# Geometry

Fall 2021

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## Table of Contents

## Course Information

Below is the information required to join my Google Classrooms for each of my respective sections:

| B Day, 2nd Period | B Day, 3rd Period |
|---|---|
| Google Classroom Code **zoo4mjo** | Google Classroom Code **ky7ca3g** |

**Geometry** is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications.  It is a state requirement for graduation.

## Required Materials

All of the materials required for students to utilize will be provided on an as-needed basis. We will be accessing elements from the Georgia Department of Education Units of Study in conjunction with Khan Academy, IXL, CK-12, and DeltaMath. We will also reference published texts when needed to enhance comprehension.

Students must provide a 1-inch binder, loose-leaf paper, and pencils.

## Evaluation

Below is a breakdown of the grade weights that influence students' final grades.

| Deliverable Type | Weight |
|---|---|
| Homework | 5% |
| Summative Assessments | 20% |
| Classwork & Quizzes | 30% |
| Performance Tasks | 25% |
| Cumulative Final Exam | 20% |

Grade Scale: A 100-89.5%; B 89.4-79.5%; C 79.4-69.5%; D 69.4-59.5%; F <60%

Summative assessments include all exams excluding the final cumulative assessment. All projects and similar assignments will be included in the Performance Task category. The category for each assignment will be predetermined and announced when the task is initially assigned.

Students whose numerical grades drop below 70 may recover their grade through the use of assignments provided by the teacher utilizing one of the following approved platforms: Edgenuity, USA Test Prep, and IXL.

## Academic & Behavioral Expectations

### What does it take to be successful in this course?

- Come to class on time, and stay for the duration of the class period;
- Actively take notes when we are learning a new concept;
- Ask questions when you do not understand something; and,
- Complete assignments and turn them in by the due date, or request an extension if you think you will need more time.

**What behavior is considered appropriate?**
- Listening quietly when the instructor or another student is speaking;
- Following directions after being asked once;
- Utilizing technology when it is allowed; and,
- Helping peers who do not understand a topic.

**What behavior is considered inappropriate?**
- Using technology when it is not allowed;
- Talking over the speaker;
- Not following directions after being asked multiple times; and,
- Claiming somebody else's work as your own.

**What are the consequences for inappropriate behavior?**

| | |
|---|---|
| First occurrence | A verbal acknowledgement, documented in Infinite Campus |
| Second occurrence | A verbal and written acknowledgement sent to student and parent, documented in Infinite Campus |
| Third occurrence | A meeting to come up with an action plan with student, parent, and assistant principal, documented in Infinite Campus |

Issues involving academic integrity, like cheating, immediately result in a meeting with the student, parent, and assistant principal.

Note: I do not expect a student to show perfect behavior every day. That would be an impossible standard for anybody. I ask that you give me your best, whatever that is on any given day.

## Make-Up Work

Students are expected to make up work they missed while they were absent. When an absence occurs, it is the student's responsibility to retrieve and/or complete any assignment(s) from the teacher's Google Classroom. Communication is required in order to develop a new timeline for the missing assignments. This can be done via email or text.

## Tutorial & Conferencing

On Wednesday, after school, I will be available for tutorial in my classroom. During this time I will be available for specific questions related to homework, classwork, or study.

In the event that a student is absent and needs supplemental guidance to catch up, it is the student's responsibility to inform me of their intent to attend the tutorial and request a more in-depth review of the information they missed. This is necessary in order for me to adequately prepare materials and ensure all other students still get the assistance they need.

In the event that many students seem to misunderstand a concept in class, I will schedule a more structured tutorial session during which all students will have the opportunity to further comprehend a topic or make up classwork. These sessions will be announced at least two days in advance.

For one-on-one guidance outside of normal tutorial sessions, use this link to schedule an appointment with me.

## Statement of Academic Integrity

Academic dishonesty is the failure to maintain academic integrity. Academic dishonesty includes but is not limited to: cheating, (using or attempting to use unauthorized materials, information, or study aids in any academic exercise); fabrication, (falsification or invention of any information or citation in an academic exercise); bribery offered for grades, transcripts, or diplomas; obtaining or giving aid on an examination; having unauthorized prior knowledge of an examination; doing work for another student, presenting another student's work as one's own; and plagiarism. These actions result in a required meeting with the student, parent, and assistant principal; and, the assignment in question must be redone.

## Units & Standards

**Unit 1 | Congruence:** Building on standards from middle school, students will perform transformations in the coordinate plane, describe a sequence of transformations that will map one figure onto another, and describe transformations that will map a figure onto itself. Students will compare transformations that preserve distance and angle to those that do not. This investigation will lay the foundation for defining congruence. They will also use a variety of tools to make geometric constructions.

**Unit 2 | Proving Geometric Theorems:** Building on standards from Unit 1 and from middle school, students will identify criteria for congruence of triangles, develop facility with

geometric proofs (variety of formats), and use the concepts of congruence to prove theorems involving lines, angles, triangles, and other polygons.

**Unit 3 | Similarity:** Building on standards from Units 1, 2, and middle school, students will identify criteria for similarity and build on those concepts through the lens of dilations. They will use their understanding of both congruence and similarity to continue developing facility with geometric proofs (variety of formats), and prove theorems involving triangles. They will also investigate the Pythagorean Theorem using triangle similarity and explore the similarity of circles.

**Unit 4 | Right Triangle Trigonometry:** Students will apply similarity in right triangles to understand right triangle trigonometry. They will use the Pythagorean Theorem and the relationship between the sine and cosine of complementary angles to solve problems involving right triangles.