Geometry Syllabus
2025-2026 School Year

Instructor ..... Tyler Salone, "Mr. Tyler"

Email/Website ..... Tyler.Salone@mpls.k12.mn.us / https://sites.google.com/mpls.k12.mn.us/tyler-salone

Classroom Location & Prep Hour ..... 2539 (Formerly Black Culture Room); 4nd Hour Prep.

In Classes ..... from 8:30-11:37am, and 1:13-3:10 pm M-F.

Extra Assistance..... After School Mon and Tues from 3:10-4:30-5:00pmish, During 1st Lunch Daily.

Grading Days..... Tuesday Evenings and Sunday Evenings (DO NOT ASK ME TO GRADE ON THE SPOT!)

Phone ..... Google Voice (612) 470-7079 Please text if after 6:30p.m

Google Classroom Codes .....1st: ohrz2szl / 2nd: gov73uq5 / 3rd: znt2cq7h/ 6th: 2fpxbrth

Students can schedule additional after school meeting hours upon request W-F.
I may not be available so please confirm a time.

Description

Students will master 10th grade Geometry standards following the progression of our new math standards. Curriculum materials and lessons are sourced directly from the Open Up Curriculum. To find out more about this curriculum, feel free to research online or access student and parent resources at www.openupresources.org. These class resources include but are not limited to Warm Ups, notes, practice booklets, and limited homework. In this class, other resources including but not limited to YouTube videos, physical manipulatives, quizzes, tests, exit tickets, Google Meet, Desmos, formative and summative assessments, and other forms of online applications can all be found on our Google Classroom page (see above).

In this class, the students will build a strong understanding of the mathematical building blocks of the physical world that we live in. Geometry serves to build a students' numerical fluency and mathematical understanding through the framework of visual and spatial reasoning. The class provides an environment where students can confidently apply gained knowledge of Geometry in order to problem solve visually and numerically while building on each students' algebra skills. The goal of this class is to empower and teach students to find applicable solutions using their "mathematical tool kit" of problem solving skills. This process will allow students to develop and utilize a heuristic problem solving method that applies logic and critical thinking to find mathematical solutions to real world problems.

SPED Differentiation, Math Interventionists, and Accommodations

Special education resource teachers, specialists, and myself will be co-planning and teaching geometry content, as well as supporting student understanding. Both our SERT and specialist will be presenting students with differentiation strategies, scaffolding, and various supplemental resources as needed. Pull out sessions and small groups will be implemented on a case to case basis as necessary for individualized intervention. All of the teachers mentioned below and myself are great resources overall to support needs for individual students both in and out of the classroom.

SERT: Douglas Burger, <douglas.burger@mpls.k12.mn.us>
We are lucky to have Douglas Burger working directly with the 10th grade students as a Special Education Resource Teacher and classroom co-teacher and co-organizers in class this year. As a SERT teacher, he is committed to providing the best educational resources to all students in the classroom, namely those with legally binding IEP and 504 services. **Note: Assignments will be differentiated in regulation with IEP and 504 procedures. Additional time, classroom materials and differentiation on tests and other accommodations to course content will also be made available, with regard to specific IEP needs. In specific cases, SERTS will "push in" to classes or "pull out" students as needed in regard to individuals' individual SPED plans.**

Special Education Lead:: Maleah Kagan <maleah.kagan@mpls.k12.mn.us>,

Mathematics Specialist: Jessica Bandell <jessica.bandell@mpls.k12.mn.us>
Jessica Bandell is joining us from La Crosse Wisconsin as our math specialist. One of his goals is to identify and supplement students' learning through targeted differentiation, support, and as needed pull out environments.

Expectations

- Please be on time. **Students are expected to arrive in class on time, ready, and prepared** to learn.
- Please be present and engage. **Students are expected to make a serious effort in learning by actively participating** in class. **Students are expected to engage in the Geometry standards and practice materials until mastery of the standards are met**.
- Please do not use phones in class. According to district policy (see Policy 5210* below), **students are expected to be off of phones and other digital devices during class time**. This is a district policy that is enforced in my classroom. **I will take your phone away if you are on it during class**. **THIS IS YOUR WARNING :).** Refrain completely from taking it out of your backpack during class. PHONES SHOULD BE OUT OF SIGHT! You are however invited to leave your phone on the charging station (located inside the podium) for safekeeping **for the entire class period** (do not take your phone, or use your phone until the bell rings!) This means **if it goes in the basket it isn't touched again until the bell rings!**

***Policy (5210):** "Personally owned devices are brought to school and used by students at their own risk; the District accepts no responsibility for loss or damage to personally owned devices brought to school by students." **Cell phones and electronic devices will not be used in the classroom. Students will leave devices including cell phones on silent, off, or in their lockers/bags during all class times.** may however use cellular devices in the cafeteria, other common areas, lunch/recess, bathrooms, or hallways **during non class hours**.

Note: Parents, in order to assist in implementing this policy, **please refrain from calling your student directly by cell during class time**. This can often cause disruption to the students and their learning. If you need to contact your child, please call the office and connect through the school phone.

- Please strive to do your best work and make honest efforts to try. Math can sometimes be difficult to grasp. I believe that with the proper efforts, practice, and time put in, each student is more than capable of understanding and applying the learned material. You are expected to practice, attempt, and reattempt materials until mastered. With that being said, **more than seeing that you did the work, I am interested in if you are engaging in the material and can explain your process. This class will have more of an emphasis on your logical reasoning and evidence of efforts made than you getting to a certain solution**. Remember that learning the material is different from doing the work. The process you take to solve a problem is more important than getting the correct answer. Make multiple attempts and do not give up. Be engaged in the meetings and class discussions. Listen and be open to share and ask questions. Please seek to keep your teachers and classmates accountable in this regard as well.

- Please self advocate. As much as I am responsible to fulfill your educational needs, **students are expected to evaluate and articulate their own needs and also self evaluate their learning in class.** If more time, understanding, or resources are needed, it is expected for students to communicate with the teachers or peers. As much as I pride myself at knowing my students individually, you are expected to ask questions of your teacher **and each other (I may intentionally refrain from answering in order to build your critical thinking and communication skills)**. If you are ill, or absent, the **student is expected to communicate a time when they will make up any missed work. Please hold me accountable as well!**
- Please try and turn work in in a timely manner. It is still **strongly suggested that students turn in work on time.** Maintaining pacing with classwork and homework will help student learning- considering that **the majority of the learning from lessons will build off of each other**. **CLASSWORK** is due two weeks past the date it is completed in class (for example, an assignment completed on September 7th will be due 14 days later on September 21st). **QUIZZES and PROJECTS** can be reattempted at any time throughout the quarter with cutoffs at the middle and end of the quarter. (for example, a quiz taken on the third week of the quarter cannot be reattempted after the midquarter cutoff. An quiz after midterm, say week 7 of the quarter must be attempted or reattempted by the end of the quarter cutoff.).. Unless otherwise discussed, the instructor will not reteach material from previous quizzes, these assignments can be supplemented from online notes and instructions. This is meant to make students accountable for their learning and to build skills of maintaining pace in self guided learning. All deadlines are written on the front board in the classroom and are updated and reminded daily. Deadlines may be shifted due to extenuating circumstances at the discretion of the teacher and with evidence/communication regarding the circumstance.
- Please give respect and be open minded. Mistakes are allowed. Students are expected to **be respectful while engaging with the teachers, classmates, materials, and property** in accordance with classroom and school rules. Please leave your space as good, or better than you found it. **Do not use inappropriate language, and be aware of how your words, actions, or behaviors affect others and the classroom environment that we build together. Be courteous:** push in your chair, wipe down your whiteboards and table surfaces, place your calculators back where they belong. I can guarantee to you that this will be a math class different than any you have taken in the past. **Be willing to see things differently and to learn from new perspectives**. Be open to alternative interpretations of what math is, and what math can be. Allow your peers to make mistakes with grace, and not shame, and they will do the same for you. **Be ready to challenge yourself and also to give reasoning and defend your thought processes**.

Geometry Units (Open-Up Curriculum)

Unit 1: Transformations and Symmetry	**In grade 8, students worked with translations, rotations, reflections, and dilations to identify properties and characteristics of each transformation. The work from this unit will build on this prior work and enhance students' understanding of the underlying structure of rigid-motion transformations.**
Unit 2: Congruence, Construction and Proofs	**In grade 7, students used rulers and protractors to experiment with side lengths and angles of triangles and to determine whether or not three measures of angles or sides would create a triangle, and to conjecture whether or not that triangle was unique. In grade 8, students worked with transformations and learned about the definitions of similarity based on dilation and congruence based on sequences of rigid-motion transformations. The work students did with geometry during middle school, along with the work from the previous unit, leads to the justification of triangle congruence criteria in this unit.**
Unit 3: Geometric Figures	**The work in this unit builds on students' understanding of transformations, symmetry, construction, and triangle congruence criteria. In this course, students have explored the symmetry and unique properties of quadrilaterals. They used construction to deepen their understanding of quadrilaterals, triangles, and hexagons. Students used transformations to informally prove congruence of 2-D figures, and to establish ASA, SAS, and SSS as criteria for triangle congruence.**
Unit 4: Similarity and Right Triangle Trigonometry	**Students learned about the similarity of two-dimensional figures in grade 8. They studied dilations on a plane, and described them in terms of coordinates. They developed a definition of similarity: two figures are similar if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Students also learned about and practiced using the Pythagorean theorem in grade 8.**
Unit 5: Circles: A Geometric Perspective	**In the first unit of this course, students studied transformations and how to use them to prove congruence and similarity. In prior units of this course, students learned how to write formal proofs, how to prove similarity of triangles, and how to find relationships of angles in triangles and between parallel lines. All of this prior work is foundational for the new concepts students will encounter in this unit.**
Unit 6: Measuring Circles, Angles, and Shapes	**In grade 7 students learned and used the formulas for circumference and area of a circle, as well as area of other figures. In grade 8 they learned the formulas for volume of various shapes. During the first unit of this course, students studied transformations and how to use them to prove congruence and similarity. In prior units of this course, students learned how to write formal proofs, how to prove similarity of triangles, and how to find relationships of angles in triangles and between parallel lines. All of this prior work is foundational for the new concepts students will encounter in this unit.**
Unit 7: Connecting Algebra and Geometry	**As students connect algebra to geometry, they will draw upon concepts learned in previous courses, as well as principles from earlier in this course. In grade 8, students learned and applied the Pythagorean theorem. In Algebra 1, students studied quadratic equations and graphed quadratic functions. Earlier in this course, they considered circles from a geometric perspective, and defined a circle as all points equidistant from a center.**
Unit 8: Modeling with Geometry	**Modeling with geometry builds on earlier work with areas, volumes, and three-dimensional objects. In grade 7, students learned the formulas for area and circumference of a circle. They also learned to describe the two-dimensional figures that resulted from slicing three-dimensional objects. In grade 8, students learned the formulas for volume, which was expanded on in Unit 6 of this course. In Unit 4 of this course, students also studied right triangle trigonometry, which will be used to develop the Law of Cosines and the Law of Sines in this unit.**
Unit 9: Probability	**Students study probability in previous courses, primarily in grade 7. They learned how to find probabilities of single events by observing frequencies, and then of compound events using tables, tree diagrams, and simulations.**

Earning Geometry Credit

To earn credit in Geometry, Students show mastery of the 2025-2026 Minnesota Math Standards for Geometry. Mastery can be evidenced by a combination of work on **daily warm ups (daily extra credit), practice materials (formative assessments), and quizzes (summative assessments)**.

Different Types of In Class Learning Tools			
Before the Lesson	**During the Lesson**		**END OF THE WEEK/UNIT**
Daily Extra Credit (1pt daily, accumulated in the gradebook biweekly).	**Daily Classwork is meant to Learn and Practice Skills (20% of grade)**		**Quizzes (80% of grade)**
1. Warm Ups • Students begin this as they enter the classroom each day • Students may be questioned on prior learning that occurred from a previous lesson or pretest for required knowledge for the lesson to come • The teacher(s) will go over the material with the students. • You cannot do warm ups if you are late to class or miss a day. You can not reattempt warm ups at a later date • Warm ups are entered as extra credit points (Max of 5 points / week)	**2. In class notes/ Vocabulary enforcement (Conceptual Understanding)** • This is where we focus on old learning and connect it to new learning. • Learning will be done in a variety of ways. Sometimes it will be an activity or formal notes, or an online applet. • Notes will not be graded, but the supplemental lesson will be helpful to assist with the practice which is graded • Draws on prior knowledge from lessons past. Reteaches on skills prior. • Usually a part of a series of lessons in packet format.	**3. Practice problems in the booklet (Procedural Fluency)** • Vocabulary from the explorations are enforced. • Students will follow along with the provided notes material. • This work is turned in when practice is finished for the entire packet. • You can reattempt the classwork if you are dissatisfied with your score within a 2 week deadline. Work cannot be revised or turned in after the 14 day mark from when the assignment is completed. • This work will help your grade, but if attempted will not hurt your grade if unattempted (will not go in as missing).	**4. Weekly/ Biweekly Quizzes** • These are quizzes given at the end of each unit • You can retake the quizzes if you are dissatisfied with your score until cutoff dates • Quizzes are administered at the end of the unit which occurs every 1-2 weeks and/or every 3-5 lessons. • Done solo on paper.

Mid Quarter/ End of Quarter Cut Offs:

Assignments due by midquarter or end of quarter cutoffs will not be accepted for points if turned in after the cutoff.

For Quarter 1:

Midquarter Cutoff: Wednesday, October 1st **End of Quarter Cutoff:** Friday, October 31st

Geometry Grading and Credit by Assessment

Grading mastery is reflected through earning passing grades by way of using the Minneapolis Public Schools grading scale (See following page). Grades are earned and not awarded. I do not enter a grade, the student earns a grade based on performance and effort made on assignments.

Mid-quarter and end-of quarter grades will be available in the Infinite Campus portal, as well as sent by email to guardians on Tuesday mornings during the 10th Grade PLC meeting times- anticipate weekly communication regarding grades. Contract for credit options are available upon request, at the discretion of the teacher and only with a minimum grade of 45%. Credit recovery options for Geometry are available Quarters 2-Quarter 4 and must be set up through our counseling department or Math Intervention Program. . For more information, contact Jessica Bandell, Patience Dolo, or Breanna Baylis.

Mathematics Specialist: Jessica Bandell <jessica.bandell@mpls.k12.mn.us>
Counselor (Last Names A-M): Patience Dolor, <patience.dolo@mpls.k12.mn.us>
Counselor (Last Names N-Z): Breanna Baylis <breanna.baylis@mpls.k12.mn.us>

North High Math Department Summative Assessment Rubric Grading Scale

Intentional scaffolding of assessment questions adhere to the following rubric which takes into account proficiency of topics assessed.

Descriptor	Unsatisfactory	Emerging	Developing	Proficient	Advanced
Score	0	1 - 2	3 - 4	5 - 6	7 - 8
Descriptor	The student is still developing the basic skills needed to solve math problems.	The student tries to solve simple problems when the situation is familiar, but may not always reach the correct answer.	The student **sometimes** solves both simple and more difficult problems correctly when the situation is familiar.	The student **usually** solves challenging problems correctly when the situation is familiar.	The student **regularly** solves challenging problems correctly, even when the problems are new or different from what they have seen before.
Percentage	0% - 50%	63% - 67%	73% - 77%	83% - 87%	93% - 100%
Letter Grade	F	D	C	B	A

MPS Grading Scale

Grades are awarded A-F. Work that effects over all Grades are determined by the scale pictured below:

Grade	A	A-	B+	B	B-	C+
%	**% ≥ 93**	**93 > % ≥ 90**	**90 > % ≥ 87**	**87 > % ≥ 83**	**83 > % ≥ 80**	**80 > % ≥ 77**
Grade	C	C-	D+	D	D-	F
%	**77 > % ≥ 73**	**73 > % ≥ 70**	**70 > % ≥ 67**	**67 > % ≥ 63**	**63 > % ≥ 60**	**60 > %**

Meet Mr. Tyler

Hi, My name is "Mr. Tyler" Salone. My goal for this year is for you to learn while having fun, engaging, and pushing yourselves to question the physical world around you mathematically. I know that math is not everyone's strong suit, but I hope that you give your all this year. I hope that you will learn to communicate and problem solve using and building your cultural tools and communication skills. I want you to feel comfortable using peers as resources as well as myself and other teachers in the class. I hope to build and maintain positive relationships in a community that engages in your learning and holds you, your peers, and myself accountable.

I am a Minneapolis Public Schools graduate (South High School, 2010.), a former north side resident, and an Augsburg University alumni (Class of 2019). After completing student teaching at North High School in 2019, I returned to teach Geometry at North and begin my career as an educator in 2020. I enjoy coffee, cooking, watching anime, video games, and traveling.

Now as I enter my seventh year of teaching, I am certain of students' abilities to learn and do great things, even when the going gets tough. If anybody has the potential to excel, beat the odds, and remain resilient, it would be the North High Polars. I will warmly demand that you do so, and I will set the bar high. I want it to be known that I believe in ALL of my students and hold high expectations for them, as well as myself. I am enthusiastic and care about the learning, potential, and engagement of each student in the classroom. I will know students are successful when I see them questioning their learning, trying even when they are challenged and seeing and applying their learning to the real world! My goal for this year is for students to see mathematics as an exploration. I hope that they gain and build confidence in their mathematics skills and ability and are not fearful of trying, thinking different from others, being wrong, and then trying again.

Now, let's explore!

Rip off and return this page to Mr. Tyler by Wednesday, SEPTEMBER 17th
to acknowledge that this document has been reviewed with a parent.
This is your first assignment worth 10 pts. Thank you!

Please answer a few questions

to help me get to know you.

Student:

What is your name and what do you prefer to be called?

Are you currently taking another math course?

What is something that you really enjoy? What is something that bugs you?

How was your summer? Did you do anything interesting?

How do you feel about school? About Geometry? What does Geometry make you think of?

When I am learning, I need...?

What type of student would you say you are?

What is something interesting about you, or something that you would like for me to know?

Have your guardian fill out the back section of the page.

(FLIP)—>

Parent:

What is your name and what do you prefer to be called?

How do you prefer to be contacted (text/email/call) ? What is your contact information?

Do you have any questions that you have about the syllabus?

Do you/your student have access to the internet at home?

Are there any comments, concerns, or considerations that you would like Mr Tyler to know about your child?

Please add conferences to your calendar for the year:

Fall Conferences: Family-Teacher Conference — October 15

Spring Conferences: Family-Teacher Conference — February 13

In late September and Early October we will be reaching out to set up conference times.

If you would like to be proactive in scheduling a Fall Conference time please fill out the information below:

First Time Choice: _____ Second Time Choice: _____

Your Name: _____ Your Student: _____

Your Email: _____

Other Noteworthy Dates:

MEA Break	Winter Break	Spring Break
October 16-17	December 22-January 2	March 30-April 3

You can also let me know what times work best for you on OCTOBER 15 and/or FEB 13th

via text **(612-470-7079)** or email (**Tyler.Salone@mpls.k12.mn.us**).

I also suggest for parents to save my contact information and reach out any time whenever you have questions.

I have gone over the syllabus with my child, (your child's name) _____.

Guardian Signature _____ Date:_____