Assessment(s):**

Unit Test

### **Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation						
	<table border="1"> <tr> <td data-bbox="607 304 719 587">1</td> <td data-bbox="719 304 943 587">10.1</td> <td data-bbox="943 304 1637 587"> <p><b>Predict and Confirm</b></p> <p>Demonstrate a geometric series, the harmonic series, and the alternating series distributing pieces of a donut, pizza, or licorice. Ask the class to predict how much the student(s) will eventually receive in total. For instance, give three students each one-fourth, then one-fourth of the remaining fourth, and so on. Students should realize that since the remaining part is approaching zero, each student will eventually receive one-third.</p> <p>For alternating harmonic series, give one student a whole piece, then take away give <math>\frac{1}{3}</math>, then take away <math>\frac{1}{4}</math>, and so forth.</p> </td> </tr> <tr> <td data-bbox="607 587 719 791">2</td> <td data-bbox="719 587 943 791">10.2 10.3 10.4 10.5 10.6 10.7 10.8</td> <td data-bbox="943 587 1637 791"> <p><b>Graphic Organizer</b></p> <p>Put students in groups with poster paper and have them organize and explain all series tests using pictures, text, flowcharts, cartoons, or other drawings. Have them include each test's conditions and how to choose which test to apply.</p> </td> </tr> </table>	1	10.1	<p><b>Predict and Confirm</b></p> <p>Demonstrate a geometric series, the harmonic series, and the alternating series distributing pieces of a donut, pizza, or licorice. Ask the class to predict how much the student(s) will eventually receive in total. For instance, give three students each one-fourth, then one-fourth of the remaining fourth, and so on. Students should realize that since the remaining part is approaching zero, each student will eventually receive one-third.</p> <p>For alternating harmonic series, give one student a whole piece, then take away give <math>\frac{1}{3}</math>, then take away <math>\frac{1}{4}</math>, and so forth.</p>	2	10.2 10.3 10.4 10.5 10.6 10.7 10.8	<p><b>Graphic Organizer</b></p> <p>Put students in groups with poster paper and have them organize and explain all series tests using pictures, text, flowcharts, cartoons, or other drawings. Have them include each test's conditions and how to choose which test to apply.</p>	
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**Content Resources**

- AP Classroom (within AP Central, collegeboard.org), AP daily videos, progress checks
- Calculus textbook: Calculus, 11e, Larson & Edwards
- Tony Record (Avon HS) created resources
- Khan Academy
- Delta Math
- Flippedmath.com
- Master Math Mentor (pdf files and videos)
- Interactive NB pages
- Teacher created resources