

# **Syllabus: Practices & Policies**

2021-2022	Franklin High School
	Section 1: Course Overview
Course Title	Geometry 1-2
Instructor Info Grade Level(s)	Name: Maggie Ordaz Contact Info: mordaz@pps.net  10
Room # for class	Room: S-023
Credit	Type of credit: Math # of credits per semester: 0.5
Prerequisites (if applicable)	Algebra 1-2
General Course Description	In this course, students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Areas of focus will be transformations, congruence, similarity, right triangles, trigonometry, and circles. In addition, students may build on probability concepts from the middle grades by expanding their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probabilities. Students will use a variety of online Geometry tools, including but not limited to: GeoGebra, desmos, etc.
Section 2: Welcome Statement & Course Connections	
Personal Welcome	Welcome to Geometry! I look forward to working and learning with you this year!



Course Highlights	Unit 1: Constructions
(topics, themes, areas	Unit 2: Transformations
of study)	Unit 3: Lines and Angles
	Unit 4: Congruence and Similarity
	Unit 5: Trigonometry
	Unit 6: Coordinate Geometry
	Unit 7: Circles
	Unit 8: Solids
	Unit 9: Probability
Course	Relationships
Connections to PPS	Partnerships and Collaboration
<u>ReImagined Vision</u>	
	I will get to know my students by interacting with them every day multiple times, and I will facilitate
	conversations between students so they can build relationships with each other. Students will be given
	assignments they can work on in their groups, and they will participate in group games.

# **Section 3: Student Learning**

Prioritized
Standards

The following standards will be explored in the course:

MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- MP.1. Make sense of problems and persevere in solving them.
- MP.2. Reason abstractly and quantitatively.
- MP.3. Construct viable arguments and critique the reasoning of others.
- MP.4. Model with mathematics.
- MP.5. Use appropriate tools strategically.
- MP.6. Attend to precision.
- MP.7. Look for and make use of structure.
- MP.8. Look for and express regularity in repeated reasoning.

### HSG-CO.A. Experiment with transformations in the plane

HSG-CO.A.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.



HSG-CO.B. Understand congruence in terms of rigid motions

HSG-CO.B.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

HSG-CO.B.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

HSG-SRT.A. Understand similarity in terms of similarity transformations

HSG-SRT.A.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all pairs of angles and the proportionality of all pairs of sides.

HSG-SRT.A.3. Use the properties of similarity transformations to establish the AA criterion for similarity of triangles.

HSG-SRT.C. Define trigonometric ratios and solve problems involving right triangles

HSG-SRT.C.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

HSG-SRT.C.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

HSG-GPE.B.6. Find the point on a directed line segment between two given points that divide the segment in a given ratio.

HSG-GPE.B.7. Use coordinates to compute perimeters of polygons and areas for triangles and rectangles, e.g. using the distance formula.

HSG-C.A. Understand and apply theorems about circles

HSG-C.A.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

HSG-C.B. Find arc lengths and areas of sectors of circles

HSG-GMD.A. Explain volume formulas and use them to solve problems

HSG-MG.A. Apply geometric concepts in modeling situations



	HSG-MG.A.2. Apply concepts of density based on area and volume in modeling situations (e.g.,
	persons per square mile, BTUs per cubic foot).
	persons per square nine; bitos per cubic tooth.
PPS Graduate Portrait	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:
Connections	Students will explore and discover for themselves math content through guided investigations. They will have opportunities to practice perseverance and resilience by working through higher level math questions.
8/27 Work	Working collaboratively, they will develop leadership skills, problem solving skills and will have the opportunity to learn from multiple perspectives.
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Differentiation/	I will provide the following supports specifically for students in the following programs:
accessibility	Special Education: as stated on IEP
strategies and	504 Plans: as stated in 504 plan
supports:	English Language Learners: notes, graphic organizers, vocabulary with visual representations
	Talented & Gifted: Enrichment activities and opportunities to develop leadership skills. B and A level questions
	on every assignment.
	on every assignment.
	Assessments will have clearly marked leveled questions for C-level, B-level and A-level. Students are able use
	their notebooks on the test. Students will have time to revise tests. Students may retake a unit test after
	completing a unit review.
Personalized	☐ Career Related Learning Experience (CRLE) #1
Learning	☐ Career Related Learning Experience (CRLE) #2
Graduation	-The experience(s) will be:
Requirements (as	☐ Complete a resume
applicable in this course):	'
course).	☐ Complete the My Plan Essay





## **Section 4: Cultivating Culturally Sustaining Communities**

#### Tier 1 SEL Strategies

Shared Agreements I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):



At the beginning of the year, every student will have input on what they need from themselves, from their peers and from their teachers in order to be successful in various class activities such as work time, testing times, guided learning times, and groupwork times.

I will display our Agreements in the following locations:

On our daily Google Slides presentation.

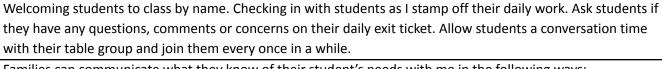
On the Canvas class page.

My plan for ongoing feedback through year on their effectiveness is:

Ask students at the beginning of every quarter for their feedback on the effectiveness of our shared agreements and ask them for input on changes that may need to be made.

#### Student's Perspective & Needs

I will cultivate culturally sustaining relationships with students by:



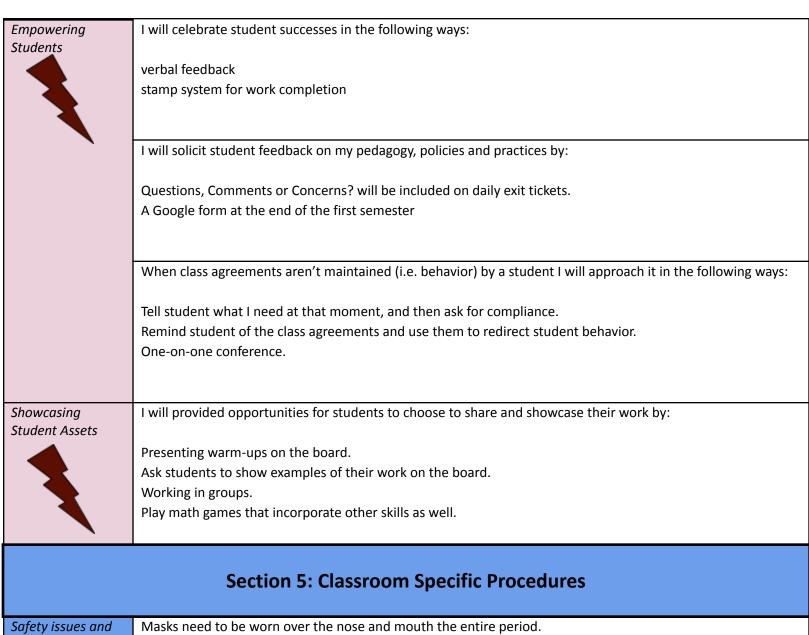


Families can communicate what they know of their student's needs with me in the following ways:

Email Remind

Parent Teacher Conferences





Safety issues and requirements (if applicable):

Hand sanitizer is available in the classroom.

Disinfecting wipes are available in the classroom.

No eating or sharing food in the classroom.



Coming & Going	I understand the importance of students taking care of their needs. Please use the following guidelines when
from class	coming and going from class:
	Ask Ms. Ordaz for a hall pass.
	SIgn out on the sign-out sheet.
	Sign back in once back in the classroom.
Submitting Work	I will collect work from students in the following way:
	I will collect exit tickets as students leave the classroom.
	Tests will be collected before students leave on test days.
	Students keep their assignments and get them stamped off at the beginning of class.
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:
	Invite student to tutorial
	If tutorial doesn work, try to set up another time they can come in to complete the work
Returning Your	My plan to return student work is the following:
Work	Timeline: Exit tickets are returned the following class period and students are given the opportunity to ask
	questions on it. Tests will be returned the following class period for 10 minute test corrections.
	What to look for on your returned work:
	On exit tickets: A plus sign means the question is correct. Otherwise the first mistake made is corrected for you.
	On tests: A correct question will have a plus and then the points for that question. An incorrect question will be circled.
	Revision Opportunities: Revisions are not offered on exit tickets because they are for feedback. A test will have
	a 10-minute test correction time in the following class. Beyond that, students will need stamps to continue
	revising (unless the student has an IEP allowing them more time to work on it - but they will need to let me
	know they need more time by writing it on their test).
Formatting Work	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
(if applicable)	Please use an erasable writing utensil so it is easier to make corrections.
Attendance	If a student is absent, I can help them get caught up by:
	Adding the daily Google Slides presentation on Canvas.
	Giving them copies of the assignments they missed, as well as any notes they missed when they return.



	Come to a B-day tutorial or try to set up another time before or after school to get help.
Section 6: Course Resources & Materials	
Materials Provided	I will provided the following materials to students:
	Calculators that are shared.
	Rulers, compasses, protractors as needed.
Materials Needed	Please have the following materials for this course:
	Notebook specifically for math.
	Pencil or erasable writing utensil.
	Your own calculator if you do NOT want to have to share a calculator with others.
	Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you
Course Resources	get what you need.  Here is a link to resources that are helpful to students during this course:
Course resources	Canvas link: https://lms.pps.net/courses/66652
Empowering	The following are resources available for families to assist and support students through the course:
Families	Khan Academy can be helpful in learning various topics: <a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a>
Section 7: Assessment of Progress and Achievement	
Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their
Assessificitis	<u>progress</u> in the following ways:
	Exit Tickets
	Stamp sheet
Summative	As we complete specific units/topics I will provide the following types of opportunities for students to provide
Assessments	evidence of their <u>learned</u> abilities:
	<u> </u>



	Unit Test Mid-term Test Semester Final
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways:
	Group work, group games, individual exit tickets and unit tests.
Section 8: Grades	
Progress Report Cards & Final Report Cards	
Accessing Grades	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:
	Synergy ParentVue/StudentVue
	I will update student grades at the following frequency:
	After each unit test and then as students complete make-up tests of revisions.
Progress Reports	I will communicate the following marks on a progress report:
	Mark: Grade of A, B C, D or F if students have taken a test already
	Meaning of the mark: A, B, C or D means passing. F means not passing.
	Mark: Pass or No Pass if students have not taken a test already
	Meaning of the mark: Pass - student has demonstrated sufficient evidence to be passing. No Pass - student has
	NOT demonstrated sufficient evidence to be considered passing.
Final Report Card	The following system is used to determine a student's grade at the end of the semester:
Grades	100% of the grade will be from the test scores for each learning target. The final grade is an average of the test scores.
	I use this system for the following reasons/each of these grade marks mean the following:



	Mark of C: Basic Understanding of the learning target  Mark of B/A: Enhanced understanding of the learning target  Mark of D/F: Minimal understanding of the learning target
Other Needed info (if applicable)	

