

8th/Geometry with Statistics Syllabus - Blue Ridge Middle School

Teacher: Mr. Scott Forster

Contact Information:

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[Website](#)

Tutoring Times: Tuesday/Thursday 3:45-4:15 pm

Course Title: 8th/Geometry with Statistics

Textbook Title:

- *SC Reveal Math Course 3 (Advanced)* - McGraw Hill
- ALEKS student software

Course Description:

Students taking this course are a part of the accelerated progression. This course will be a combination of eighth grade math indicators and Geometry with Statistics (GS) indicators. The indicators from eighth grade that were chosen to be embedded in this course are those that align with the indicators for Geometry along with others that will help prepare students to be successful in this Geometry course. Standards and indicators from both eighth grade and GS are found in the same strands as in the original course: Data, Probability, and Statistical Reasoning (DPSR); Measurement, Geometry, and Spatial Reasoning (MGSR); Numerical Reasoning (NR); and Patterns, Algebra, and Functional Reasoning (PAFR).

For a complete understanding of the essential knowledge and skills in *8th/Geometry with Statistics*, read the [SCCCR Mathematics Standards](#) in their entirety; the five process standards will be incorporated throughout this course.

Power Standards for Course:

- GS.MGSR.3. Determine that two figures are congruent by demonstrating that a rigid motion or a sequence of rigid motions maps one figure onto the other.
- GS.MGSR.5. Demonstrate whether a conjecture or theorem is true or false using a variety of algebraic and geometric explanations.
- GS.MGSR.4. Determine that two figures are similar by demonstrating a similarity transformation or a sequence of similarity transformations that maps one figure onto the other.
- 8.DPSR.2. Calculate and interpret probability
- 8.DPSR.1. Analyze data sets to identify their statistical elements.
- GS.PAFR.2. Interpret the structure of expressions, equations, and inequalities to analyze and make predictions in different contexts.
- GS.MGSR.6. Discover and apply relationships in similar right triangles.

- G.MGSR.7. Investigate and apply relationships among segments and angles in circles.
- 8.PAFR.1. Determine if a table, graph, verbal description, or equation represents a function and describe its characteristics.
- 8.PAFR.2. Write, simplify, and evaluate algebraic expressions; write and solve algebraic equations and inequalities.

Course Scope and Sequence

The instructional resources used in this course consist of fourteen units:

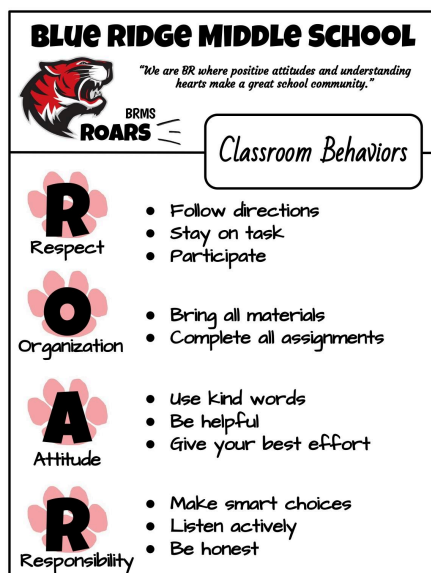
- Unit 1 - Patterns of Association
- Unit 2 - Irrational Numbers and Exponents
- Unit 3 - Probability
- Unit 4 - Tools of Geometry
- Unit 5 - Angles and Geometric Figures
- Unit 6 - Logical Arguments and Line Relationships
- Unit 7 - Transformations and Symmetry
- Unit 8 - Triangles and Congruence
- Unit 9 - Relationships in Triangles
- Unit 10 - Quadrilaterals
- Unit 11 - Similarity
- Unit 12 - Right Triangles and Trigonometry
- Unit 13 - Circles
- Unit 14 - Measurement

Materials Needed for Course:

- Consumable Textbook (provided by teacher)
- Pencils
- Notebook Paper
- Chromebook (provided by BRMS)

Classroom Expectations:

While in my classroom, I expect students to...



Grading Policy/Practices:

(Based on Greenville County School District Assessment Guidelines for High School Courses)

Students will complete a minimum of 3 major assignments and 12 minor assignments per quarter. Assignments will be graded based on completion and accuracy. Students will receive a zero for any work that is not handed in. The only grading floor in this course will be applied at the end of each quarter. For example, if a student has a 42 average for a particular nine weeks, that will be rounded up to a 50 at the end of the quarter.

Minor assignments will count for 40% of a student's semester grade and major assignments will count for 60% of a student's semester grade. There will also be a final exam which counts for 10% of your final grade.

Grade Weighting

1st Semester - 45%

2nd Semester - 45%

Final Exam - 10%

Attendance

Because this is a high school course, attendance requirements for high school courses are in effect. Students cannot miss more than 10 days of class. If a student does miss more than 10 days, he/she will need to serve Seat Time to make up the absence(s).

Late Work:

Greenville County Schools is committed to Building a Better Graduate by creating college and career-ready students. As such, students must develop character traits that align with workplace expectations. Some examples of these include responsibility, a strong work ethic, and self-direction. Students are expected to give their best effort when completing assignments and should strive to complete them by the due date. Students are expected to turn in ALL assignments and should never have a Not Handed In (NHI) recorded in the grade book. Extra opportunities are available for students to make up work through tutoring times and at other times designated by the teacher.

- Teachers will accept late work with no penalty to the student up to 5 days after the original due date. This does not include projects and multi-day assignments that occur during class time.
- Students may attend the teacher's office hours to complete assignments promptly.
- A teacher may extend the deadline for accepting late work, but cannot reduce the time allowed.

The work, although submitted late, will not receive a point reduction. Work can be accepted late across grading periods **only** by notable exception and approval of the teacher and/or administrator.

Makeup Work:

To receive full credit for make-up work, all work must be submitted within five school days, immediately following an absence. In cases of prolonged illness beyond 5 days, special consideration will be given. It is the responsibility of the students, not the teachers, to arrange for make-up work.

- Work assigned before the absence or field trip will be due the day the student returns.
- Tests assigned before the absence will be taken on the scheduled test date or the date arranged with the teacher.
- If a student misses a test or quiz while absent, on the first day back, arrangements should be made with the teacher to make up the assessment within 5 days.
- In general, work is done before or after school to avoid missing class time. Arrangements may also be made with the teacher to make up assignments during support times, such as tutoring times or after-school remediation. Arrangements should be made with the teacher to complete this on time.
- Students are expected to check teacher websites and Google classrooms for assignments during any absence.

Retake/Redo/Revise Expectations:

Since the goal is for students to master content and skills, students will be allowed to retake/redo major tests only; however, students must commit to doing their part in preparing for the re-test. **Students must initiate the request** to retake/redo a test within 10 days of receiving the grade on the test. Students are allowed to retake/redo a major test one time. The student and parent must complete this form and submit it to the teacher. The student must complete a minimum of 2 tasks to prepare for the re-take. One of the tasks is required, and that is to meet with the teacher for a tutoring session during the teacher's office hours. Following a re-test, the higher grade will be recorded in the grade book.

[BRMS Request to Retest Form](#)

Use of Artificial Intelligence (AI) Tools

The use of AI Tools (Chat GPT, Gemini, Claude, Notebook LLM, etc.) on tests, quizzes, projects and classwork is generally **not allowed in this course**. Although these resources may be helpful, they distract from individual growth and understanding of math concepts. While they may help you to quickly find an answer to a problem, they limit long-term durable learning.

Teachers may on occasion allow students to use a specific tool for a particular assignment. In these cases, there will be specific and detailed instructions provided before the assignment.