

Aurora Central High School Syllabus 2017-18



<b>Course Name: Targeted</b>	<b>Instructor: Sylvia Saffo- Cooper</b>	<b>Instructor: E-mail &amp; Availability :sjsaffocooper@aps.k12.co.us planning period 2<sup>nd</sup> and 6<sup>th</sup> periods</b>
<b>Course Website NEWSELA, Highwire, science/social studies text</b>	<b>Class Meeting Times &amp; Location:Room 364</b>	<b>Prerequisites</b>

**Course Description Targeted Instruction in Reading Comprehension. The framework is intended to teach strategies that students can use across all content areas to support reading comprehension. The overall objective is implementing the Key 3 Routine:  
Main idea  
Two column notes  
Summary.**

**Standards:  
Oral Expression and Listening  
Reading for All Purposes  
Writing and Composition  
Research and Reasoning**

**Learning Outcomes by Quarter**

**Quarter 1  
The purpose of study is to support students in understanding the ways in which writers and speakers convey their ideas to an intended audience. Students will analyze texts and media for advanced rhetorical strategies,**

**fallacies, logic, and arguments. Students will then create assertions around national issues using rhetorical strategies and devices. Students will evaluate their ability to achieve an intended effect through written and oral presentation.**

**Quarter 2**

The purpose of study is to advance students' ability to analyze and implement argumentation methods in the process of completing work in research and synthesis. Students will justify and document evidence and present information effectively to an authentic audience.

**Quarter 3**

The purpose of study is to support student understandings around critical reading approaches to complex texts. Through the development of an academic persona, students will explore a variety of strategies to effectively analyze meaning. Using literary features, students will examine how an author crafts a sophisticated text for a specific purpose of audience.

**Quarter 4**

The focus of study is to develop students' abilities to analyze literature using various literary theories, provide multiple valid interpretations, evaluate and justify multiple perspectives, and synthesize their ideas. The practice of literary interpretation has the larger aim of helping students become more sophisticated readers, thinkers, and writers as they engage in complex texts.

**Required Supplies**  
**Notebook**  
**Journal**  
**pencil**

**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**

**Tear off and return THIS PAGE only and return to Sylvia Saffo-Cooper (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: \_\_\_\_\_