Crook County High School: Geometry

Course Length: Year Long

Instructor's Names for 2017-2018: Jacob Williams and Amanda Groves

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Mr. Williams uses Google Classroom

Course Description: Students will explore more complex geometric situations and deepen their explanations of geometric relationships, and present and hear formal mathematical arguments.

Goals: (SMART-specific, measurable, achievable, relevant, timeline-a reflection of specific critical content mastery): By the end of each semester 100% of students will meet or exceed geometry standards (60% or higher).

Expectations:

- Please be to class on time.
- Once you enter the room, please sit down, and quietly begin the daily opener.
- No hats in class.
- No cell phone use, you will receive a referral per school policy.
- Be Respectful, Reasonable, Responsible, and Safe at all times.
- Keep an organized notebook.
- Persevere

Notebook Requirements:

- Used to assess organization, work ethic, and thoroughness
- Needs to include all work related to the learning process, except standards assessments (these will be kept in the classroom)
- Chronological order
- If using the same notebook for multiple subjects, there should be separate math only section
- Theorem Book is kept inside notebook and contains all theorems – you will not be expected to memorize all theorems and may be allowed to use the Theorem Book on certain assessments.

Supplies:

- Pencils (PLENTY)
- Dividers with pockets
- 3 ring binder
- Scientific Calculator *TI-30XIIS is recommended* (Your cell phone cannot be used as your calculator)

Homework/Assignment Quizzes

Homework will be assigned almost on daily basis. At least once a week there will be an assignment quiz where questions will be chosen from the homework assignments. Students will be able to use their homework on the Assignment Quiz so it is imperative to have the homework completed. In addition, part of the points on the Assignment Quiz will come from having the corresponding homework completed at time of Assignment Quiz. Students will have several opportunities to get help and ask questions to ensure understanding of the material prior to Assignment Quizzes.

Standard Assessment Retakes

- In order to retake a test, students will need to complete an Error Analysis Sheet, where they correct problems that were incorrect on their original test.
- The Error Analysis Sheet needs to be done in the classroom outside of class time prior to retake. No tests will leave the classroom.
- A retake assignment may be given in addition to or in lieu of the Error Analysis Sheet depending on the assessment.
- Test retake grade replaces original score.

Grading Policy:

Your grade for the class will be calculated from the following categories:

75% Standard Assessments (Tests, Projects, etc.)
10% Formative Assessments (Assignment Quizzes, Quizzes, Projects)
15% Final Exam

Corresponding Letter Grade	Proficiency Scale	Percentage Scale
A	Exceptional Mastery	90 - 100
B	Mastery	80 - 89
C	Proficient	70 - 79
D	Minimal Proficiency	60 - 69
F	Does Not Meet	Below 60

Students must earn a minimum grade of a D to move on to the next mathematics class.
There will be no extra credit offered. Make-up work will have a 1-day extra per day absent time limit.

Students can retake assessments for full credit provided they have met the prerequisite work for retakes. The work turned in is for retake purposes only and does not count for missed assignments.

Materials: Agile Mind Textbook
www.crookcounty.agilemind.com

Notification of the Right to Object to the Use of Materials:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration form which will be given to the superintendent for action.

Standards:

Units	Includes Standard Clusters*	Mathematical Practice Standards
Unit 1 Congruence, Proof, and Constructions	• Experiment with transformations in the plane. • Understand congruence in terms of rigid motions. • Prove geometric theorems. • Make geometric constructions.	
Unit 2 Similarity, Proof, and Trigonometry	• Understand similarity in terms of similarity transformations. • Prove theorems involving similarity. • Define trigonometric ratios and solve problems involving right triangles. • Apply geometric concepts in modeling situations. • Apply trigonometry to general triangles.	**Make sense of problems and persevere in solving them.** **Reason abstractly and quantitatively.**
Unit 3 Extending to Three Dimensions	• Explain volume formulas and use them to solve problems. • Visualize the relation between two-dimensional and three-dimensional objects. • Apply geometric concepts in modeling situations.	**Construct viable arguments and critique the reasoning of others.** **Model with mathematics.**
Unit 4 Connecting Algebra and Geometry through Coordinates	• Use coordinates to prove simple geometric theorems algebraically. • Translate between the geometric description and the equation for a conic section.	**Use appropriate tools strategically.** **Attend to precision.**
Unit 5 Circles With and Without Coordinates	• Understand and apply theorems about circles. • Find arc lengths and areas of sectors of circles. • Translate between the geometric description and the equation for a conic section. • Use coordinates to prove simple geometric theorem algebraically. • Apply geometric concepts in modeling situations.	**Look for and make use of structure.** **Look for and express regularity in repeated reasoning.**
Unit 6 Applications of Probability	• Understand independence and conditional probability and use them to interpret data. • Use the rules of probability to compute probabilities of compound events in a uniform probability model. • Use probability to evaluate outcomes of decisions.	