

Honors Geometry

Fall 2019

Mr. McElrath

920-779-7900 ext: 17118
kevinmcelrath@hasd.org

Available:

Before School
8th Hour
After School
By Appointment

Expectations:

- Be Respectful
- Be on time (to class and with work)
- Be Prepared
- Ask Questions

Consequences for not meeting classroom expectations may result in a warning, detention, call home and / or administrative referral.

Rules:

- Use technology for educational purposes
- Stay in assigned seat until bell

Supplies: Binder with loose leaf paper OR notebook, pencil/pen, textbook, agenda book, and scientific calculator must be brought to class daily unless otherwise instructed. The binder is used to organize the many materials that are given in Geometry and to store daily work.

Grading: During the semester, I'll grade your assessments using standards-based grading using the rubric below. Each learning target (see appendix A) will receive a score using the decaying average grading calculation, which puts the weight on the most recent assessment.

0-No Evidence	Level 1-Beginning	Level 2-Approaching	Level 3-Proficient	Level 4-Exceeds Expectations
Student did not provide enough evidence of learning. (Student must be reengaged in the learning process.)	Student provided simplistic evidence of learning with many errors and/or omissions.	Student provided simplistic evidence of learning with some errors and/or omissions.	Student independently provided both simple and complex evidence of learning with accuracy.	Student independently provided evidence of accurate learning, in-depth inferences, and interactions with concepts in ways that exceed what was taught.

Letter Grade	Final Average of Learning Targets
A Range	All 3's and 4's (no score of 2 or below)
B Range	2.67-2.99 average with no score of 1 in any learning target
C Range	2.33-2.66 average with no score of 1 in any learning target
D Range	2.0-2.32 average with no score of 1 in any learning target
F	A score of 1 in any learning target

A semester exam will be given at the end of the semester. Performance on the final may result in a double plus*, plus, flat, minus, or double minus** using a final scale or teacher discretion.

*For example: double plus can result in a B increasing up to an A-.

**For example: double minus can result in a B decreasing down to a C+.

Retake Assessments:

Students will be able to retake any or all the learning targets from any summative assessment. To retake a learning target, the student must talk to their teacher and create a plan to prepare for the retake. This plan should include elements from both of the following:

- 1) Show evidence of original learning from before the assessment (homework, reviews, etc.).
- 2) Show evidence of the re-learning after the assessment (corrected assessment, retake ticket, etc.).

The deadline to retake learning targets from summative assessments is prior to the next summative assessment. If circumstances require a longer retake timeline, a conference between the student and teacher should take place.

Absents:

All absentees are responsible for arranging make-up work that they have missed. If a student misses a test or quiz, they have one day for every excused absence to make it up. It is the student's responsibility to make up any work or assessment that they missed while absent.

Advice for Learning and Studying Honors Geometry:

- *Don't Fall Behind:* New topics will build on material already covered. Keep up with the study materials and other assignments. "Cramming" won't cut it!
- *Focus your study:* The amount of information you will be expected to learn can sometimes seem overwhelming. It is essential to recognize those concepts and skills that are particularly important. Pay attention to what is emphasized in class.
- *Keep good notes:* During class, you will occasionally be given study guides, keep detailed notes on these study guides; they are designed to help you take notes. If there is not a study guide, you should keep clear and concise notes of definitions and examples given in class.
- *Be prepared for class:* Read topics in the text before you come to class. Get a feel for the topic so that when it is taught, you can relate it to what you have read, it is like getting a head start.
- *Review after class:* A lot can be gained by taking a few minutes to review the day's lesson. Rework some of the examples and relate them to the study materials.
- *Do all study materials:* The best way to really learn a concept is by practicing it, these study materials are designed to give you the best practice.
- *Ask Questions:* If you having trouble understanding a topic, make sure to ask questions. If there is not enough time in class to answer all your questions, see me on any of my free time. After you have finished your study materials, ask yourself "Do I really know what I just did?" If not, come see me for further explanation. Use your resources!

Appendix A:

The following learning targets will be assessed throughout the school year.

Semester 1

- LT1: I can identify and model all types of points, lines, and planes.
- LT2: I can measure segments and calculate measures of segments.
- LT3: I can find the distance between two points and find the midpoint of segments.
- LT4: I can measure and classify all types of angles.
- LT5: I can identify and use special pairs of angles and perpendicular lines.
- LT6: I can write and interpret conjectural, conditional, if-then, and converse statements; and provide counterexamples for false statements.
- LT7: I can write algebraic and geometric proofs using the properties of equality.
- LT8: I can write proofs involving segment addition and congruence.
- LT9: I can write proofs involving supplementary and complementary angles, congruent angles, and right angles.
- LT10: I can identify the relationships between two or more lines and a transversal; or two planes.
- LT11: I can use the relationships between parallel lines and transversals to find angle measurements.
- LT12: I can prove that two lines are parallel using angle pair relationships.
- LT13: I can use slope to identify parallel and perpendicular lines.
- LT14: I can identify and classify triangles by angle measures and side measures.
- LT15: I can apply the Triangle Angle-Sum and the Exterior Angle Theorems.
- LT16: I can name and use corresponding parts of polygons to prove angles, sides, or polygons are congruent.
- LT17: I can use the SSS, SAS, ASA, and AAS postulates and theorems to prove triangle congruence.
- LT18: I can use properties of isosceles and equilateral triangles to find missing angles or sides.
- LT19: I can identify reflections, translations, and rotations and verify congruence after a congruence transformation.
- LT20: I can use properties of perpendicular bisectors, angle bisectors, medians, and altitudes in triangles.
- LT21: I can recognize and apply properties of inequalities within a triangle.
- LT22: I can find the sum of the measures of the interior and exterior angles of a polygon.
- LT23: I can define, recognize, and apply the properties of quadrilaterals: parallelograms, rectangles, rhombi, squares, trapezoids, and kites.

Semester 2

- LT24: I can use proportions to identify similar polygons, and solve problems using their properties.
- LT25: I can identify similar triangles and use their properties to solve problems.
- LT26: I can recognize and use proportional parts (i.e., midsegment, angle bisector, median, altitude) within triangles; and with parallel lines.
- LT27: I can identify, verify, and apply (e.g., scale factor) similarity transformations.
- LT28: I can use the Pythagorean Theorem and its converse.
- LT29: I can use the properties of special right triangles.
- LT30: I can find and apply trigonometric ratios using right triangles, and use these same ratios to find missing sides and angle measures.
- LT31: I can solve problems involving the circumference of a circle.
- LT32: I can identify central angles, major arcs, minor arcs, and semicircles, and find their measures.
- LT33: I can find arc lengths.
- LT34: I can recognize and use relationships between arcs, chords, and diameters.
- LT35: I can find measures of inscribed angles and angles of inscribed polygons.
- LT36: I can use properties of tangents.
- LT37: I can find the measures of angles formed by lines intersecting on, inside, or outside a circle.
- LT38: I can find measures of segments that intersect in the interior or exterior of a circle.

- LT39: I can write and graph the equation of a circle.
- LT40: I can find areas of parallelograms, triangles, trapezoids, rhombi, kites, circles, sectors of circles, regular polygons, and composite figures.
- LT41: I can find and use areas, scale factors, and missing measures given similar figures.
- LT42: I can classify three-dimensional figures and identify cross-sections of three-dimensional figures.
- LT43: I can find lateral areas and surface areas of prisms, cylinders, pyramids, cones, and spheres.
- LT44: I can find volumes of prisms, cylinders, pyramids, cones, and spheres.
- LT45: I can draw reflections, translations, rotations, and dilations with or without a coordinate plane.

Appendix B:

The following are schoolwide behavioral learning targets that will be emphasized and expected during the year.

United

- A. S1: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.
- A.S1.a. Learning Target: I can effectively work collaboratively with others.
- A.S1.b. Learning Target: I can communicate appropriate thoughts and feelings using verbal and non-verbal language.

Respectful

- B. S1: Students will identify and apply employability skills.
- B.S1.a. Learning Target: I can identify and demonstrate positive work behaviors and personal qualities needed to be employable.
- B.S1.b. Learning Target: I can evaluate how self-discipline, self-worth, positive attitude, and integrity displayed in a situation affects success.
- B.S1.c. Learning Target: I can manage my roles in school responsibly to balance them with other life roles and responsibilities.
- B. S2: Students will use technology appropriately to further their learning.
- B.S2.a. Learning Target: I can use technology to communicate respectfully with others.
- B.S2.b. Learning Target: I can use technology to promote my academic success by creating unique and original work, citing my sources.
- B.S2.c. Learning Target: I can use technology to promote my academic success by using online resources that support my learning and avoid technology that may distract from learning.

Accountable

- C. S1: Students will formulate and defend judgements and decisions by employing critical thinking
- C.S1.a. Learning Target: I can defend an idea, judgement, or argument with evidence and rationale.
- C. S1.b. Learning Target: I can formulate an idea and defend it using available information and resources, personal knowledge, and my experience.
- C .S2: Students will approach new learning with flexibility and accountability.
- C.S2.a. Learning Target: I can be flexible and adaptable when faced with a challenge.
- C.S2.b. Learning Target: I can approach new learning with a growth mindset.

Dear Parents(s) / Guardian,

Attached you will find a copy of the expected behaviors and the consequences of disobedience for your son/daughter's Honors Geometry class. Please take a few minutes to go through these expectations with your child and encourage them that they need to be followed to experience success in this class. Please sign on the lines below along with your son/daughter and return by Friday, September 6th. If you have any questions or comments throughout the school year, feel free to contact me at 920-779-7900 ext. 17118 or email me at kevinmcelrath@hasd.org. A positive relationship between the school and home is an important contributor to a student's achievement in school. I look forward to working with your child.

Sincerely,

Mr. McElrath

AS A STUDENT, I AGREE TO follow the guidelines as stated in the Student Handbook and Mr. McElrath's expectations.

PRINT NAME: _____

STUDENT SIGNATURE: _____

AS A PARENT, I AGREE TO:

- Insist on regular attendance.
- Reinforce the guidelines of the class and the school.
- Provide the time and place for my teenager to study.
- Encourage my teenager to ask questions and get help when needed.

PARENT SIGNATURE: _____

PHONE NUMBER: _____

E-MAIL ADDRESS: _____