



| Course Name | Instructor | Instructor E-mail & Availability |
|----------------|---------------------------------|----------------------------------|
| Core 1 | Twila Filipiak | tafilipiak@aps.k12.co.us |
| Course Website | Class Meeting Times & Location: | Prerequisites |
| | HSA 8 | |

Course Description

Standards

Learning Outcomes by Quarter

Quarter 1

Use mathematical reasoning to justify strategies and prove conclusions in geometric and algebraic situations.

Quarter 2

Distinguish between linear and exponential models and use them to describe the relationship between changing quantities or data in contextual situations.

Apply geometric transformations to understand congruence and solve problems.

Use mathematical reasoning to justify strategies and prove conclusions in geometric and algebraic situations.

Build a mathematical model using both concrete referents and abstractions (symbols and equations) to describe a globally significant issue.

Express and evaluate some implications of a conclusion, conjecture, or argument arising from a mathematical model or process, and use data or information from the model as support.

Articulate a valid conjecture that reflects the mathematical process procedure model, resulting in a mathematically valid conclusion, and engage in mathematical discourse to justify conjecture.

Analyze and integrate evidence from sources to develop a well-supported response to a global question, and demonstrate an informed understanding of the issue.

Explain various perspectives or interpretations of a situation, event, issue, or phenomenon, and reflect an understanding of different contexts, such as access to knowledge, technology, or resources.

Quarter 3

Create and interpret mathematical models (equations, inequalities or systems of equations) of contextual situations using variables and quantities. Use the concept of equivalence and reasoning to find and interpret solutions.

Use mathematical reasoning to justify strategies and prove conclusions in geometric and algebraic situations.

Quarter 4

Use mathematical reasoning to justify strategies and prove conclusions in geometric and algebraic situations

Aurora Central High School Syllabus 2016-17

Required Supplies

Notebook, folder, pencil.

Calculator recommended but not required (will have an in-class set)

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

- As per the school policy, no cell phones/electronics allowed in the classroom.
- Work with your team members/classmates and always assume positive intentions.
- Respect everyone and everything in the classroom.
- TRY your best and never give up!

Tear off and return THIS PAGE only and return to Ms. Twila Filipiak (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 _____ Phone/Email: _____ Name: _____

Parent/Guardian Signature: _____