



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Geometry 1-2		
<i>Instructor Info</i>	Name: Maggie Ordaz	Contact Info: mordaz@pps.net	
<i>Grade Level(s)</i>	10		
<i>Room # for class</i>	Room: S-023		
<i>Credit</i>	Type of credit: Math	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	Algebra 1-2		
<i>General Course Description</i>	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			
<i>Personal Welcome</i>	Welcome to Geometry! I look forward to working and learning with you this year!		



<i>Course Highlights</i> (topics, themes, areas of study)	Unit 1: Constructions Unit 2: Transformations 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
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<i>Course Connections to PPS Reimagined Vision</i>	Relationships Partnerships and Collaboration 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.
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Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course:</p> <p>MP.The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.</p> 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. <p><u>HSG-CO.A. Experiment with transformations in the plane</u></p> <p><u>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.</u></p>
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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



	<p><u>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).</u></p>
<p><u>PPS Graduate Portrait Connections</u></p>  <p>8/27 Work</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <p>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. Working collaboratively, they will develop leadership skills, problem solving skills and will have the opportunity to learn from multiple perspectives.</p>
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education: as stated on IEP</i></p> <p><i>504 Plans: as stated in 504 plan</i></p> <p><i>English Language Learners: notes, graphic organizers, vocabulary with visual representations</i></p> <p><i>Talented & Gifted: Enrichment activities and opportunities to develop leadership skills. B and A level questions on every assignment.</i></p> <p>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.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <li style="padding-left: 40px;"><i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay





8/27 Work

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	
<p data-bbox="216 261 478 337"><i>Shared Agreements</i></p> 	<p data-bbox="478 261 1816 354">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):</p> <p data-bbox="478 365 1816 516">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.</p> <p data-bbox="478 527 1816 553">I will display our Agreements in the following locations:</p> <p data-bbox="478 609 1816 678">On our daily Google Slides presentation. On the Canvas class page.</p> <p data-bbox="478 722 1816 748">My plan for ongoing feedback through year on their effectiveness is:</p> <p data-bbox="478 803 1816 873">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.</p>
<p data-bbox="216 878 478 987"><i>Student’s Perspective & Needs</i></p> 	<p data-bbox="478 878 1816 922">I will cultivate culturally sustaining relationships with students by:</p> <p data-bbox="478 966 1816 1084">Welcoming students to class by name. Checking in with students as I stamp off their daily work. Ask students if they have any questions, comments or concerns on their daily exit ticket. Allow students a conversation time with their table group and join them every once in a while.</p> <p data-bbox="478 1096 1816 1122">Families can communicate what they know of their student’s needs with me in the following ways:</p> <p data-bbox="478 1177 1816 1279">Email Remind Parent Teacher Conferences</p>



<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> verbal feedback stamp system for work completion <hr/> <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>Questions, Comments or Concerns? will be included on daily exit tickets. A Google form at the end of the first semester</p> <hr/> <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> Tell student what I need at that moment, and then ask for compliance. Remind student of the class agreements and use them to redirect student behavior. One-on-one conference.
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> Presenting warm-ups on the board. Ask students to show examples of their work on the board. Working in groups. Play math games that incorporate other skills as well.
<p>Section 5: Classroom Specific Procedures</p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	<ul style="list-style-type: none"> Masks need to be worn over the nose and mouth the entire period. Hand sanitizer is available in the classroom. Disinfecting wipes are available in the classroom. No eating or sharing food in the classroom.



<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <p>Ask Ms. Ordaz for a hall pass.</p> <p>Sign out on the sign-out sheet.</p> <p>Sign back in once back in the classroom.</p>
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way:</p> <p>I will collect exit tickets as students leave the classroom.</p> <p>Tests will be collected before students leave on test days.</p> <p>Students keep their assignments and get them stamped off at the beginning of class.</p> <hr/> <p>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:</p> <p>Invite student to tutorial</p> <p>If tutorial doesn't work, try to set up another time they can come in to complete the work</p>
<p><i>Returning Your Work</i></p>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i> 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.</p> <p><i>What to look for on your returned work:</i></p> <p>On exit tickets: A plus sign means the question is correct. Otherwise the first mistake made is corrected for you.</p> <p>On tests: A correct question will have a plus and then the points for that question. An incorrect question will be circled.</p> <p><i>Revision Opportunities:</i> 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).</p>
<p><i>Formatting Work (if applicable)</i></p>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <p>Please use an erasable writing utensil so it is easier to make corrections.</p>
<p><i>Attendance</i></p>	<p>If a student is absent, I can help them get caught up by:</p> <p>Adding the daily Google Slides presentation on Canvas.</p> <p>Giving them copies of the assignments they missed, as well as any notes they missed when they return.</p>



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

<i>Materials Provided</i>	<p>I will provided the following materials to students:</p> <p>Calculators that are shared. Rulers, compasses, protractors as needed.</p>
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <p>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.</p> <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course: Canvas link: https://lms.pps.net/courses/66652</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course: Khan Academy can be helpful in learning various topics: https://www.khanacademy.org/</p>

Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <p>Exit Tickets Stamp sheet</p>
<i>Summative Assessments</i>	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p>



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



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

