

Geometry Course Syllabus

Teacher: Mr. Stanton

Room: 311

Email: jstanton@highland.k12.wi.us

Course Description:

This course is designed to emphasize the study of the properties and applications of common geometric figures in two and three dimensions. It includes the study of transformations and right triangle trigonometry. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. It also emphasizes writing proofs to solve (prove) properties of geometric figures.

Required Text: Larson Geometry – Common Core Edition

Course Content:

Chapter 1: Essentials of Geometry
Chapter 2: Reasoning and Proof
Chapter 3: Parallel and Perpendicular Lines
Chapter 4: Congruent Triangles
Chapter 5: Relationships within Triangles
Chapter 6: Similarity
Chapter 7: Right Triangles and Trigonometry
Chapter 8: Quadrilaterals
Chapter 9: Properties of Transformations
Chapter 10: Properties of Circles
Chapter 11: Measurement of Figures and Solids
Chapter 12: Probability

Course Evaluation:

Highland Universal Grading Scale

A+ = 98-100

A = 93-97

A- = 90-92

B+ = 87-89

B = 85-86

B- = 83-84

C+ = 81-82

C = 76-80

C- = 74-75

D+ = 72-73

D = 67-71

D- = 65-66

F = ↓ 65

The following categories will be used as percentages to calculate your overall grade.

WAC – 5%

Quizzes – 35%

Tests – 60%

There is no rounding on quarter or semester grades. In other words 89.99 is a B+, whereas 90.00 is an A-.

WAC – Writing Across the Curriculum

You will be required to write one essay per quarter pertaining to mathematics. This writing will be graded as 5% of your quarter grade. The attached rubric will be used to evaluate your writing. You will be required to revise your writing until it reaches a minimum of 3 (proficient) on the rubric in all categories before the end of the quarter. Your topics will be given to you at the beginning of the quarter and your final revision will be due at the end of the quarter.

Check Your Understanding:

Check Your Understanding assignments will be given daily. This will happen in two ways.

- 1) When you come in to class you will begin with the question on the board in small groups on the vertical white board. These can be review questions or introductions to new content.
- 2) You will get a worksheet with every lesson. This is not a graded homework. It is an opportunity for you to check your understanding on the content presented during the in class lecture. Answers to all questions will be posted. If you would like more detailed solutions, you can ask these questions during resource.

Quizzes:

There will be a quiz in every chapter and some chapters may have 2 quizzes. All quizzes are comprehensive. This means that I will quiz you on any material we have covered throughout the year. Quiz practice will be given two days before the quiz and are expected to be completed before you take the quiz.

Tests:

There will be one test per chapter. The chapter test will cover material from the current chapter only. Test reviews will be given at least two days before the test. This is not a homework assignment but is expected to be completed in order to help you study and as a pre-requisite to earn a test correction (see below).

Quiz/Test Makeup Guidelines:

A student who is absent the day of a test has two school days to make up the quiz/ test. Other circumstances will be dealt with individually. If you feel that you have a unique circumstance that deserves an exception, **please talk to me in advance.**

Retake/Redo Guidelines:

Any student may retake any quiz for full credit regardless of the initial grade. There is a retake form (see attached) that must be completed before every retake. Quiz questions answered correctly may be banked if retake process has been started within one week and the quiz practice has been completed prior to the quiz. After one week, questions are unbanked and you must retake the entire assessment. You may retake any quiz **as many times as needed** to show mastery of the content before the end of the grading period. There are no retakes on tests.

Test Corrections:

First of all, test corrections are structured to be time-consuming. Test corrections can help to relearn the material that you did not fully grasp the first time around. If done correctly when needed, test corrections can be a huge help to improving your grade.

Test Corrections are not an alternative to completing daily checks, chapter reviews, or studying. The daily checks and test review are meant to help you gain an understanding of the material so that you can be successful on the test. **If a test review is not completed, you lose the opportunity to make test corrections!**

Corrections Scale:

Test Score Make Up Points

98% to 100%	No Corrections
95% to 97%	up to a 97%
90% to 94%	up to a 96%
85% to 89%	up to a 94%
80% to 84%	up to a 92%
75% to 79%	up to an 89%
70% to 74%	up to an 85%
65% to 69%	up to an 80%
Below 65%	up to a 75%

Rules:

1. Tests may **NOT** leave my room.
2. You may complete one test correction per test.

How to do a Proper Test Correction:

1. Every wrong answer must be corrected. And by corrected I mean correct. You have your book, notes, daily checks, and me as resources.
2. One correction per page (you may use front and back of notebook paper).
3. You must **show work for every step** of the corrected problem from the beginning! This applies even if you only have a half point taken off for labels, plus or minus, etc.
4. You must explain, in a paragraph, an explanation of how you solved the problem correctly using full sentences, correct grammar, and vocabulary. These should be step by step instructions that show an understanding of **why** you are doing certain steps, and **how you know** you can do each step, **not** just listing the steps. You should treat this like you are **teaching** another student the material.

Mental Math:

We will have Mental Math Monday every week unless otherwise stated. Mental Math is extra credit toward your daily work. **MENTAL MATH DOES NOT COUNT AGAINST YOU!**

There will be 10 questions that I feel you should be able to do in your head without writing down any work. You may not use your book, notes, or a calculator. You will only write down the answers to the questions on the board. Again this does not count against you, so give every question your best effort. Five extra credit points may be used to get points back on quizzes if you have a qualifying mistake (missed positive or negative, simple math error, etc.) that will be determined by Mr. Stanton. If you have more than 20 mental math points left at the end of the quarter they can be used to “round up” your final grade. For example an 82.5% (C+) could be rounded up to an 83% (B-). Each week you can get a maximum of 10 extra credit points and a minimum of 3 if you give your best effort.

If we do not have school on Monday we will not have Mental Math. If you are absent for a Mental Math, there is no opportunity for a makeup. You simply will not receive any extra credit that week.

Website:

My website can be accessed from the Highland High School webpage by following the links from high school, to high school staff, then by clicking on the website link below my name.

There will be valuable links to each class that will include; an outline of the notes we will cover in class, the homework from that week, and videos that are recorded every day from the lecture in class. These videos record the lesson from the SMART board that we covered in class, and can be very helpful when studying outside of school or in case of an absence.

Flipped Classroom:

We will be frequently doing what’s called a flipped classroom. This is where you will watch the video of the lecture the **night before class**. Then, class time will be used for homework. This way I am available to help you with all of the homework and it will give us more time to have discussions about concepts and analysis of the material.

This only works if you commit to watching the videos and taking notes ahead of time! You will not be able to complete the homework in class without first watching the lesson.

If you do not have access to high speed internet at home, I have flash drives that I will load the video lessons onto and you will be allowed to check out both a flash drive and a netbook if needed. PLEASE TALK TO ME AHEAD OF TIME IF THIS IS THE CASE.

General Classroom Policies:

The classroom is a place for learning and exploration. Failure is simply our First Attempt In Learning. As such, it is essential that each of us work to create and maintain that environment. To that end each student is expected to:

- Come to class on time, **with all required materials**, ready to learn
- Actively participate; both in individual and group work, as well as discussion
- Respect each other, the teacher, and the environment
- Take responsibility for your learning, **ask questions when necessary**
- Any violations of school rules or disrespect will be subject to:
 - Verbal reminders
 - Retention after class/resource/school
 - Office referral
 - Detention & parent contact
- Encourage active participation and healthy group discussions by:
 - Acknowledging participation – even if incorrect
 - Allowing explanations
 - No negative comments such as “That’s so dumb”
 - Any other words/phrases I find offensive
- CELL PHONES/HEADPHONES/CHROMEBOOKS/ETC.
 - There will be **no electronics** allowed in the classroom for any reason unless otherwise stated
 - If you are using it in the hallway it needs to be put away **before you enter my room**
 - If I **see** or hear (even on vibrate) a cell phone/smartwatch/headphones/Chromebook I will take it and it can be picked up at the end of the day.

Math Quiz Retake Form

Assessment _____ Class _____

- ☐ 1. Quiz Practice must be **COMPLETE AND TURNED IN BEFORE THE QUIZ** in order to bank questions on the retake. Attach the original quiz and the completed practice to the back of this sheet and turn it into the basket. _____
- ☐ 2. Complete all extra practice problems. **SHOW ALL OF YOUR WORK!** Turn this packet into the basket. _____
- ☐ a. Redo incorrect extra practice problems **ON A SEPARATE SHEET OF PAPER!** Turn this packet into the basket. _____

- ☐ 3. Schedule a time to complete the retake. Keep this packet to study from and turn it into the basket when you come to complete the retake. _____

Additional Teacher Requirements

Student Signature _____

Teacher Signature _____

Redo Date _____ Time/Period _____

*Quiz questions may be “banked”. Only incorrect problems must be retaken. Quizzes may be retaken as many times as needed.
I reserve the right to refuse a retake at any point if I feel you are abusing the retake process.*

Name: _____

Date: _____

Essay Rubric

Directions: Your essay will be graded based on this rubric. Consequently, use this rubric as a guide when writing your essay and check it again before you submit your essay.

Traits	4	3	2	1
Focus & Details	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Voice	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentence Structure, Grammar, Mechanics, & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
Reviewer's Comments				

Highland High School
1030 Cardinal Drive
Highland, WI 53543

- ☐ I understand the homework policy and agree that math requires repetition to achieve mastery; therefore time should be spent on math outside of class. **This time varies depending on the individual and difficulty of the material.** Adequate time should be spent to achieve desired level of mastery.
- ☐ I understand the quiz and test policy, and agree to take advantage of every opportunity given to improve in mathematics.
- ☐ I am aware of the website and the resources it provides.
- ☐ I understand the flipped classroom and agree to watch all necessary videos, when assigned, to be prepared for class.
- ☐ I have read the student contract and understand the course requirements, guidelines and classroom policy for math class.
- ☐ I understand that **my grade in this class is a reflection of how well I know the material and not based on effort.**
- ☐ I understand the **policy for cell phone/smartwatch/headphones/Chromebook** in the classroom.

Date: _____

Student's Signature _____

Parent/Guardian Signature _____