



## Syllabus: Practices & Policies

<b>2021-2022</b>	<b>Franklin High School</b>
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<b>Section 1: Course Overview</b>
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<i>Course Title</i>	Precalculus 1-2
<i>Instructor Info</i>	Name: Samia Estassi <span style="float: right;">Contact Info: sestassi@pps.net</span>
<i>Grade Level(s)</i>	9-12
<i>Room # for class</i>	Room: S-159
<i>Credit</i>	Type of credit: Mathematics <span style="float: right;"># of credits per semester: 0.5</span>
<i>Prerequisites (if applicable)</i>	Successful completion of Advanced Algebra 3-4. <i>Concurrent enrollment in AP Statistics is possible.</i>
<i>General Course Description</i>	This course is a second year AP Calculus class.

<b>Section 2: Welcome Statement &amp; Course Connections</b>
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<i>Personal Welcome</i>	Hello and welcome to Precalc! I look forward to creating a community that is safe and supportive for learning. We will take it slow this year as we adjust to being back in the building. Please feel free to connect with me with any needs you may have.
<i>Course Highlights (topics, themes, areas of study)</i>	This course is intended for students who demonstrated a strong understanding in Algebra 3-4. This course extends the concepts of Advanced Algebra. The class explores relations and functions graphically, numerically, symbolically, and verbally. The class examines exponential, logarithmic, polynomial, rational and trigonometric functions and investigates applications from a variety of perspectives. Content will be explored with and






	without the use of a graphing calculator. After successful completion of this course, students should move on to AP Calculus AB and/or AP Statistics. Note: A TI-84 graphing calculator is highly recommended for this course.
<i>Course Connections to <a href="#">PPS Reimagined Vision</a></i>	Please see Section 3, PPS Graduate Portrait.



## Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <p>Functions</p> <ul style="list-style-type: none"> <li>● Interpreting Functions</li> <li>● Interpret functions that arise in applications in terms of the context.</li> <li>● Analyze functions using different representations.</li> <li>● Building Functions</li> <li>● Build new functions from existing functions.</li> </ul> <p>The Complex Number System</p> <ul style="list-style-type: none"> <li>● Perform arithmetic operations with complex numbers.</li> <li>● Represent complex numbers and their operations on the complex plane.</li> </ul> <p>Algebra Seeing Structure in Expressions</p> <ul style="list-style-type: none"> <li>● Interpret the structure of expressions.</li> <li>● Arithmetic with Polynomials and Rational Expressions</li> <li>● Rewrite rational expressions.</li> </ul> <p>Creating Equations</p> <ul style="list-style-type: none"> <li>● Create equations that describe numbers or relationships.</li> <li>● Reasoning with Equations and Inequalities</li> <li>● Solve systems of equations.</li> </ul> <p>Trigonometric Functions</p> <ul style="list-style-type: none"> <li>● Extend the domain of trigonometric functions using the unit circle.</li> <li>● Model periodic phenomena with trigonometric functions.</li> <li>● Prove and apply trigonometric identities.</li> </ul>
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<p><a href="#"><u>PPS Graduate Portrait Connections</u></a></p>  <p><b>8/27 Work</b></p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <p>Inclusive and Collaborative Problem Solvers</p> <p>Inquisitive Critical Thinkers with Deep Core Knowledge</p> <p>Positive, Confident, and Connected Sense of Self</p>
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p>I will make all necessary IEP and 504 accommodations and provide enrichment opportunities. I will provide support for English Language learners through multiple forms of presentation and regular check-ins.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #1</li> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #2</li> <li style="padding-left: 40px;"><i>-The experience(s) will be:</i></li> <li><input type="checkbox"/> Complete a resume</li> <li><input type="checkbox"/> Complete the My Plan Essay</li> </ul>
 <p><b>8/27 Work      Section 4: Cultivating Culturally Sustaining Communities</b></p>	
<p><i>Tier 1 SEL Strategies</i></p> <p><i>Shared Agreements</i></p> 	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):</p>



	<p>We will create classroom norms focused on respect and compassion while honoring cultural identity and gender equality during the first two weeks of school. I will use the theme “I am human” and the compass as a way to check-in on a regular basis.</p>
	<p>I will display our norms in the following locations:</p> <p>I will post them in the classroom.</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <p>Revisit the classroom norms throughout the year during daily instruction I will check my systems for equity regularly with colleagues.</p>
<p><i>Student’s Perspective &amp; Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <p>Using community building activities.</p> <p>Initiating informal one-on-one conversations with students about their interests and passions.</p>
	<p>Families can communicate what they know of their student’s needs with me in the following ways:</p> <p>The best way to communicate with me is through email: <a href="mailto:sestassi@pps.net">sestassi@pps.net</a></p>
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <p>Acknowledging their success on written work and verbally.</p>
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>Informal check-in throughout the year. End-of-year survey.</p>
	<p>When class agreements aren’t maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <p>I will start by checking in with the student, seeing if they need any support. I will be sure they are aware of and understand our shared agreements. I will document the student behavior and contact home if behavior</p>



	continues. I will reach out to school partners such as Step-Up, SUN, counselors, coaches, other teachers and support staff.
<i>Showcasing Student Assets</i> 	I will provide opportunities for students to choose to share and showcase their work by: Allowing students to display their work on a shared wall.

## Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	Please wear a quality mask at all times. Please keep 3 feet distance whenever possible.
<i>Coming &amp; 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: Ask for permission. Sign out and in. Use a pass. Don't linger in the hallways.
<i>Submitting Work</i>	I will collect work from students in the following way: A basket labeled by period in the front of the classroom.
	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: I will discuss with the student what support they need to complete the assignment and we will come up with a plan for completion including a new timeline.
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: Within one week.</i> <i>What to look for on your returned work: Comments and marks.</i> <i>Revision Opportunities: Following an assessment, students will have the opportunity to make revisions.</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Providing resources, including tutorials, to learn any material that was missed. I can pair them with a student who can help them.



## Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: TI-84 calculators (in class), rulers, markers
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> <li>● Composition notebook (grid or graph ruled) for use exclusively in their math class</li> <li>● 3 ring binder</li> </ul> <p><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></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <p>AP Classroom</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <p>Khan Academy Precalculus</p>

## Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess &amp; communicate their <u>progress</u> in the following ways:</p> <p>Regular feedback on formative and summative assessments such as openers (self-check), quizzes and tests.</p>
<i>Summative Assessments</i>	<p>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:</p> <p>Unit tests, group or individual</p>
<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <p>I will provide accommodations as necessary.</p>

## 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
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	<p>the semester: Synergy Student Vue or Parent Vue</p>
	<p>I will update student grades at the following frequency: After each assessment</p>
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> <li>● Mark: D/F-Level Meaning of the mark: Needs revision or recompletion</li> <li>● Mark: C-Level Meaning of the mark: basic understanding</li> <li>● Mark: B/A Meaning of the mark: Enhanced understanding</li> </ul>
<i>Final Report Card Grades</i>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <ul style="list-style-type: none"> <li>● Synergy</li> <li>● Assessments (90%) and daily quizzes/homework (10%)</li> </ul> <p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none"> <li>● Overall grade should reflect individual student ability, which will primarily be assessed during summative assessments; formative assessments will often have the choice of being completed collaboratively</li> </ul>
<b>Other Needed info (if applicable)</b>	

