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|  |  | Freedom High School2019-2020 school year |
| Geometry Course Syllabus |  | Instructor: Ms. KolomenskayaE-Mail: kolomenskayao@luhsd.netWebsite: <http://www.luhsd.net/freedom>Phone: (925) 625-5900 ext. 3594Classroom: P-19 |
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| PrerequisitesSuccessful completion of Algebra I.Course DescriptionHigh school Geometry course aims to formalize and extend students' geometric experiences from the middle grades. It does this by focusing on establishing triangle congruence criteria using rigid motions and formal constructions and building a formal understanding of similarity based on dilations and proportional reasoning. It also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events. The Standards for Mathematical Practices 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 and real world applications.Required Materials1. School Planner
2. 1-inch Binder/Graph paper
3. Pencils with eraser, color pens and highlighters
4. Calculator TI-30x recommended/Desmos App
5. Ruler, Protractor and compass
6. Geometry: A Common Core Curriculum; Big Ideas Math, 2015, adopted: September 2014

\*If any of the above supplies represents a financial burden, please talk to me before or after school and we will work something out. Semester Grade Weights: **Tests - 50%****Quizzes - 30%****Projects - 10% Semester Final - 10%** Grading Scale:**4.5 – 5.0 - A****4.0 – 4.49 - A-****3.0 – 3.99 - B****2.0 – 2.99 - C****1.0 – 1.99 - D****0.0 – 0.99 - F**Grades will be available and updated periodically through our AERIES program (parent portal) at Freedom’s website. If it is your first time contact your building secretary for the 10-digit code. |  | **Credit:**5 math units per semester (required for graduation)**Classroom Rules**Students will learn classroom norms and they must agree to comply with it and all of Freedom High School’s rules and expectations. \*Should a student behave in such a way that the learning environment is severely disrupted; the student will be removed from the classroom immediately. My goal is to create a healthy, safe learning environment for all my students.**Course Goals** The student will:1. Develop an attitude of curiosity along with an ability to probe, experiment, make conjectures, and persevere in order to solve challenging abstract and real-world problems.2. Use properties, theorems, and definitions to explain reasoning for each step of solving a problem or writing a proof, including proofs related to two parallel lines cut by a transversal and congruent or similar triangles.3. Use algebra skills like graphing a point or solving an equation to understand geometric concepts, including rigid motions, trigonometry, the equation of a line or of a circle, and the perimeter, area, circumference, and volume of common geometric figures.4. Use probability concepts like sample space and conditional probability to make decisions and solve problems.**Attendance Policy**Students must attend class on a daily and timely basis. Students who are absent any of the days before an assessment will still be required to take the assessment with the class. |

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| What I expect:♦ You will arrive on time every day with all your materials.♦ You will participate in class activities and make a reasonable effort to complete every problem. ♦ You will seek help when you need it!♦ You will follow the behavior rules and guidelines.♦ You will be nice to me—I’ll need it! | What You Can Expect: ♦ I will be here on time every day unless I am genuinely ill.♦ I will challenge you to think and use your brains. ♦ I will help you to survive the course by being available for questions and conversation throughout the day.♦ I will be nice to you—you’ll need it too! |

# Standard-Based Grading

In many classrooms, your grade is a reflection of a wide variety of things, including how many assignments you’ve turned in, whether you turned those assignments in on time, how well you did on chapter tests that were given only once, how often you participate in class, etc. In contrast, your grade in this classroom will be based only on **whether or not you have mastered the specific learning targets outlined in each unit**. In practice, this means you get points for demonstrating what you know. Nothing else. **There is no extra credit.**

If you can demonstrate that you’ve mastered the standards, then you get the points. If you can’t, then we work together to help you learn until you do master the standards. Your grade, then, is a snapshot summary of your total understanding of the standards we’ve discussed in class. But it’s not etched in stone; it can and will change as your understanding changes. Your grade is a reflection of what you have learned and which standards you’ve mastered.

Here are a few of the highlights of this grading system: • All units are broken into essential skills that students must work to master • The grading scale operates on a 5-4-3-2-1 scale: 5=Perfect, 4 = Minor Mistakes, 3 = Minor gaps in solution, 2=Some Progress, 1 = Off track, 0 - No Progress• Students will be assessed on each skill separately in order to determine which skills they have mastered, and which skills need improvement. • Students will take “learning checks” throughout each unit. Learning checks are small “quizzes” that help the teacher and student identify the current level of mastery. • Students will complete a self-assessment of each learning check to determine their performance. • After a unit assessment is taken, students can always practice extra at home (or obtain extra practice from teacher) and ask to retake an exam. A student’s final grade is based on the amount of skills mastered, partially mastered, and not mastered throughout each grading period.

# Homework

Homework is essential for success in mathematics. The best way to learn to use mathematical concepts is to practice them daily. I encourage parents to see that their child is completing homework assignments so that they reach mastery. If the student is absent, **it is their responsibilit**y to obtain any missed materials, notes, and assignments from the website, a peer, or the teacher.

# Retakes

Before you can re-assess, you must prove to me that you have actually spent time engaging with the material. This is to ensure that you’re not just blindly throwing yourself at the standard without making any effort to learn the material. We will then set up a time for you to take a new assessment. It will not have the same questions as the original assessment. Expect to wait at least two days from the time you request a re-assessment to the time I have one prepared for you. Students will only be allowed to retest on **one standard per day**. No retakes will be accepted the week before the end of the grading period.

# Electronic Devices

Students may carry cell phones and MP3 players at school, but may NOT use them or have them on during instructional time unless being used for instructional purposes as directed/permitted by the teacher. Phones are not to be used to take pictures or video footage. All electronic devices must **be turned off and stored in the student’s backpack/bag**. Use during class time or inappropriate use will result in confiscation of device and disciplinary consequences. *(see Student handbook)*

# Zero Tolerance Policy

When a student is taking an exam, they will be asked to put away their electronic devices inside their bags and or give it to the teacher to hold on until everyone in the class is finished with the assessment. We have a ZERO tolerance policy and students will receive an automatic score of 0 (no retakes) and a referral if evidence of cheating is found, or an electronic device is at their desk or on their person. *(Category 5 of student conduct disciplinary guidelines)*

# Help

# It is completely normal for students to experience challenges while taking math course. Students are encouraged to recognize and address these challenges by using one or more of the following suggestions:

* Students can come in for extra tutoring before or after school at a mutually agreed upon time.
* Students can form study groups to work on assignments.
* Attend HELP Program afterschool M-TH in the B-Bld from 3:15-4:30pm