August 7, 2017

Dear Parents and/or Guardians:

Once again a new school year has arrived, and I am pleased to welcome you! I am very excited about the chance I have to teach your child. I firmly believe that Radford is a great school, and am proud to be your child's teacher. I love teaching math, and my goal is to spark your child's interest in this great subject.

You are the most important person in your child's life, and I want to make sure I am giving ample support to both you and your child. I value your input and spport, and firmly believe that when parent, student, and teacher are working together, everyone can be successful.

Attached is **your** copy of the syllabus your child has received today for Geometry.

Please complete the attached Syllabus Agreement and sign in the space provided to indicate that you and your child have read, and are in agreement with, the attached syllabus. Have your child return the signed Syllabus Agreement to me during our next class meeting. **Please keep this copy of the syllabus with the cover letter for your own records for future reference.** If you have any questions, comments, or concerns, please feel free to contact me by email at summer_slayter@notes.k12.hi.us, at 421-4200 ext. 265, or www.MathWithMsSlayter.weebly.com.

Sincerely,

Summer Pattison
Geometry Teacher

Radford High School
2017-2018

☆ Geometry (MGX 1150) ☆

Instructor: Mrs. Summer Pattison **E-mail:** summer_pattison@notes.k12.hi.us

Phone: 421-4200 ext. 265 **Class Website:** MrsPattisonMath.weebly.com

Welcome to Geometry
Geometry is a yearlong course in mathematics. This course is a study of plane and solid Euclidean Geometry. Emphasis is on recognition of basic geometric terms, relationships and application of lines, polygons, circles and solid figures. Deductive proof, algebraic problem solving, coordinate geometry and transformations are also included.

The overall course goal is to provide meaningful instruction of geometry concepts interlaced with algebra skills. Students should become more aware of geometry in real-life situations/problems.

Instructional Design
The primary method of instruction that students will experience is lecture and note taking. This ensures concepts are learned properly. The lessons are also strengthened and supported by group work and problem solving assignments that require in-depth explanations in the form of writing. The daily routine would include but is not limited to, reviewing previous concepts/ skills by going over homework problems, taking notes on the new lesson, and doing practice problems on the new material.

Daily Required Materials
- Three-Ring Binder (at least 2")
- Dividers (4-tabs)
- Folder Paper
- Graph Paper*
- Pencils (at least 2)
- Colored Pen(s)
- Highlighters (yellow and another color)
- Calculator**
- Protractor
- School planner
- School ID (great as a straight edge)

** Graph paper can be printed from http://www.printablepaper.net or elsewhere online.*

*** A graphing calculator(TI-83 or TI-84) is recommended if you are planning on continuing to Trigonometry, AP Calculus, and/or AP Statistics.*

★Classroom Supply List★

Please bring in the following unused supplies by **Friday, August 18**.

4 pack of AAA batteries

&

to help maintain a hygienic classroom **one (1)** of the following

- **1** roll of paper towel
- **1** box of tissue (pull-able)

Teacher Expectations of Students

- Demonstrate self-DISCIPLINE.
  - Arrive to class on time.
  - Stay in your seat until the teacher has dismissed you.
  - Calculators are to be used for math purposes only. The teacher has the right to reset them or confiscate them at any time, especially if they are being used inappropriately.
- RESPECT yourself, your classmates, and your teacher.
  - Treat others the way you want to be treated.
  - Listen carefully when others are speaking.
  - Follow directions the first time they are given.
  - Only offer constructive criticism.
  - SWEARING OF ANY KIND IS UNACCEPTABLE.
  - Be a positive contributor to your class.
- Be RESPONSIBLE for your own actions.
  - Be ready to work when the tardy bell rings.
  - Bring all required materials (from the previous page) to class.
  - Complete all assignments and turn them in on time.
- Bathroom use should be taken care of at recess or lunch, and will not be allowed within 10 minutes of the bell ringing. Please wait for an appropriate time during the class period. Bathroom use is only allowed with the students' own planner filled out completely.
- ALL school rules will be strictly enforced.
- Do your best! The knowledge you gain from this class is directly proportional with the effort you put in. IF YOU TRULY DO YOUR BEST TO PASS THIS CLASS, YOU WILL!!!

Consequences for Rule Breaking

- First Offense: Warning.
- Second Offense: Conference with teacher.
- Third Offense: Phone conference with parents & referral to counselor

Grading System (I update grades on *Engrade* at least every 2 weeks)

Grades will be assigned according to the percentages below.

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	00% - 59%

The grades you earn will be weighted in the following method:

5%	Binder Checks
15%	Assignments
55%	Quizzes
25%	Exams
100%	Total Grade

***To earn the 1 math credit for this course, students must earn a passing grade for the Year. To calculate this grade, the 1st and 2nd semester grades are averaged. However, a student earning a failing grade for 2nd semester will automatically receive a failing grade for the year, as it shows that the majority of the Geometry Standards have not been met.**

BINDER CHECKS

Your binder will be graded on *organization and completeness*. Binders will be graded up to 3 times per quarter with 1 week notice given. *Organization:* Lessons will be organized chronologically. A section of notes will be preceded by any activity/BellWork done for that section and followed by any Class Work, the graded HW, and any graded Quizzes ending at that section. *Completeness:* Each section must be done using a Cornell Notes format (see pages 8 & 9). Within each section, all new Vocabulary terms must be highlighted in yellow, and all Theorems highlighted in another color. At the top of each section of notes, you must have the Learning Target written and a 2-3 sentence summary relating to the learning target. On the left of each page, you should have 3-5 inquiry questions/main ideas written for each section. This format of notes is expected to be completed daily to help review and solidify material learned in class. (Binder Rubric on page 7).

ASSIGNMENTS

Bell Work & Class Work

Bell work is to be expected at the beginning of the class. The purpose of bell work is to practice basic mathematical skills. Bell work is part of the note-taking process.

The purpose of class work is to practice the topics learned that day. Class work can be due during the period and can graded on completeness OR correctness. We go over class work the day it is assigned to check for understanding. ANSWERS ONLY ARE NOT ACCEPTABLE, AND WILL EARN A 0%.

Power Homework

Homework is to be expected daily. I strongly believe homework is a valuable aid in helping students to practice the topics learned that day and review previous topics. Homework is due at the beginning of the next class and is graded on completeness, not correctness. Assignments must be done in **Power Homework** format (see Power Homework Example sheet page **5-6**) to earn credit. Students should carefully write out their process in solving each problem. ANSWERS ONLY ARE NOT ACCEPTABLE, AND WILL EARN A 0%.

I expect students to attempt every problem assigned. Keep trying even if it at first it seems hard!

Homework Rubric

**Score (pts)	Attributes
20	All problems assigned were attempted with work shown in Power Homework format.
16-19	Most problems assigned were attempted with work shown in Power Homework format.
11-15	More than half of the problems assigned were attempted with work shown in Power Homework format.
1-10	Some problems assigned were attempted with work shown in Power Homework format OR problems not done in Power Homework format.
0	Assigned problems were written with answers only, the assignment was not turned in, or student received an extension.
**Homework earns points regardless of being right or wrong. Homework is for practicing, while quizzes and tests are graded for accuracy.	

If you are present in class, and do not have that day's homework **completed**, you may ask for an extension while others are turning in their homework that day. Extensions are for one class day, and can earn full credit. In order to get an extension, you must have that homework set up in Power Homework Format, and have **at least** one problem **attempted**. Extensions turned in after the 1 class day extension allowed will earn half-credit.

If you are present in class, and do not have that day's homework, you must turn in a completed green-sheet (see "I didn't turn in my homework because…" form on page **5**) if you would like the opportunity to turn the assignment in late for half-credit. These green quarter-sheets are always located by the front of the classroom. If you do not turn in a green sheet, you will not be able to turn the assignment in late, and will, therefore, earn a 0% --F -- for that assignment. No exceptions.

QUIZZES

Quizzes will be given weekly to assess knowledge of topics throughout the quarter. Quizzes may be administered any time during class with or without prior notice.

Recover Quiz Policy

My goal as a math teacher is for you to learn mathematics, and the purpose of a quiz is to assess your knowledge of a given set of concepts. If you have not fully understood a set of concepts, I want you to research your mistakes and try again. The Recover Quiz program is designed to give you this opportunity, by allowing you to make-up a quiz on which you want to earn a better grade. These recovery quizzes are always different than the original, but on the same topics. This program can improve student achievement and overall learning, as long as the student prepares prior to taking the recovery. Students have 1 week from the day a quiz is returned to do a recovery quiz. Students have 1 make-up opportunity per quiz.

EXAMS

Exams are an opportunity for students to demonstrate their knowledge of the topics covered. A review worksheet will be given **at least** one week before the exam is administered. Students will be given ample time to review and ask questions. **No re-teaching will be done on the day of an exam.**

Exams will be given at the end of each quarter*. Each exam will cover:

- Quarter 1 Exam: Topics from quarter 1
- Quarter 3 Exam: Topics from quarter 3
- Semester 1 Exam: Topics from semester 1
- Semester 2 Exam: Topics in semester 2

**If a student does not take any test or exam, he/she will earn a 0% (zero) as their grade (unless he/she is permanently withdrawn from the class/school).*

Absences

- Assignments: Students have 1 week upon returning to turn-in missed assignments for **full-credit**.

- Quizzes: Upon returning to class, students will receive a copy of the original quiz taken during their absence. Students are responsible to take the Recovery Quiz, worth **full-credit**, by the Recovery date. Failure to do so will result in earning a 0%.

  **Extenuating circumstances are arranged on a case-by-case basis.

- **It is your responsibility (as a student) to find out what was missed in your absence.**

Availability for Tutoring, Extra Help, & Questions

- TASK (with a valid TASK Pass)
- After-school until 3:00 p.m.
- By Appointment

*After school tutoring for core classes is offered in the Transition Center from 3:00pm-4:00pm. See your teacher for details.

Grade Checks, Field Trip Forms, & Excused Absence Notes

- Anything that needs my signature must be put under “the bear” at the beginning of class.
- It is your responsibility to collect the form at the end of class.

uestion/Problem

This section should include:
+ Important instructions
+ the problem, and
+ any diagrams, pictures, or graphs.

Abbreviating is great, however, make sure you can read/understand what you abbreviated later.

or word problems, include the llowing **INFO** process on this ide:

- What Information is given?
- What do you **N**eed to find?

Process

- This section should show all your work.
- Your process should be neat, legible, and organized.
- Line up your work shown with the question on the left side.
- You should put a circle or box around your final answer (or something to distinguish your answer from the rest of your process).
- The point of power homework is to be able to use your homework to help you study for quizzes and tests by folding the paper at the line to the left and doing the problems "fresh". Then check your answers with those on your homework.
- For word problems, you must include the following **INFO** process on this side:
  - What **F**ormula(s) do you need to solve?
  - What is your **O**utcome or solution?

Dress Code Policy (page 15 of the RHS planner)
If the student is out of dress code in school, one of the following will occur:
- If the offense is correctable: the student will be given a warning, and asked to fix the offense.
- If the offense is not correctable: the student will be sent to a Vice Principal.

Academic Integrity
- Academic Honesty promotes:
  - being responsible for producing work that is your best effort
  - fostering positive relationships based on trust
  - being an accountable citizen for one's own actions; this includes, but is not
- Therefore, cheating or plagiarism of any kind on class work, homework, quizzes, or exams will result in a zero (0) on that assignment and parent notification.
- REMEMBER, if you start with words, end with words! Answer word problems in complete sentences.

Mahalo!

I didn't turn in my homework because...

Name (print):_____
Today's Date:_____ Period:_____

Assignment:_____
_____

Reason for not turning in my homework:
☐ I forgot it at home/elsewhere.
☐ I did not do the homework at all.
☐ I did not complete the homework.
☐ Other:_____
_____

- I understand that by turning this sheet in in place of my homework assignment, I may turn in the assignment listed above late for **half-credit**.
- All late penalties apply. See syllabus for details.
- Late work is due by the day of the corresponding Chapter Test.

I have read, and understand the above material, and agree to abide by it.

_____
Student Signature Date

Power Homework Format

Name
Date
Period

Homework Assignment

.

: • invest $80
• interest of 2% = 0.02

I: How much interest would you earn after 1.5 years?

F: Simple interest = Prt; P=principal, r=interest rate, t=time.

Power Homework Example

O: P=$80, r=0.02, t=1.5
Simple Interest = Prt
= (80)(0.02)(1.5)
= $2.40

Bella Swan
7/31/17
Per. 1

HW #1: Unit 1.1 #3-18 (by 3's)

Solve for x.

3. $4x + 7 = 28$

$4x + 7 = 28$
$-7 \quad -7$
$4x = 16$

$\frac{4x}{4} = \frac{16}{4}$

$x = 4$

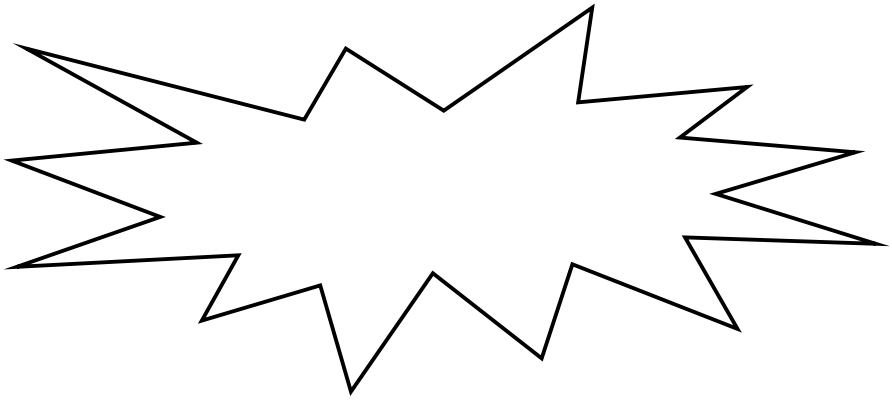
An amount of $80 with a simple interest rate of 2% will earn $2.40 after 1.5 years.

6. $\frac{n}{3} + 5 = 2$

$\frac{n}{3} + 5 = 2$
$-5 \quad -5$
$\frac{n}{3} = -3$

$3 \quad \frac{n}{3} = -3 \quad 3$

$n = -9$



/30

Binder Rubric

Q1 Q2 Q3 Q4 Lesson(s) #_____ Date:_____.

ORGANIZATION All of the following criteria are met:				
Earned	**3 points each**	**2**	**1**	**0**
	☐ ***Syllabus*** is at the beginning of the binder.	• Syllabus is elsewhere		• No syllabus found
	☐ ***Divider tabs*** are labeled (at least current quarter).	• Divider labeled elsewhere	• Dividers with no label	• No dividers present
	Table of Content: ☐ is located at the beginning of each divider ☐ includes all section numbers & titles ☐ has all vocabulary written in the correct section	• At least 2 components are complete OR • Majority of all items complete	• At least 1 component is complete OR • TOC is illegible	• No TOC found
	☐ ***Each section of notes*** is arranged chronologically: • Activity/BW • Notes • CW • graded HW • Quizzes	• At least 75% of papers are in the correct order	• At least 50% of papers are in the correct order	• Less than 50% of papers are in the correct order
	☐ ***All papers are present*** in the proper divider.	• At least 75% of papers are present	• At least 50% of papers are present	• Less than 50% of papers are present
	☐ ***All papers (not just Geometry) are neatly included in binder rings***… NOT stuffed into the notebook or tucked in the pocket.	• 1-5 papers out of binder rings	• 6-10 papers out of binder rings	• Most papers in pockets

Earned	**6 points**	**5-4**	**3**	**2-1**	**0**
	☐ ***Learning Target*** clearly written at the top of the page	• At least 65% are present	• At least 50% are present	• At least 20% are present	• None written
	☐ ***Vocab & Theorems*** highlighted in appropriate colors	• At least 65% highlighted	• At least 50% highlighted	• At least 20% highlighted	• None written

Notes: **Score:**

Inquiry Questions

3-5 questions per section)

Notes (Notes taken in class)

RAM WAY Notes Format

Date

Title of Lesson

Learning Target

- Write a question that is answered by the information in the notes you took above; this will help you remember the information or words, AND will help you really understand the topic.
- Write a word or phrase that is connected to the information to the right.
- Use a different color pen for your questions and summary sections to make it stand out from the notes.

- This section should show all the notes taken in class for this lesson.
- Write main ideas, important details, definitions, formulas, processes, and diagrams.
- Use symbols and abbreviations whenever possible, however, make sure you can read/understand what you abbreviated and use symbols for later.
- Notes should be clear and organized. Use more than one page when appropriate.
- REMEMBER, if you start with words, end with words! Answer word problems in complete sentences.

*Since we are using the new state curriculum worksheets aligned to the Common Core State Standards (CCSS), we will focus on identifying and accomplishing the learning target. The above descriptions is for clarity of what is to be written and when (before, during, or after class).

tudent Learning Target: In basic polygons, how does perimeter and area relate to each other?
Notes taken in class.
Created Summary: Perimeter is found by adding up the lengths of the sides of a polygon, while area is found by multiplying dimensions together (different formulas for different polygons). Perimeter and area have no real relationship, because even if polygons have the same perimeter, they will not always have the same area.
estions:

Cornell Notes Example
same sides

d the perimeter
polygon with
endpoints at
), (-1, 3),
-4) and
4).

$AB = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
$AB = \sqrt{(1-(-2))^2 + (3-(-1))^2}$
$AB = \sqrt{(3)^2 + (4)^2} = \sqrt{9 + 16}$
$AB = \sqrt{17} \approx 4.123$

$P = AB + BC + CD$
$P = 4.123 + 4 + 3$
$P = 11.123$ units
P = 100 units
A = 625 units^2

P = 100 units
A = 576 units^2

P = 100 units
A = 622.75 units^2

at is the formula
the area of a
tangle?

Geometry
Sec. 5-1 and Sec. 5-2 Notes

Name:
Date: Per:

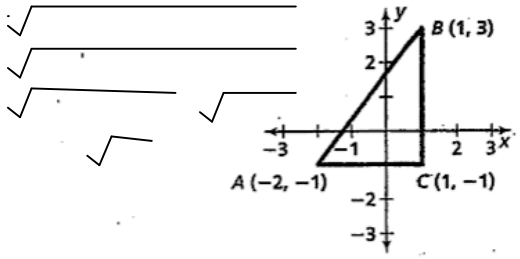
number square units
P = 26 units
A = 22 units

P = 30 units
A = 44 units

Section 5-1: Understanding Perimeter and Area

Perimeter of a polygon: distance around a figure or the _____ of the lengths of the _____.

1. Find the perimeter of the polygon.



Special cases: Rectangles $P = 2b + 2h = 2(b + h)$

Squares $P = 4s$

Area of a polygon: _____ of _____ enclosed by or inside the polygon.

Theorem 5-1 Area of a Rectangle: The area of a rectangle is the product of its base and height.

$A = bh$

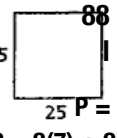
Postulate 5-1: The area of a square is the square of the length of a side.

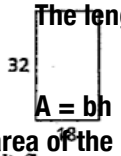
$A = s^2$

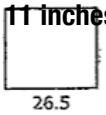
Postulate 5-2: If two figures are congruent, their areas are equal.

Postulate 5-3: The area of a region is the sum of the areas of its nonoverlapping parts.

2. Find the perimeter and area of each rectangle. Which has the greatest area?





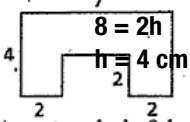


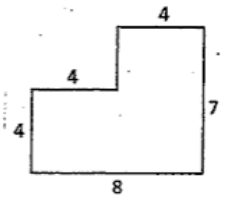
w = 8in
A = 88 in^2
P = 22 cm
B = 7 cm

A = l • w
88 = l • 8
l = 11
P = 2b + 2h
22 = 2(7) + 2h
22 = 14 + 2h
8 = 2h
h = 4 cm
A = bh
A = 7(4)
A=28cm^2

The length of the rectangle is 11 inches.
The area of the rectangle is 28cm^2.

3. Find the perimeter and area of each figure.





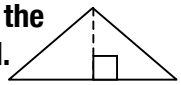
4. A rectangle is 8 in wide. Its area is 88 in^2. What is the length of the rectangle.

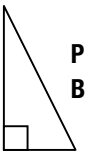
5. The perimeter of a rectangle is 22 cm and the base is 7 cm. What is the area?

m

7 m 7m

area of a 3m
pezoid is 33m^2.
trapezoid has
es measure 4m
l 7m. Find the
ght of the
pezoid.





Geometry 2017-2018

Student Information Sheet

After reading the attached syllabus, please initial & sign this sheet for your child to turn in during the next class meeting (tomorrow). Please keep the rest of the syllabus for your records.

Student's Full Name:_____ Birth date:_____

Extracurricular Activities (clubs, volunteer work, sports, etc):_____

_____

Parent/Guardian Name(s):_____

E-mail Address(es):_____

Best Contact Number(s): _____ **home cell work**

Question: The last math class I completed was _____. The grade I received in that class was a(n) _____. If at RHS, who was your math teacher?_____

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*Please initial in the indicated blank to signify that you have read and understand the following class policies and procedures:

_____ **Dress Code Policy** (Please refer to page 5 of syllabus)
Parent Initial

_____ **I didn't turn in my homework because…** (Please refer to page 3 & 5 of syllabus)
Parent Initial

_____ **Recover Quiz Policy** (Please refer to page 4 of syllabus)
Parent Initial

_____ **Power Homework Format** (Please refer to pages 3, 5, & 6 of syllabus)
Parent Initial

By signing below, you indicate that you have read, and understand, the above information and attached syllabus, and that all information provided above is correct to the best of your knowledge.

Student's signature:_____ Date:_____

Parent's signature:_____ Date:_____

Contact Log *(for teacher use only)*

_____

_____

_____