



Course Name	Instructor	Instructor E-mail & Availability
ILC Social Studies / Geography	Mrs. Terri Clark	telclark@aps.k12.co.us
Course Website	Class Meeting Times & Location:	Prerequisites
	P5 P7	

Course Description

The study of history prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. Discerning clarity from the jumble of conflicting facts and sources, students get a clearer picture of how individuals, communities, and the world connect, both past and present. History develops moral understanding, defines identity and creates an appreciation of how things change, while building judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, and communicate. History inspires by exposing students to the wonders and beauty of the past. The historical perspective prepares for an ever-changing future by helping to understand changes in the past. It allows students to gain perspective and develop better judgment by discovering and uncovering the complexity of human beings. This allows students to better understand themselves as individuals and their place in a complex and often confusing society. History provides examples of ethical behavior and the context for change, and illustrates the importance of responsible members of society in both our country and our world. History is a critical component in the future success of a student in the 21st century world. Inquiry is the central component of historical thinking. Students learn the skills of reading, interpreting and analyzing historical sources and develop the ability to craft a well-constructed and communicated historical argument. History teaches the interpretive, analytical, and critical thinking skills that will allow students to become productive citizens in the future.

Extended Evidence Outcomes (EEO)

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures

Learning Outcomes by Quarter

Quarter 1 2 3 4

- Students will evaluate a historical source for point of view and historical context
- Students will gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject

- Students will construct and defend a written historical argument using relevant primary and secondary sources as evidence
- Students will differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts

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, trancies, 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. Respect yourself, the teacher & others

- Show respect for the teacher, yourself and others at all times.
- Respect others' property. Please pick-up after yourself.
- Respect yourself and the rest of us by using appropriate language and wearing appropriate clothing.
- Be a kind person.

2. Put forth your best effort at all times

- Always do your own best work.
- Put learning ahead of getting good grades.
- Put quality ahead of just getting it done.

3. Be prepared for class each day

4. Follow directions when given

- When directions are given, do your best to follow them the first time. If you are confused or have questions, ask. I would rather have you stop class to clarify than be off task while everyone else is working.

5. Pay attention, participate and ask questions

- Engage in what is going on in the classroom. If you have a question, ask it! Otherwise, I might not know until the test that you didn't understand something. There are no stupid questions, and chances are, if you are wondering about it, someone else in the class is too. Be proactive about your learning and don't be afraid to ask for help. If you feel most comfortable waiting until after class, that is okay, too, but do keep communication open between us.

6. Preserve a positive learning environment

CLASS RULES

1. Turn off cell phones & electronic devices

Electronic devices (CD players, Ipods, handheld games, mini-TVs or personal DVD players, cell phones, pagers, etc.) are NOT permitted in my classroom.

Phones should be turned off and invisible during the class period. If I see or hear your phone it will be taken away and given to an administrator, according to cell phone policy outlined in the ACHS handbook. Refusal to turn over the cell phone will be treated as insubordinate behavior.

2. Arrive to class on time & ready to learn

3. Never line up at the door before dismissal

- Please remain in your seat until I have dismissed you. Never line up at the door before dismissal. Remember, I dismiss you, not the bell.

4. Do not cheat, plagiarize, or copy work

- Cheating is completely unacceptable. If I see you cheating on any assignment... even for another class... I will give you a zero and report the incident to the other teacher as well as your assistant principal and parents.

5. Use polite and appropriate language

- Offensive, derogatory, and profane terms are not tolerated. In order to have a safe classroom environment where all students feel comfortable, no put downs, swear words, or slang words with demeaning connotations will be accepted. Remember, if you don't have something nice to say, don't say it at all!

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
ILC Math	Mrs. Terri Clark	telclark@aps.k12.co.us
Course Website	Class Meeting Times & Location:	Prerequisites
	P3 P4	

Course Description

This class is designed to enhance students' basic math skills. It is an individualized program based on the needs of students.

Extended Evidence Outcomes (EEO)

- Prepared Graduate Competencies in the Number Sense, Properties, and Operations Standard are: —
- Understand the structure and properties of our number system. At their most basic level numbers are abstract symbols that represent real-world quantities
- Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error
- Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency
- Make both relative (multiplicative) and absolute (arithmetic) comparisons between quantities. Multiplicative thinking underlies proportional reasoning
- Understand that equivalence is a foundation of mathematics represented in numbers, shapes, measures, expressions, and equations
- Apply transformation to numbers, shapes, functional representations, and data

Learning Outcomes by Quarter

Quarter 1

Students will learn:

Whole number operations in a pre-algebra context

Rational number operations in a pre-algebra context Integers

Percents

Basic geometry

Quarter 2

Students will learn:

Whole number operations in a pre-algebra context

Rational number operations in a pre-algebra context Integers

Percents

Basic geometry

Quarter 3

Students will learn:

Whole number operations in a pre-algebra context

Rational number operations in a pre-algebra context Integers

Percents

Basic geometry

Quarter 4

Students will learn:

Whole number operations in a pre-algebra context

Rational number operations in a pre-algebra context Integers

Percents

Basic geometry

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