

Course Name	Instructor	Instructor E-mail & Availability
Financial Algebra	Caswell, Stroup	<a href="mailto:rcaswell@aps.k12.co.us">rcaswell@aps.k12.co.us</a> <a href="mailto:sstroup@aps.k12.co.us">sstroup@aps.k12.co.us</a>
Course Website	Class Meeting Times & Location:	Prerequisites
		Senior needing at least one math credit. Junior with two missing math credits.

Course Description
This class is primarily a 12th grade level class where you will be learning concepts such as stock market, budgeting, taxes along with many other topics.
Standards
<p style="text-align: center;">Mathematical Practices</p> <ul style="list-style-type: none"> <li>● Make sense of problems and persevere in solving them.</li> <li>● Reason abstractly and quantitatively.</li> <li>● Construct viable arguments and critique the reasoning of others.</li> <li>● Model with mathematics.</li> <li>● Use appropriate tools strategically.</li> <li>● Attend to precision.</li> <li>● Look for and make use of structure.</li> </ul>
Learning Outcomes by Quarter
<p><b>Quarter 1</b> The Stock Market, Preparing a Budget (Chapters 1 and 10)</p>
<p><b>Quarter 2</b></p>

Banking Services, Planning for Retirement, Consumer Credit (Chapter 3, 4, and 9)

**Quarter 3**

Automobile Ownership, Income Taxes (Chapters 6 and 7)

**Quarter 4**

Independent Living, Modeling a Business (Chapters 2 and 8)

**Required Supplies**

Graph paper, Pencils, Pens, Paper, Calculator, Ruler

\*\*\*Syllabus may be changed at discretion of teacher.

**Grading**

Students will be graded on a 4 point scale for all assignments

<b>Point</b>	<b>Letter Grade</b>	<b>Explanation</b>
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

## School Policies

### REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

### MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, truancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

### TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

### PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

### NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices\* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. \*Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

### Classroom Policies

1. Be respectful of others ideas, processes, and time.
2. Be fully present on the task at hand.
3. Be aware of others and help when appropriate (or seek help)
4. Be prepared for the task at hand before the bell rings.
5. Be willing to make mistakes and okay with others who make mistakes this is how we all learn.

**Tear off and return THIS PAGE only and return to \_\_\_\_\_(teacher).**

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_(print)

Grade \_\_\_\_\_ Period \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Phone Number: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_

Course Name	Instructor	Instructor E-mail & Availability
Core 2 Integrated Mathematics	Kizer, Knapp, Stroup	BBKIZER@aps.k12.co.us <a href="mailto:FJKNAPP@aps.k12.co.us">FJKNAPP@aps.k12.co.us</a> SSTROUP@aps.k12.co.us
Course Website	Class Meeting Times & Location:	Prerequisites
		Core 1

### Course Description

Core 2 is an integrated math class that consists of Algebra, Geometry, Probability, and Statistics concepts. This class is geared for the 10th grade level if you are on track to graduate and go to college.

### Standards

#### Exit Standards

Leverage the relationships between different forms of equations, graphs, and situations to solve contextual problems and interpret solutions.

Create and interpret quadratic models of appropriate contextual situations and use them to pose and solve problems.

Connect proportional reasoning and geometric transformations to the concept of similarity. Use similarity to develop trigonometric ratios while posing and solving problems in context.

Interpret real world situations using probability to make sense of choices.

#### Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.

- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.

### Learning Outcomes by Quarter

#### Quarter 1

Functions and Exponents, Polynomial Equations and Factoring (Chapter 1 & 2)

#### Quarter 2

Graphing and Solving Quadratics (Chapters 3 & 4)

#### Quarter 3

Relationships within triangles, similarities, and right triangles and trigonometry.  
(Chapter 6, 8, & 9)

#### Quarter 4

Quadrilaterals and other Polygons, Circles, Probability (Chapter 7, 10, 11, & 5)

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