



Course Name	Instructor	Instructor E-mail & Availability
Core 4 Math	Mr. Chieffe	erchieffe@aps.k12.co.us
Course Website	Class Meeting Times & Location:	Prerequisites
	4 <sup>th</sup> Period, Room 302	Core 3 Math

**Course Description**

In Core 4 Math, students will learn to:

- Analyze and use polynomial, rational, radical, exponential, logarithmic, and trigonometric functions
- Find relationships between different sets of data
- Make statistical inferences from the data
- Understand geometric relationships
- Apply what they have learned to the real world

**Standards**

Colorado Academic Standards:  
 2. Patterns, functions, and algebraic structures  
 4. Shape dimensions and geometric relationships

**Learning Outcomes by Quarter**

**Quarter 1**

- I can answer the question “What is a function?”
- I can record and plot sets of data
- I can understand the relationship between two quantities
- I can use and graph linear and quadratic functions

**Quarter 2**

- I can write expressions in equivalent forms to solve problems
- I can understand the factors and zeroes of polynomials
- I can use polynomial identities to solve problems
- I can rewrite rational expressions
- I can create equations that describe numbers and relationships
- I can understand solving equations as a process of reasoning and explain my reasoning
- I can interpret functions that arise in application in terms of context
- I can analyze functions using different interpretations

**Quarter 3**

- I can write expressions in equivalent forms to solve problems
- I can create equations that describe numbers or relationships
- I can understand solving equations as a process of reasoning and explain my reasoning
- I can analyze functions using different representations
- I can construct and compare linear, quadratic, and exponential models to solve problems

**Quarter 4**

- I can translate between geometric description and the equation for a conic section
- I can visualize the relationship between two- and three-dimensional objects

**Required Supplies**

Spiral notebook and pencil

**Grading**

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

Point	Letter Grade	Explanation
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 in 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**

Respect is the cornerstone of my classroom policy.

Zero-tolerance with bullying.

Please refer to the student handbook for further details about behavioral policies.

**Tear off and return THIS PAGE only and return to Mr. Chieffe.**

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: \_\_\_\_\_



<b>Course Name</b>	<b>Instructor</b>	<b>Instructor E-mail &amp; Availability</b>
Honors Core 4 Math	Mr. Chieffe	erchieffe@aps.k12.co.us
<b>Course Website</b>	<b>Class Meeting Times &amp; Location:</b>	<b>Prerequisites</b>
	1 <sup>st</sup> Period, Room 302	Core 3 Math

**Course Description**

In Honors Core 4 Math, students will learn to:

- Analyze and use polynomial, rational, radical, exponential, logarithmic, and trigonometric functions
- Find relationships between different sets of data
- Make statistical inferences from the data
- Understand geometric relationships
- Apply what they have learned to the real world

**Standards**

Colorado Academic Standards:

- 2. Patterns, functions, and algebraic structures
- 4. Shape dimensions and geometric relationships

**Learning Outcomes by Quarter**

**Quarter 1**

- I can answer the question “What is a function?”
- I can record and plot sets of data
- I can understand the relationship between two quantities
- I can use and graph linear and quadratic functions

**Quarter 2**

- I can write expressions in equivalent forms to solve problems
- I can understand the factors and zeroes of polynomials
- I can use polynomial identities to solve problems
- I can rewrite rational expressions
- I can create equations that describe numbers and relationships
- I can understand solving equations as a process of reasoning and explain my reasoning
- I can interpret functions that arise in application in terms of context
- I can analyze functions using different interpretations

**Quarter 3**

- I can write expressions in equivalent forms to solve problems
- I can create equations that describe numbers or relationships
- I can understand solving equations as a process of reasoning and explain my reasoning
- I can analyze functions using different representations
- I can construct and compare linear, quadratic, and exponential models to solve problems

**Quarter 4**

- I can translate between geometric description and the equation for a conic section
- I can visualize the relationship between two- and three-dimensional objects

**Required Supplies**

Spiral notebook and pencil

**Grading**

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

Point	Letter Grade	Explanation
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**

Respect is the cornerstone of my classroom policy.

Zero-tolerance with bullying.

Please refer to the student handbook for further details about behavioral policies.

**Tear off and return THIS PAGE only and return to Mr. Chieffe.**

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
Probability and Statistics	Mr. Chieffe	erchieffe@aps.k12.co.us
Course Website	Class Meeting Times & Location:	Prerequisites
	3rd Period, Room 302	N/A

**Course Description**

- In Probability and Statistics, students will learn to:
- Watch and record sets of data in a meaningful way
  - Examine data from surveys and critique survey design
  - Create meaningful statistics and find probability distributions
  - Analyze and interpret data observed through creating experiments
  - Draw conclusions from surveys and experiments
  - Apply what they have learned to the real world

**Standards**

Colorado Academic Standards:  
3. Data Analysis, Statistics, and Probability

**Learning Outcomes by Quarter**

**Quarter 1**

- I can summarize, represent, and interpret data on a single count or measurement variable
- I can summarize, represent, and interpret data on two categorical and quantitative variables
- I can understand independence and conditional probability and use them to interpret data

**Quarter 2**

- I can understand and evaluate random processes underlying statistical experiments
- I can make inferences and justify conclusions from sample surveys, experiments, and observational studies
- I can use the rules of probability to compute probabilities of compound events in a uniform probability model

**Quarter 3**

- TBD

**Quarter 4**

- TBD

**Required Supplies**

Spiral notebook and pencil

**Grading**

Students will be graded on a 4 point scale for all assignments		
Point	Letter Grade	Explanation
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

Respect is the cornerstone of my classroom policy.

Zero-tolerance with bullying.

Please refer to the student handbook for further details about behavioral policies.

**Tear off and return THIS PAGE only and return to Mr. Chieffe.**

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: \_\_\_\_\_