

Barry Goldwater High School, A+ School of Excellence 2020-2021



Teacher Name: Mr. Baubles

Email: dylan.baubles@dvusd.org

Office Telephone: 623-445-3151

GRADING AND FEEDBACK

At Barry Goldwater High School, we believe that a strong work ethic driven by the goal of continuous improvement is essential for student success both in high school and the student's future. **Each piece of work is crucial as it provides an opportunity for feedback on improvement and also for growth in the student's education. All coursework, both summative (assessments) and formative (practice), is of value and influences a teacher's understanding of your student's learning and growth.** In order to ensure that teachers provide feedback based on student learning, BGHS uses levels of achievement based upon a student demonstrating what they know and can do relative to the IB Middle Years Program (MYP) Criteria, IB Diploma Criteria, Arizona Career & College Readiness Standards, and Arizona content standards.

Final course marks ("grades" in a traditional system) are determined by the teachers' professional analysis of your student's most recent and consistent evidence of levels of achievement against those standards based on prescribed exit outcome levels, not by mathematical calculations such as averaging or curving the grade. Valuable feedback on student work may be provided through use of rubrics, on paper, or verbally during instructional time. Quality feedback is clear and timely to provide support for student learning and growth. BGHS teachers are trained in analyzing student products against standards and in obtaining evidence of learning using a variety of instructional methods. Please do not hesitate to inquire how levels of achievement for your student are determined by contacting the teacher.

SUPPLIES LIST

- School provided Chromebook
- Agenda/ Calendar – Use app on Chromebook or a paper version
- Composition notebook, preferably with graph paper (\$0.50 @ Walmart)
- Pencils

COURSE OUTLINE of Units and Estimated Time Frames*

Unit Title	Key Concepts and Standards	Expected Timeframe
Unit 1 Probability in Our Daily Lives	<ul style="list-style-type: none">● Investigating patterns● Reasoning with probability● Comparing types of probability	Weeks 2-4
Unit 2 Probability Distribution	<ul style="list-style-type: none">● Identifying probability distributions● Comparing outcomes of normal and binomial distributions	Weeks 5-7
Unit 3 The Art and Science of Learning from Data	<ul style="list-style-type: none">● Compare populations and samples● Create simulations and surveys to interpret data	Weeks 8-9
Unit 4 Exploring Data with Graphs and Numerical Summaries	<ul style="list-style-type: none">● Investigate data through graphs and numbers● Summarize data using central tendencies	Weeks 10-12
Unit 5 Association: Correlation and Regression	<ul style="list-style-type: none">● Investigate scatterplots● Derive correlation and lines of best fit	Weeks 13-15
Unit 6 Gathering Data	<ul style="list-style-type: none">● Design studies for gathering data● Identifying types of sampling and bias	Weeks 16-17

GUARANTEED AND VIABLE CURRICULUM

In this class we have a GROWTH MINDSET, which means we believe that we can ALWAYS become better at math by practicing and utilizing feedback. You will develop your mathematical skills by using them! Make sure you are engaging in the lessons, participating in class, doing the math in class with your teacher and colleagues, as well as the practice homework problems. Doing this work is how you will keep improving your mathematical skills and problem solving abilities! Make sure you ask questions all the time!

Your skills will be assessed individually and collectively multiple times throughout the semester in order to determine student growth and achievement. Students are encouraged to work toward the highest level of achievement and to challenge themselves to grow and learn to their highest ability. Please check Powerschools and Canvas to monitor your progress.

In order to provide better communication of student progress, teachers will be reporting an updated progress task/assignment on these dates. This progress update is only a “snap shot” of where a student is for the purpose of feedback; a final mark or “grade” can only be given at the end of each semester. Students have many opportunities in each class to continue their learning, reassess, and grow. If your student is struggling in a course, we highly encourage communication and support from parents, teachers and counselor.

REPORTING TIMELINE

Fall Semester “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i>	Spring Semester “Snapshots,” Progress Report, and End of Semester Mark Reporting Dates <i>(All grades are reported in Power Schools)</i>
August 28 th - Snapshot September 18 th - Snapshot October 9 th * - Progress Report October 30 th - Snapshot November 20 th - Snapshot December 18 th - Snapshot January 4 th * - End of Semester in PowerSchools	January 29 th - Snapshot February 19 th - Snapshot March 12 th * - Progress Report April 9 th – Snapshot April 30 th - Snapshot May 14 st - Snapshot May 21 st - End of Semester in PowerSchools

Your final mark will be determined by assessment of your proficiency in the standards for the course. Work will be assigned and should be completed in order to gain proficiency in skills and develop a thorough understanding of the concepts. Each piece of work is crucial as it provides opportunity for feedback, improvement and demonstration of growth. **Students that do not develop, practice and demonstrate skills through the assessments (whether they are formative or summative) are not likely to pass this course.**

FINAL GRADE DESCRIPTOR (ALL CONTENT AREAS)	POWERSCHOOL FINAL GRADE	
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student consistently demonstrated originality and insight and always produces work of high quality .	10	A

The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate. The student generally demonstrates originality and insight.	9	A
The student demonstrates a consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.	8	B
The student demonstrates a good, general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.	7	C
The student demonstrates a limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrated a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .	6	D
Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .	5	F
The student demonstrates minimal achievement in terms of the objectives.	5	F
The student demonstrates no evidence of achievement.	5	F

CLASSROOM EXPECTATIONS

Be prompt, prepared, respectful, and committed to the class, the instructor, and to one another. In the event that any of us are not prompt, prepared, respectful, and committed, we must take responsibility and make amends while accepting the consequences of our actions.

What to do immediately upon entering this classroom:

1. Look at the White Board to determine learning goals and find your assigned chair.
2. Turn all electronic devices off and place in backpack or pocket*
3. Take out your Chromebook and all necessary materials and put backpack away as indicated.
4. Begin bellwork and/or join your team to actively engage in learning.
5. Contribute to the learning and work hard to demonstrate your abilities.

BULLDOG PACK MATRIX



	CLASSROOM	COMMON AREA	RESTROOM/LOCKER ROOM
PRIDE	<ul style="list-style-type: none"> Support your peers Produce work you are proud of Be actively engaged 	<ul style="list-style-type: none"> Use positive language Clean up after yourself 	<ul style="list-style-type: none"> Respect school property Clean up after yourself
ACCOUNTABILITY	<ul style="list-style-type: none"> Be on Time Personal devices away Ready to Learn 	<ul style="list-style-type: none"> Move with purpose Have pass and ID 	<ul style="list-style-type: none"> Use Restroom Before/After Class or at Lunch Use for intended purpose
COURAGE	<ul style="list-style-type: none"> Stand up for what's right Try something new 	<ul style="list-style-type: none"> If you see something, say something 	<ul style="list-style-type: none"> If you see something, say something
KINDNESS	<ul style="list-style-type: none"> Treat ALL with Respect 	<ul style="list-style-type: none"> Include everyone 	<ul style="list-style-type: none"> Respect others space and privacy Wash hands

Consequences of Positive Choices

Increased Learning	Positive feelings	Positive attention
Higher achievement levels	Increased confidence	Positive Peer relationships
More/ higher level skills	Increased success	Positive Relationships with staff
Scholarships, better jobs	Increased respect	Internships and Opportunities

Consequences of Poor Choices

Tier	Minor Offences	Major Offences
1st	Restate expectations, Redirect, Task change, Seat change, Conference	Referral to Administration Consequences issued in line with student handbook
2nd	Buddy Teacher w/reflection, Conference, email communication to parent	
3rd	Phone call home, In person conference w/parent, Thinking center, Detention	
4 th	A referral to the administration/office	

BGHS ELECTRONICS PROCEDURES

At BGHS we know that technology is all around us and can enhance work outcomes. We embrace technology and strive to use it as a powerful learning tool. We provide Chromebooks to our students and strive to integrate technology in our lessons. Because our students have access to Chromebooks and school computers they will not need to use cell phones during class time. We ask students to not access their phones or music devices, etc. during instructional time. This is an important part of preparing students for college and career. As they graduate, head to college or start jobs they will need to know how to manage their devices and understand the appropriate time and place for technology use.

BGHS students will use Chromebooks to complete tasks during class. If a student does not comply with this policy and his electronic device is being used or creates a disruption in the classroom, the following steps will be taken.

1st Offense: Teacher will request that the student put technology away and that devices are not to be visible or used during class time. *

2nd Offense: Teacher will apply classroom consequences and document the offense. *

3rd Offense: Teacher will send the student with the device to the office where the electronic device will be stored to be picked up at the end of the day.

*If at any time during this process the student escalated this issue, the student can be referred to administration. *If a student has multiple instances where the office has taken their phone, parent pick up will be required and a conference with the parent may be requested.*

BGHS OUT OF CLASS PASS

At BGHS teaching and learning time is a priority. When a student is out of class they are often not directly supervised and are missing out on instruction. We limit the number of passes students use in a semester and students are taught to utilize the 5-minute passing periods and the 30-minute lunch hour to check messages, go to the locker, use the restroom or to get a drink. Students are asked to make every effort to be in class from bell to bell. Each classroom uses a sign out log and students must have a pass each time they are out of class. Abuse of passes may need to be handled with a parent contact or a conference with administration.

CONFIRMATION OF SYLLABUS 2020-2021

Sign and turn this page in by Friday August 7th, 2020

Virtual Classroom:

Before the meeting:

1. Charge your device before the meeting or plug it in.
2. Have materials ready (printed papers or websites open in another window.)
3. Make sure that your background, clothing, behavior, and language are school appropriate.
4. Log in 3 minutes before the meeting start time. Make sure you are also logged into your Google account. You must use your full name to be allowed into the virtual classroom.

During the meeting:

5. Be an active participant.
6. Keep your microphone muted when you are not speaking.
7. Keep your camera on at all times, an appropriate virtual background is allowed.
8. Listen to others in the meeting.
9. Use "chat" or "raise hand" for questions or to comment.
10. Respect privacy (participants should not take photos or videos of meetings.)
11. Be kind; keep it positive.

End of meeting:

12. Ask questions or clarify expectations, if needed.
13. Leave the meeting quietly.

Student: I will:

- Come to class prepared and ready to learn.
- Ask for help when I need it.
- Use electronic devices for educational purposes only.
- Contribute positively to the classroom environment.
- Obey all school rules and policies, as the virtual classroom is still school.



I have read, understand, and agree to the class expectations.

Type your name _____

Student Signature _____ Date _____

I have read the Math Course Syllabus and I am aware of the expectations for my student. I will work with the teacher to help my student be successful.

I understand the teachers and counselors are available to provide information and support and can be reached by email or I can leave a voicemail message.

PARENT/GUARDIAN SIGNATURE

PRINTED NAME