



Syllabus: Practices & Policies

2021 -202 2	Franklin High School	
Section 1: Course Overview		
<i>Course Title</i>	Precalculus 1-2	
<i>Instructor Info</i>	Name: Shauna Ewing Contact Info: sewing@pps.net	
<i>Grade Level(s)</i>	9-12	
<i>Room # for class</i>	Room: S-159 and S-158	
<i>Credit</i>	Type of credit: Math Elective # of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	Successful completion of Algebra 1-2, Geometry, and Algebra 3-4	
<i>General Course Description</i>	Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of	



	<p>perspectives. Course explores trigonometric functions algebraically, numerically, symbolically, and graphically. Content will be explored with and without the use of a graphing calculator.</p>	
<h2>Section 2: Welcome Statement & Course Connections</h2>		
<i>Personal Welcome</i>	<p>Hello. I am excited to teach Precalculus. My goal is to make this class interesting and help to prepare you for future math explorations wherever they may take you.</p>	
<i>Course Highlights (topics, themes, areas of study)</i>	<p>Explores relations and functions graphically, numerically, symbolically, and verbally. Examines exponential, logarithmic, polynomial, and rational functions. Investigates applications from a variety of perspectives. Course explores trigonometric functions algebraically, numerically, symbolically, and graphically. Content will be explored with and without the use of a graphing calculator.</p>	
<i>Course Connections to PPS Reimagined Vision</i>	<p>Students with a solid foundation in precalculus will be in a strong position to be successful in any math class or career which requires mathematical thinking.</p>	
<h2>Section 3: Student Learning</h2>		
<i>Prioritized</i>	<p>The following standards will be explored in the course: All math practices standards.</p>	



Standards		
PPS Graduate Portrait Connections	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <p>Students will explore problem solving and discover for themselves math content through guided investigation. Working collaboratively they can learn leadership skills, empathy and respect for multiple perspectives.</p>	
<i>Differentiation/ accessibility strategies and supports:</i>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education: As provided in the student IEP.</i></p> <p><i>504 Plans: As provided in the 504 plan.</i></p> <p><i>English Language Learners: Materials will be presented in a variety of ways. Verbal, written and technology based.</i></p> <p><i>Talented & Gifted: Students will be given the opportunity to demonstrate understanding in a variety of ways and materials will be differentiated to allow students to extend their knowledge.</i></p>	
<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <li style="padding-left: 40px;"><i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay 	



Section 4: Cultivating Culturally Sustaining Communities		
Tier 1 SEL Strategies <i>Shared Agreements</i>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender identity in the following way(s):</p> <p>We will follow class created norms. Students will have the opportunity to work with all other students in the class throughout the year. Also, there will be multiple learning opportunities to match students' various learning styles.</p>	
	<p>I will display our Agreements in the following locations:</p> <p>On the overhead during group work.</p>	
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <p>I will check in with students individually on Fridays. I will conduct a class survey twice each semester.</p>	



<i>Student's Perspective & Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <p>Having students check in privately and individually through a Desmos check in every day.</p>	
	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <p>E-mail and parent teacher conferences.</p>	
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <p>good grades.</p>	



	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>Individual meetings and class surveys.</p>	
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <p>Individual meetings and, as necessary, class meetings to determine if agreements should be changed.</p>	
<p><i>Showcasing Student Assets</i></p>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>Group investigations and tests. Students will collaborate on everything except individual assessments.</p>	



Section 5: Classroom Specific Procedures		
<i>Safety issues and requirements (if applicable) :</i>	<i>Safety issues and requirements (if applicable):</i>	Students will wear masks at all times and windows will be kept open to the extent possible.
<i>Coming & Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Keeping students in the class during the first and last 10 minutes of class.	
<i>Submitting Work</i>	I will collect work from students in the following way: Daily quizzes will be collected and returned with feedback.	
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: Students can retake tests at any time during the semester during tutorial.	
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: Daily quizzes, next class. Tests with opportunity for revision next class.</i> <i>What to look for on your returned work: Feedback.</i> <i>Revision Opportunities: Throughout the semester.</i>	
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: All steps shown.	
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Use of Canvas with on-line material.	
Section 6: Course Resources & Materials		



<i>Materials Provided</i>	I will provide the following materials to students: Text book and investigations.	
<i>Materials Needed</i>	Please have the following materials for this course: Textbook, spiral notebook, folder, pencil. <i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i>	
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: Canvas	
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: Canvas	
Section 7: Assessment of Progress and Achievement		
<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Feedback on daily quizzes.	
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Written exams.	
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: If needed students can submit tests verbally.	



Section 8: Grades Progress Report Cards & Final Report Cards		
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Synergy/ParentVue	
	I will update student grades at the following frequency: After each unit test or test retake.	
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <p>89.5-100% - A</p> <p>79.5-89.4% - B</p> <p>69.5-79.4% - C</p> <p>59.5-69.4% - D</p> <p>0-59.% - F</p>	
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: 100% test, including the final exam.	
	I use this system for the following reasons/each of these grade marks mean the following: Students are graded based upon demonstration of proficiency.	
Other Needed info (if applicable)		



--	--	--

