Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	Geometry 1/2
Instructor Info	Name: Trevor Butenhoff Contact Info: tbutenho@pps.net cell: 608-279-4454
Grade Level(s)	9
Room # for class	Room: S244
Credit	Type of credit: Mathematics # of credits per semester: 0.5
Prerequisites (if applicable)	Algebra 1/2
General Course Description	In this course, students will explore 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.

Section 2: Welcome Statement & Course Connections

Personal Welcome	Howdy! I'm so happy you're here! I look forward to learning together! Please let me know if you ever have any questions or concerns.
Course Highlights *(topics, themes, areas of study)*	Unit 0: Soft start social-emotional learning 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
Course Connections to PPS ReImagined Vision	• Partnerships & Collaboration • Joyful Learning & Leadership • Creativity & Innovation

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: **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).**
PPS Graduate Portrait Connections 8/27 Work	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: Help them become inclusive and collaborative problem solvers by providing opportunities for teamwork. Help them become inquisitive critical thinkers with deep core knowledge by providing opportunities to develop compelling arguments based on facts and evidence. Help them become transformative racial equity leaders by providing opportunities to question and advocate current structures. Help them become resilient and adaptable lifelong learners by supporting the creation of a growth mindset.
Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education, 504 Plans, English Language Learners, Talented & Gifted:* Leveled, standards-based assessments with clear benchmarks for C-, B- and A-level work. Flexible timeline for demonstrating proficiency. Multiple attempts to retake and/or revise assessments. Honors credit available for interested students. Clearly posted and chunked agenda, daily learning target(s) and content vocabulary. Investigative, problem-based curricular model to attend to CCSS Mathematical Practices of 'making sense of problems and persevere in solving them'; 'Reason abstractly'; and 'look for and make use of structure,' for example. Explicit instruction using guided notes and teacher-provided notes.
Personalized Learning Graduation Requirements (as applicable in this course):	☐ Career Related Learning Experience (CRLE) #1 ☐ Career Related Learning Experience (CRLE) #2 *-The experience(s) will be:* ☐ Complete a resume ☐ Complete the My Plan Essay

8/27 Work

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): Students will collaboratively create Shared Agreements at the start of the year. As a class we will synthesize our Shared Agreements.
	I will display our Agreements in the following locations: The shared agreements will be posted in Canvas and in the classroom
	My plan for ongoing feedback through year on their effectiveness is: I will provide at least four opportunities for students to provide me feedback on what is working and what is not working in the class.

Student's Perspective & Needs 	I will cultivate culturally sustaining relationships with students by: I believe the classroom is a space where students can bring their authentic self to create a unique classroom community. I will take time to interact with every student every day multiple times. I will talk with students versus talk at them.
	Families can communicate what they know of their student's needs with me in the following ways: Please feel free to text, email or call me any time.
Empowering Students 	I will celebrate student successes in the following ways: Success is worth celebrating! Taking academic risks is worth celebrating! Students will be enthusiastically praised!

	I will solicit student feedback on my pedagogy, policies and practices by: I will provide at least four opportunities for students to provide me feedback on what is working and what is not working in the class.
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: I will get to know my students so I can understand the root cause of why class agreements are not being maintained.
Showcasing Student Assets 	I will provided opportunities for students to choose to share and showcase their work by: Students will have the opportunity to share their work in class through group work galleries and soliciting student work examples.

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	Students will be required to wear masks and social distance 3 feet.
Coming & Going from class	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: I'll be so happy that you made it to class safely! Please let me know if you have concerns!
Submitting Work	I will collect work from students in the following way: Sometimes students will submit their work online in Canvas, Formative or Desmos. Sometimes students will submit their work on paper.
	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: Students can demonstrate their ability at any time. There are no deadlines
Returning Your Work	My plan to return student work is the following: *Timeline: Instant feedback using online platforms* *What to look for on your returned work: Look for items marked incorrect or incomplete* *Revision Opportunities: Students can revise everything multiple times*
Formatting Work (if applicable)	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
Attendance	If a student is absent, I can help them get caught up by: I will work with the student to help them get caught up when they are absent.

Section 6: Course Resources & Materials

Materials Provided	I will provided the following materials to students: I will provide students with a notebook if they want.

Materials Needed	Please have the following materials for this course: None. *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.*
Course Resources	Here is a link to resources that are helpful to students during this course:
Empowering Families	The following are resources available for families to assist and support students through the course:

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 *progress* in the following ways: Daily quiz to end the class period
Summative Assessments	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their *learned* abilities: At the end of the unit students will complete a summative assessment. Students will have opportunities to revise the assessment.
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: I will constantly be on the lookout for feedback from my students to understand how I can maximize evidence of understanding. Towards this end, I will provide at least four formal opportunities for students to provide me feedback on what is working and what is not working in the class.

Section 8: Grades
Progress Report Cards & Final Report Cards

Accessing Grades	Students & Families can go to the following location for up-to-date information about their grades throughout the semester: Canvas and Synergy
	I will update student grades at the following frequency: Daily
Progress Reports	I will communicate the following marks on a progress report: *Mark: C-Level* *Meaning of the mark: Basic understanding* *Mark: B/A-Level* *Meaning of the mark: Enhanced understanding* *Mark: F/D-Level* *Meaning of the mark: Needs to revise or complete assessments*
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: Total points of summative assessments.
	I use this system for the following reasons/each of these grade marks mean the following: Students receive daily feedback on formative assessment and it doesn't affect their grade. The summative assessments are weighted at 100% and can be retaken and revised without penalty.
Other Needed info (if applicable)	