



Course Syllabus

Course Name: **Geometry**

Room: **1**

Period: **7A**

Google Classroom Code: **zuumn3b**

Teacher: **Mrs. Summer Labog**

Email Address: slabog@paparts.org

Prep: **Period 6**

Welcome to Geometry S.Y. 2023 – 24!

Course Description:

This is a one-year course to develop and practice problem-solving skills using inductive and deductive reasoning. This numeric-based course consists of all the topics generally included in a Euclidean Geometry course, such as geometric definitions and symbols, angles, triangles and congruencies, geometric inequalities, parallel lines in a plane, quadrilaterals, triangle similarity, areas of 2-D shapes and surface area and volume of 3-D figures. Mathematical practices will be embedded into each of the areas of mathematics and the standards taught will be taken from the Common Core State Standards for Mathematics. Students are guided through all the conceptual and working levels of the process using geometry. It uses two or three-dimensional shapes and examines their properties, measurements, and mutual relations in space. Geometric proofs could be used as a vehicle to systematically develop these problem-solving skills by relating geometric shapes.

Course Objectives:

- ✓ Students will demonstrate knowledge of geometry and its applications in the real world.
- ✓ Students will apply appropriate techniques, tools, and formulas to determine measurements.
- ✓ Students will develop logical thinking skills.

Learning Goal: Webb's Depth of Knowledge (DOK)

DOK 1 (Recall): Students will recall or recognize a fact, definitions, or term, apply a formula, represent math relationships in words, pictures, or symbols.

DOK 2 (Skills/Concept): Students will classify plane and three-dimensional figures, use models to represent mathematical concepts, compare figures or statements, and provide justifications for steps in a solution process.

DOK 3 (Strategic Thinking): Students will explain thinking when more than one response is possible, make and/or justify conjectures, use concepts to solve problems, and solve a multiple-step problem, supported with a mathematical explanation that justifies the answer.

DOK 4 (Extended Thinking): Students will relate mathematical concepts to other content areas, relate mathematical concepts to real-world applications in new situations, and design a mathematical model to inform and solve a practical or abstract situation.

Key Principles:

- ✓ Everyone can learn math and the only way to *learn it* is to *do it*.
- ✓ Math is based in the real world. Everything around you is mathematics.
- ✓ There is more fun in learning math. There is no such thing as boring mathematics.
- ✓ Questions are important. Do not be afraid to ask. Explore to learn more.
- ✓ People learn from their mistakes, don't be afraid to make them.

What I Expect of Students:
<ul style="list-style-type: none"> • To come to class every day on time prepared to work and learn. • To put forth maximum effort to be successful in the classroom and master the content. • To participate actively in the lessons whether individually, in pairs or in groups. • To adhere to all school rules in the classroom. • To be kind, respectful, responsible, reliable, a role model
What Students Can Expect of Me as a Teacher:
<ul style="list-style-type: none"> • To create a positive learning environment where all students feel safe to try new things, take risks and express themselves. • To be fair and treat all students equally. • To present content material in a manner that will allow all students to learn. • To provide additional support in and outside of the classroom to ensure students could achieve mastery.
Required Materials (to bring every day):
<ol style="list-style-type: none"> 1. Three-ring binder – It should be well-organized and should include the following sections: <ul style="list-style-type: none"> ✓ Worksheets ✓ Review Packets ✓ Quizzes/Tests 2. Composition Notebook – It is very important to take down notes. 3. Pencils or Pens – It is recommended to use pencils so that it is easier to correct mistakes.
Materials Provided:
<ul style="list-style-type: none"> ✓ Chromebook – There’s a Chromebook number designated for each student which will be used for the entire school year. Students are not allowed to use any other Chromebook number. ✓ Calculator – same rule as Chromebooks. ✓ Textbook – Prentice Hall Geometry <ul style="list-style-type: none"> ❖ <u>Please note that all materials are being loaned and should remain in good condition. If you lose these materials or if they are damaged when it is time to return them, you will be charged the replacement cost.</u>
Grading System:
<p>40% - Homework/In-Class work (Worksheets, IXL) 50% - Tests/Quizzes 10% - Warm-Up Activities/Participation/Binder Checks</p> <p>Semester 1 - 40% = 1st Quarter Grade; 40% = 2nd Quarter Grade; and 20% = semester final exam/EOC Semester 2 - 40% = 3rd Quarter Grade; 40% = 4th Quarter Grade: and 20% = year-long final exam/EOC</p> <p><i>* Late work is accepted but penalized by 15% off the final assignment grade.</i> <i>* Tests will be announced several days in advance. Quizzes will be given periodically and maybe given at any time unannounced since they serve as an indicator of daily learning.</i> <i>*Students are expected to demonstrate mastery at 80% as math is a subject that builds on prior skills. If a student gets below 80% in quizzes/tests, he/she needs to retake the quiz/test.</i> <i>*If mastery is not demonstrated, students will participate in remediation to relearn the concepts and then retest over that standard/skill. It is remediated during Targeted Assistance during the school year.</i></p>
Absences:

<p>If a student is absent on the day of a quiz or test, he or she must schedule the makeup for the next day. A student has one day for each excused day absent to make up missed assignment. If an assignment is due the day a student is absent, the assignment is due the day the student returns. For absences that exceed one day, the student will have at least as much time to do makeup work as the number of days of class absence. Excessive absences of 10 or more may result in a loss of credit for high school students.</p>
<p>Tardiness:</p>
<p>If a student arrives after the tardy bell has rung to begin the period, he/she will be considered tardy to class. If a student arrives 15 minutes late, this is considered Absence Unexcused Truant (AU). If the student has a pass, the pass should be given upon arrival to class.</p>
<p>Restroom:</p>
<p>One student at a time may use the restroom or go out of the classroom. Students are given PANDA Student Pass in exchange with their cellphones. If a student is out for more than five minutes, office staff will be notified.</p>
<p>Cellphones/Electronic Devices:</p>
<p>The use of cellphones or other electronic devices is not permitted during class except when explicitly directed by the teacher. Please make sure these devices are kept in bags. If they present a disruption, please see the sequence of offense below: 1st – verbal warning 2nd – will be taken and held by the teacher until the end of the class. 3rd – will be taken and held by the office staff until the end of the school day. 4th – will be taken and only parents can get the device from the administration</p>
<p>Dismissal:</p>
<p>Students should remain in their seats until the bell rings. Ensure that desks and chairs are in their original position. Keep your area neat and clean.</p>
<p>Discipline Procedure:</p>
<p>Failure to adhere to school rules in the classroom will result in appropriate disciplinary action. Please review Student Handbook for further details regarding discipline and the school's attendance policy.</p>

Note: The syllabus may be modified as needed.