



**Legacy High School**  
 2701 West 136<sup>th</sup> Ave • Broomfield, CO 80023  
 Office: (720) 972-6700 • Fax: (720) 972-6899  
<http://www.legacy.adams12.org>



|                      |                       |                     |             |
|----------------------|-----------------------|---------------------|-------------|
| <b>School Year</b>   | 2022-2023             | <b>Teacher Name</b> | Don Dennert |
| <b>Office</b>        | A118                  |                     |             |
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|                              |   |  |                                    |  |
|------------------------------|---|--|------------------------------------|--|
| <b>Course Name</b>           |   | <b>Legacy 2000</b>   |                                    |  |
| <b>Course Description</b>    |   | <p>Legacy 2000 is a rigorous academic program for students interested in careers in math, science, or technology fields. Although the Legacy 2000 class is not itself a math or science class, course content will explore the tangible and intangible skills required by these professionals.</p> <p>Legacy 2000 class work will consist of several types of projects that are conducted individually or in groups. Our industry partners stress the importance, not only of technical skills, but also professional skills such as communication in written and verbal form, teamwork, research, networking, and time management. Legacy 2000 class work will reflect these expectations.</p> <p>Relative to other classes, there will be fewer assignments but higher expectations.</p> |                                    |  |
| <b>Unit of Study</b>         | <b>Grade Level Expectations/Content Standards</b>   | <b>Approximate Time Spent or Percent of time Spent</b>   | <b>Targeted Date of Assessment</b> |  |
| <b>Scientific Community</b>  | <ul style="list-style-type: none"> <li>Defining the social relevance of a research project.</li> <li>Identifying measurable questions.</li> <li>Identifying and understanding applicable prior work.</li> <li>Designing an experiment.</li> <li>Recording data and representing error.</li> <li>Working collaboratively in a group.</li> <li>Writing a properly formatted scientific paper (title, abstract, introduction, methods, results, and discussion.)</li> <li>Presenting a scientific research project.</li> </ul> | 50%  | On going                           |  |
| <b>Engineering Community</b> | <ul style="list-style-type: none"> <li>Defining the social need for the design.</li> <li>Identifying the criteria for a design.</li> <li>Identifying and understanding applicable prior designs.</li> <li>Working collaboratively in a group.</li> <li>Writing a properly formatted engineering paper (title, abstract, introduction, design, results, and discussion.)</li> <li>Presenting an engineering project.</li> </ul>  | 50%  | On going                           |  |
| <b>Computer Skills</b>       | <ul style="list-style-type: none"> <li>Use of Excel to produce tables, graphs, and statistical data.</li> </ul>   | On going   | On going                           |  |



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|          |  |  |             |
|----------|--|--|-------------|
|          | <ul style="list-style-type: none"> <li>• Use of Word to include math and chemistry equations, graphical images, and bibliographic information.</li> <li>• Use of Google Docs to work collaboratively on a paper.</li> <li>• Use of Google SketchUp to produce 3-D CAD style graphical representations.</li> <li>• Use of Vernier probeware to gather and manipulate data.</li> </ul> |  |             |
| <b>A</b> | 90-100   | <i>Summative: Reflective Logs</i>  | <b>40 %</b> |
| <b>B</b> | 80-89  | <i>Summative: Research Papers</i>  | <b>25 %</b> |
| <b>C</b> | 70-79  | <i>Summative: Presentations</i>  | <b>25 %</b> |
| <b>D</b> | 60-69  | <i>Formative:</i>  | <b>10 %</b> |
| <b>F</b> | 59 or below  | *Weekly progress grades are posted at<br><a href="https://ic.adams12.org/campus/portal/adams12.isp">https://ic.adams12.org/campus/portal/adams12.isp</a> |             |

### General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- Summative: Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- Formative: Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on teacher/district/state rubrics.
- On group projects, students will receive a grade for individual work. A group grade may also be given.
- Grades are based on achievement of Colorado Academic Standards and grade level expectations.

### Class Expectations

**Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.

### Student Expectations

|                                   |  |
|-----------------------------------|--|
| <b>Grading Policy</b>             | <p>Most grades are based on longer term projects and often involve the work of multiple group members. All grading is based on a rubric that has been discussed beforehand.</p> <p>Scores are generally computed using a provided rubric and then converted to a gradebook score out of 100 points. Only gradebook scores are recorded in the Infinite Campus Gradebook.</p> |
| <b>Testing Policy</b>             | All assessments are project based and are in the form of a paper or presentation   |
| <b>Assignments</b>                | Most assignments are project based and over a long period of time compared to other classes. Many projects involve the collaborative work of multiple group members  |
| <b>Late work Policy</b>           | Late work is not accepted. One extension coupon for two additional school days is given each semester  |
| <b>Absence Policy</b>             | See Student Handbook   |
| <b>Tardy Policy</b>               | In a professional class of this nature, being tardy is unacceptable and handled individually by the teacher  |
| <b>Student Integrity Oath</b>     | See Student Handbook   |
| <b>Plagiarism/Cheating Policy</b> | See Student Handbook   |