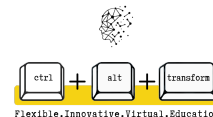




**FIVE High
Mathematics
Geometry
2025-26 Course Syllabus**



Mr. Bryan Winfree
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Text: [Geometry Remind](#)

Planning Periods: 3A and 7B
Charge Up: Tues-Thur 12:00-12:25
Website: [Winfree Homepage](#)

I. Course Catalog Description

Prerequisite: Algebra 1 Honors or Algebra 1 CP with Teacher Recommendation (25-26 only)

This course builds on students' experiences from the middle grades, enhancing their reasoning and sensemaking skills while demonstrating the applicability of mathematics. This course prepares students for further studies in algebra and real-world applications by focusing on measurement, spatial, numerical, and statistical reasoning. Students will utilize inductive reasoning of patterns and relationships to develop deductive reasoning skills. In Geometry with Statistics, students will deepen their understanding of transformations, congruence, similarity, and coordinate geometry concepts. They will also explore statistical concepts in data analysis, providing them with tools to describe, display, and summarize data from the world around them. The emphasis on reasoning throughout the course encourages exploration, conjecture testing, and both informal and formal justification. This college preparatory course is based on the SC College and Career Ready Standards for Mathematics for Geometry with Statistics, preparing students for further mathematics education and helping them develop a better understanding of the world around them.

II. Course Standards or Objectives

This course exceeds the [South Carolina College- and Career-Ready Standards for Mathematics](#) and the Mathematical Process Standards in accordance with the honors policy.

III. Instructional Goals

- To reason both contextually and abstractly.
- To use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.
- To connect mathematical ideas and real-world situations through modeling.
- To independently use a variety of mathematical tools effectively and strategically.
- To communicate verbally, graphically, and algebraically and approach mathematical situations with precision.
- To identify and utilize structure and patterns to deepen understanding of functions.
- To utilize self-reliance and autonomy, including goal setting, self-monitoring and regulation, constructive interactions with others, time management, and tenacity

IV. Course Sequence/Pacing Overview

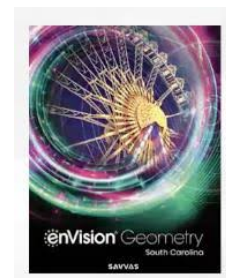
1st Nine Weeks	2nd Nine Weeks
Statistical Questioning Topic 1: Foundations of Geometry Topic 2: Parallel and Perpendicular Lines Topic 3: Transformations Topic 4: Triangle Congruence Topic 5: Relationships in Triangles Topic 6: Quadrilaterals and Other Polygons	Topic 7: Similarity Topic 8: Right Triangles and Trigonometry Topic 9: Coordinate Geometry Topic 10: Circles Topic 11: Two- and Three-Dimensional Models Topic 12: Probability

V. Textbooks and Additional Resources

Textbook Resources:

Students must have an account to be able to access the online textbook and the interactive resources listed. Accounts will be accessible through ClassLink.

Other resources may include Progress Learning, Kahoots, Desmos, Quizizz, and other sites to differentiate classroom instruction



VI. Course Grading Policies and Assessments

Continuing in the 2025-26 school year, grades for minor assignments will be posted within 3 school days, and major or extended assignment grades will be posted within 5 school days. Students can expect their grades to be updated weekly, with the exception of major projects which may take longer to grade.

Grades will be calculated as follows:

Quarterly Calculations

40% Minor Assessments
60% Major Assessments

Semester Calculations

40% Quarter 1
10% Midterm
40% Quarter 2
10% Final

All student grades will be assigned one of two categories: major assessments or minor assessments.

VII. Grading Procedures

Major Assessments will be weighted as 60% and minor assessments will be weighted as 40%. Students can expect a **minimum** of 4 major grades and 10 minor grades.

Major Assessments are tests, projects, performance tasks, and other assignments that are summative in nature. Quizzes will also be recorded in the major category, but will be worth half the weight of a test.

Minor Assessments are activities that students complete more frequently such as homework, classwork, and exit tickets.

Missing assignments will be recorded as a 0 when grades are entered and changed accordingly upon student submission following the make-up and late work policies.

Students will also be expected to complete a midterm and final exam at the end of the semester.

VIII. Exam Exemptions -

Only seniors can exempt final exams if they meet the following conditions:

1. Grade of 80 or higher in the course.
2. Has not had an In-School Suspension or an Out-of-School Suspension.

IX. Honor Code

In order to foster an environment of mutual trust and respect, we believe, within the community of School District Five of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity. *Students will not cheat or plagiarize.*

School District Five of Lexington and Richland Counties recognizes the potential of Artificial Intelligence (AI) to enhance teaching and learning. We acknowledge the ever-changing nature of AI and understand the need to adapt to new developments. Our commitment is to ensure that any use of AI upholds a humanistic view of teaching as a priority, while implementing technologies in a manner that is equitable, ethical, and beneficial to all of our students and staff. Here is the [District AI Position Statement](#). The district also created [Artificial Intelligence \(AI\) Guidelines for Faculty and Students](#), as well as [Artificial Intelligence \(AI\) Guidelines for Parents and Guardians](#).

X. Suggestions for Success in Course

Attendance is the best way to stay current with class material as well as grades. Excessive absences will result in falling behind quickly. If a student is absent or needs additional help, they should email Mr. Winfree and set a time to meet with him and make up work and/or get the extra assistance they require. Mr. Winfree is available to hold office hours before school (8-8:20) and at Charge-Up Times.

XI. Classroom Management Plan

- A. Daily class routines will vary from direct instruction to asynchronous practice
- B. Students are expected to follow all rules and guidelines listed in the Student Handbook on the school's website.
- C. Students are expected to use school and personal technology responsibly and follow the rules included in the [25-26 District 5 District Issued Device Guide](#) and the [Acceptable Use Agreement](#). This includes:
 - a. Having a charged mobile device (district-issued Chromebook or comparable personal device) at school EVERY DAY.
 - b. Not using devices assigned to other students.
 - c. They should be responsible for their own devices and should keep them secured at school and off campus.
 - d. Follow all teacher directions regarding appropriate times for use of the device.

XII. Uniform Grading Scale

See the [State Department of Education website](#) for complete details. All report cards and transcripts will use numerical grades.

A=90-100; B=80-89; C=70-79; D=60-69; F=Below 60

Each final grade (numerical) will have different weighting for the basis of computing GPR. The chart included gives the weighting for each numerical value.

Extra weight is given to honors (.5) and AP (1.0) courses.

This policy also establishes that courses may not be dropped after the fifth (5th) day in a semester class or after the tenth (10th) day in a yearly class without penalty. Students may only retake a class at the same difficulty under the following conditions: Only a course in which a D or F was earned may be retaken.

The course must be retaken at the first opportunity within the next year. The student's record will reflect all courses taken and the grade earned, except for courses taken prior to the ninth grade.

10 Point Grading Scale				
South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep Weighting	Honors Weighting	AP/IB/Dual Credit Weighting
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100

XIII. Student/Teacher and Parent/Teacher Communication

- A. All students should use district-issued email accounts for communicating with teachers (studentnumber@stu.lexrich5.org).
- B. All students should check their school email, Google Classroom, and Google Calendar every school day.
- C. Parents and students should check the teachers' websites for classroom calendars/assignments.
- D. Parents may contact teachers via email in order to receive invitations to the Google Classroom parent/guardian signup. Parents will receive an email from Google, and then need to register to receive emails from Google Classroom. Once a parent is registered to receive emails from one class, he/she will receive emails from all Google Classroom groups. It is not necessary to contact all teachers to register.
- E. To expedite issue resolution, parents are encouraged to first contact the teacher either via email at any time or by phone after school hours until 4:00 pm before reaching out to school administrators.
- F. Emails and phone calls to teachers will be returned within two business days.
- G. Parents who would like access to PowerSchool and have not received an email with login information can contact the CHS attendance office for login information.
- H. Students who would like access to PowerSchool should visit the school counseling office for login information.

XIV. School Attendance and Make-up Work Policy

Students are encouraged to attend school regularly. If, however, a student must be absent from school for any reason, it is his/her responsibility to make up all missed work.

Students who miss more than one-half of an instructional block will be marked absent for that block of instruction. See the Student Handbook on the school website for the full attendance and absence policy.

Since it is in the student's best interest to make up all missed work as quickly as possible, the following guidelines have been established for make-up work:

- A. *When a student misses a class meeting*, all previously assigned work that was due the day of the absence is due no later than the beginning of the next class meeting in which the student is present. All work missed as a result of the absence is to be completed by the beginning of the second class meeting from the absence.
- B. *When a student misses two consecutive class meetings*, all previously assigned work due while the student was absent and all work missed as a result of the absence should be completed by the beginning of the second class meeting from the absence.
- C. *When a student misses three or more consecutive class meetings*, he/she must make specific arrangements for make-up work with each teacher the day he/she returns to class. The amount of time given for completion of work will be up to the teacher's discretion based on the amount of work missed and the level of difficulty of the material.
- D. Long-term projects and papers are due when the teacher says they are due. In the event of an absence, the student or the student's parent should notify the teacher in advance or upon immediate return to school.
- E. Students are responsible for the work they miss while on a field trip or attending any other school event. Students should contact each of the teachers whose classes they will be missing to make specific arrangements with them regarding all make-up work. Teachers may choose for work to be submitted in advance. If the student does not follow the teacher's guidelines, the student will receive the academic penalty as assigned by the teacher.
- F. Students must make every effort to complete all make-up work according to these established guidelines. If the student has not submitted his/her make-up work within the specified timeframes outlined above or as directed by the teacher, the teacher has the option of not accepting the work. As with anything, regular communication with the teacher is encouraged.

XV. Syllabus Acknowledgement and Information Form

Students/Parents will complete the [Syllabus Acknowledgement and Parent Contact Information](#).