## **GSE Geometry**

MYP Year 7

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**Course Website:** www.mssailors.weebly.com

Please adhere to the course website for notes, handouts, announcements, standards, curriculum map, pacing guide, and course calendar.

**Refer to your teacher for the tutoring schedule**

**I. Course Description**

The focus of Geometry is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. All content previously listed to make geometric and algebraic connections to model and problem solve. The link between probability and data is explored through conditional probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**The Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

In all levels of 10th grade mathematics the units that are presented to the students support the three fundamental concepts of the International Baccalaureate Middle Years Program:

**Holistic learning** – students discover ways in which mathematics is related to all other subjects. They also learn that the strategies they develop to analyze and solve problems are those that will be used throughout their lives.

**Intercultural awareness** – through their study of math, students discover the rich history of the subject. They gain an understanding and appreciation for the many cultures that have contributed to the body of knowledge they study.

**Communication** – students will be encouraged to be active learners who can communicate their knowledge to others. They will practice both informal and formal ways to communicate mathematics.

In addition, throughout this course we explore ways and examine topics that provide opportunities for our students to develop the traits contained in the Learner Profile. Each teacher examines their unit designs, classroom practices, assessment policies & practices, and management & leadership activities to assure that their attention is focused on the processes and outcomes of their students’ learning.

### **II. Units of Learning:** The study of Mathematics in GSE Geometry consists of six units. These include:

**Unit 1- Tools of Geometry (points, lines, planes, angle relationships, constructions, midpoint, distance, partitioning)**

**Unit 2 – Similarity, congruence, & proofs. (proofs, lines, parallel, perpendicular, if-then statements, transversals, congruent triangles, proportions, similarity, dilations)**

**Unit 3 – Right Triangle Trigonometry**

**Unit 4 – Polygons, Quadrilaterals, volume, cross sections, & Transformations**

**Unit 5 – Circles (angles, arc measures, circumference, arc length, area of sector, chords, secants, tangents, equations of circles.)**

**Unit 6 – Applications of Probability**

**III. Texts and resources**

USATestPrep.com

Course Website: www.riverwoodgeometry.weebly.com

Textbook McGraw-Hill Geometry

**IV. Methodology**

A number of methodologies are used in the GSE Geometry classes. Students will work individually or as a member of a team. They will receive direct instruction or will have to research and report on their learning. They will read, conduct experiments, participate in projects, calculate answers, formulate creative solutions, write and reflect on their work depending on the unit.

**V. Methods of assessment –** A wide variety of assessments are used to gauge the success of Riverwood students. These assessments can be formative or summative. At Riverwood, assessment is viewed as a continuous process that allows students, parents and teachers to have the best and most accurate information about student achievement. In this class, teachers utilize formative forms of assessment to determine student understanding. These assessments occur often during each unit. At the end of each unit a summative assessment is utilized to gauge student understanding as well as cumulative benchmark exams near the middle and end of each semester. Exam

**VI. Formative Assessments (aka “tests”):**

1. Each unit will be broken down into specific content standards. Assessments will consist of 3 or more multiple choice questions on each major content standard as well as constructed responses. Each unit assessment will also contain a flashback section. This section consists of cumulative review problems from previous units. This section of each unit exam is very important because points from this section will be used to add points on to previous tests. Students can earn up to 15 points added to the previous test if students master the questions. Test grade will max at 100%.

2. Students are strongly urged to demonstrate mastery of the geometry standards. This means that you must be able to perform at an “A” or “B” level. Anything less than an A or B may point to you being unprepared for the milestones exam. If certain standards are continually left blank then the score will be recorded as a 0% and parents will be contacted.

3. Benchmark exams are administered every 6-9 weeks to assess standards learned and to prepare for the milestones. The benchmark exams will be a cumulative of the priority standards. After each benchmark exam students will track their own data for mastery of all standard assessed.

**VII. Grading Scale:** The Geometry Team will follow an assessment driven grading system. It will consist of formative and summative assessments broken into concepts that reflect the standards. The standards will not only be those from a particular unit but also some cumulative flashback standards.

**Assignments 20%**

**Formative Assessments 20%**

**Summative Assessments 40%**

**Final Exam/EOC 20%**

**VIII. Grade Recovery Philosophy and Guidelines:**

**Philosophy and rationale**: The purpose of assessment in an educational context should be to promote learning and not to “catch” people who don’t know things. As a direct result of this, students can have more than one chance to demonstrate mastery of course standards. This means that they will periodically take benchmark assessments. These exams are cumulative so students will continue to see old standards along with newly taught standards on each benchmark. Therefore, if a student does poorly on a benchmark at the beginning of the year he has an opportunity to do better on a benchmark later in the year and replace the poor benchmark grade with the new grade that shows he has mastered the older concept. Each student can earn a grade replacement on each benchmark exam.

**Mathematics Assessment Environment:**  To ensure the fairness and integrity of the assessment process, all students will adhere to the following procedure during tests and quizzes.  Students will place all of their belongings, including all phones and other technology, into their bag, and place their bag at the front of the classroom.  Students will only be permitted to have a pen or pencil, and, if appropriate, a calculator and scratch paper.

**IX. Grading policy including the use of MYP criteria –** Riverwood International Charter School adheres to the Fulton County grading policy. Traditional grade reports are sent home every 6 weeks. As an International Baccalaureate Middle Years Program school RICS will also be using the program’s assessment criteria to report student progress on tasks.

**X. Responsibilities and Expectations**

* 1. Every student should keep a 3 ringed binder. It is very important for the binder to be neat and organized.
  2. Every student should bring their agenda to class every day; students cannot leave the class without use of their agenda.
  3. Purchasing a scientific calculator for this course would be very helpful. Recommended scientific calculators are TI-30XIIS or TI- 30XS Multi-view or TI-34 Multi-view. GRAPHING CALCULATOR IS HIGHLY RECOMMENDED! TI-84 is preferred.
  4. It is strongly suggested that students have a specific spiral notebook or composition book only for math.
  5. It is also strongly suggested that students buy their own math compass for making circles, arcs, and various geometric shapes. Wal-Mart had some for $0.99 at the end of July.

**XI. Make-up Policy –From the RICS handbook-** If a student is absent 3 days or less due to illness or an authorized absence, it is the student's responsibility to get his/her daily assignments and homework from a classmate or to contact the teacher upon returning to school for daily assignments and homework. If a student is absent more than 3 days, the student or parent may contact the Counseling Center to request homework assignments. If a student is suspended out-of-school, it is the student or parent's responsibility to pick up the work from the front office. Students are encouraged to request make-up work for any excused or unexcused absence. It is the student's sole responsibility to make contact with the teacher to initiate all make-up work. A make-up work request must be made the first class meeting back after the absence. The student must complete make-up work within the time specified by the teacher. Make-up work not submitted or turned in by an agreed upon deadline will receive a zero. Students will receive the actual grade earned on make-up work if the absence is for one of the reasons listed as “excused,” a written excuse has been submitted in accordance with attendance policy, and the make-up work has been completed satisfactorily within the time specified by the teacher.

In a case of an unexcused absence, a student will be allowed two (2) class meetings to make up an assignment. It is the student’s responsibility to contact the teacher regarding make-up work. After two (2) meetings of the missed class have occurred, whether that student is present or not, the grade will be entered as a zero.

**XII. Mathematics Department Academic Integrity Policy -** Adhering to high standards of integrity, the mathematics department considers academic misconduct to be any act that can give unfair academic advantage to a student, his grades, or his records. Such acts include lying, stealing, and cheating. Cheating is any dishonesty, written or verbal, tacit or implied. This includes any collusion, sabotage, falsification, or involvement in giving or receiving unauthorized help. In an effort to make students and parents aware of the expectations of the mathematics department with regard to academic integrity, the following specific acts are considered infractions of academic dishonesty:

* Submitting work from a previous class in a current class (old projects, old notebooks, past tests, quizzes, homework, class work, etc.)
* Using any graded material – notebooks, tests, homework, quizzes, class work, projects, or other graded assignments from another student, previous or current.
* Manufacturing or creating data.
* Discussion of the content of tests or evaluations to other students outside of class or between classes until every student has been evaluated.
* Dividing the tasks in a group activity (without permission) instead of working collaboratively to complete the activity.
* Acquiring copies of assessments (quizzes, tests, etc.) before the actual testing period so as to have an advantage during the evaluation.
* Using notes or information from any unauthorized source, including but not limited to information written on desks, person, pieces of paper, water bottles, backpacks, or entered into graphing calculators or other devices.
* Looking at another student’s work during an evaluation.
* Any form of communication during an evaluation (passing materials, whispering, talking, signaling, or mouthing words to other students).
* Copying, sharing, or comparing work or homework from other students without teacher permission or instruction.
* Submitting another students’ work as your own – homework, projects, class work, notebook, etc.
* Allowing one or two students in a group activity to do the work, but then taking credit for it.
* Using any device such as computers, calculators, ipods, PDA’s, graphing calculator, etc. without teacher permission.
* Using any unauthorized calculator applications.
* Sharing devices, such as computers, calculators, graphing calculators, etc. without teacher permission.
* Any use of cell phones, including text messaging.

Consequences for Violating the Academic Integrity Policy:

The following actions will be taken if a student is found to have committed academic dishonesty as mentioned above:

* Parent contact will be made via telephone or email explaining the infraction and the consequences.
* A violation of academic dishonesty will placed in the students’ school file.
* The student will receive a grade of 0 on the assignment with which s/he was dishonest without the opportunity for retaking/making up the grade at another time.

**XIII. Raider Math Center** Unique to Riverwood and established in 2018, the student-led Raider Math Center provides peer tutoring for math assignments across the entire curriculum. Juniors and seniors, recommended by their Math teachers, undergo an extensive application and training process before joining the tutoring staff. At this time the Raider Math Center is similar to the Writing Center.

Math teacher Laura Taylor leads the Math Center located in room 105. This year will be its inaugural year and the Center is open every school day during lunch as well as every Wednesday morning before school. All students are welcome to drop in for help with assignments in any subject, and they can even eat their lunch while attending mid-day sessions.

**I have read and reviewed the course syllabus for GSE Geometry as presented to me for the 2018-2019 school year. I understand that I am responsible for following these procedures.**

**Student Name (PRINTED): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I have read and reviewed the course syllabus for my child’s GSE Geometry course for the 2018-2019 school year. I understand that my child is responsible for following these procedures.**

**Parent Name (PRINTED): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Best phone number to reach parent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**