Grade Level: 9, 10, 11, 12          Credit: Mathematics 1.0          NCAA Approved

Time Requirements:
Students will be required to do 5 hours per week of class work, and to do 7.5 hours of homework per week. Students are required to contact the instructor prior to any absence in order to determine how the student will make up any missed assignments.

Course Description:
This course is a co-taught class. Every student will be evaluated on what skills they need and individual plans and curriculum will be assigned to help every individual student needs. New skills for this year will be the following topics in geometry.
This course emphasizes the concepts of Geometry at the high school level. Topics include: reasoning in geometry, using tools in geometry, discovering and proving triangle properties, polygon properties, circle properties, angle/line relationships, transformations, area, volume, similarity, Pythagorean Theorem, and an introduction to trigonometry. In addition to these topics, students will interpret and make decisions based on geometric information and find ways to solve problems that arise in real life while working independently and in groups. Over the course of the year the student will earn a 1.0 credit (or a 0.5 credit over the course of a semester or 0.25 credit over the course of a quarter.)

MTH151
Quarter 1:
1. Basics of Geometry
2. Reasoning and Proofs
3. Parallel and Perpendicular Lines

Quarter 2:
4. Transformations
5. Congruent Triangles
6. Relationships with Triangles

MTH 152
Quarter 3:
7. Quadrilaterals and other Polygons
8. Similarity
9. Right Triangles and Trigonometry

Quarter 4:
10. Circles
11. Circumference, Area, and Volume
12. Probability
This course meets Common Cores State Standards – Mathematics as defined by the state and the school district. This course meets the state and school district graduation requirements.

Challenger High School
2018 – 2019
Geometry Syllabi
MTH 151/152

Common Core State Standards:
Refer to: Common Cores State Standards for Mathematics (which can be found online at http://www.k12.wa.us/CoreStandards/Mathematics/pubdocs/CCSSI_MathStandards.pdf) for more detail and to identify specific standards. The CCSS-M clusters covered are:

- G-CO 1 – 13: Congruence
- G-SRT 1 – 8: Similarity, Right Triangles, and Trigonometry
- G-C 1 – 5: Circles
- G-GPE 1, 2, 4 – 7: Expressing Geometric Properties with Equations
- G-GMD 1, 3, 4: Geometric Measurement and Dimension
- G-MG 1 – 3: Modeling with Geometry
- Math Practices 1 – 8

Materials:
- District approved textbook: Big Ideas Math: Geometry
- All other supplementary materials will be provided by the instructor or accessed on the iPad

Assessment (may include but not limited to):
- Oral/Written expression for mastery understanding of course concepts and demonstration of the application of course concepts.
- Performance based evaluations through labs and projects.

Progress:
- Student progress is monitored weekly (We will do our best to send out bi-weekly progress reports by email.) Student monthly progress is at the discretion of the certificated teacher based on weekly evaluations and the student’s ability to complete the required learning benchmarks for that month.
- If a student fails to make collective progress for all weeks, then monthly progress is unsatisfactory. Student monthly progress is specifically evaluated against progress benchmarks, which are clearly defined in the course for each month.
- In addition to the course schedule, these benchmarks may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- These established progress benchmarks will allow teachers and students to assess the student’s educational progress in meeting the course learning standards.
- At a minimum, students must turn in at least one assignment per week to maintain a status of “making monthly progress”, but will need to complete all the instructor is asking for each week in order to complete the course on time.

Grading Scale: (Progress reports will be done monthly)
- A (90-100%) Student demonstrates exemplary abilities through scores earned on assessments; student showed outstanding mastery of expected skills
Class Expectations:
Each student is responsible for their own behavior and should act in a manner that will not detract from the learning environment for other students. Refer to the student handbook for further detail on behavioral expectations. Failure to abide by these expectations may result in a warning, removal from the class for a specified time period, parent phone call and/or conference, or additional discipline as spelled out in the student handbook.

Student assignments may be found on the Canvas page for this course. Students may download and access missing assignments at any time. These assignments are updated on a regular basis. Grades are kept up to date in Family Access (at least weekly if not more often.) If there are any questions as to a grade or an assignment we can be contacted at smckinley@bethelsd.org or mcthompson@bethelsd.org.

Attendance is crucial in this class. Please be in class, on time, regularly. Many experiences in the classroom cannot be re-created on an individual basis. Research shows that students who miss even a few days of school each month are at a greater risk of academic failure and dropout. We have set a goal that every student in our school attends regularly (no more than nine absences per year, approximately one absence per month, including excused absences.) It is the student’s responsibility to get assignments and activities that have been missed due to absence.

The first graded assignment for this class is to either print out and return the last page of this syllabus signed by both student and parent/guardian or you may also email this last page to smckinley@bethelsd.org. If a student is their own parent/guardian they may sign both, but be sure that the proper paperwork has been filled out in the office if this is the case.

_________________________________________________
Student Signature

_________________________________________________
Parent Signature

_________________________________________________
Parent preferred contact phone number

_________________________________________________
Parent preferred contact email