**High School**

**Course Syllabus**

**2015-2016**

**Course Title:** Latin American History

**Instructor’s Name:** Mrs. Sanders

**Contact Numbers:** (303) 340-1500 **ext.**

**School e-mail address:** rmotissanders@aps.k12.co.us

**Website address:**

**Teacher availability:** Monday and Wednesday 6:30-7:20 and 7:30-8:20

Teacher availability:

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| **Quarterly Summary:**  **1st Quarter expectations- What are the major projects, tests, reading assignments etc. and what is the timeline? What standard/benchmarks are being supported?**  ln  **2nd Quarter expectations- What are the major projects, tests, reading assignments etc. and what is the timeline? What standard/benchmarks are being supported?**  jml  **3rd Quarter expectations- What are the major projects, tests, reading assignments etc. and what is the timeline? What standard/benchmarks are being supported?**  mknk  **4th Quarter expectations- What are the major projects, tests, reading assignments etc. and what is the timeline? What standard/benchmarks are being supported?**  klnkl |

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| **Grades** | **Grade book marks are converted to a single letter grade for eligibility and quarterly reports. Grades are recorded on an official student transcript.** |
| A | The student consistently and independently demonstrates proficient and advanced understanding in course concepts and skills in a variety of assessments. |
| B | The student independently demonstrates proficiency in course concepts  and skills in a variety of assessments. |
| C | The student demonstrates proficiency in course concepts and skills with teacher and peer support. |
| D | The student demonstrates limited understanding and application of course content and skills and is making progress toward proficiency. |
| F | The student has shown insufficient evidence to gauge understanding or progress. |
| I | Incomplete |

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| **Marks** | **Marks indicate levels of proficiency on individual assessments and are recorded in teacher grade book.**  **Capital letters indicate summative assessments.**  **Lower case letters indicate formative assessments.** |
| Adv/adv | Advanced |
| P/p | Proficient |
| PP/pp | Partially Proficient |
| U/u | Unsatisfactory |
| M/m | Missing |

* (+) and (-) symbols communicate a range within a proficiency level.

**Body of Evidence:**

There are two types of assessment, formative and summative.

Formative (assessments for learning) provide direction for improvement for the student and adjustment of instruction for the teacher e.g. observation, quizzes, homework, discussion, drafts, etc. These assessments are identified by lower case letters in the teacher grade book.

Summative (assessment of learning) provide information to be used in making judgments about a students achievement at the end of a sequence of instruction, e.g. final drafts, tests, assignments, projects, performances, etc. These assessments are identified by capital letters in the teacher grade book.

**Work habits-**

* **Homework expectations-**Homework consists of a variety of things including introduction to new material, practice opportunities, intervention, and remediation. Like an athlete who must condition, practice, and refine their skills to improve their performance, students must also practice and refine their skills through homework to improve their learning. Teachers are expected to assign homework and students are expected to do it! Homework is essential and provides information to students, parents, and teachers about the student’s progress.
* **Classroom culture and norms-**
* **Classroom policies-** Building policies are found in the student/parent handbook and can be found on the HHS website. The following additional classroom policies are enforced:

**Required/ recommended supplies-**

**Course fees-**