

**Course Objectives:**

All high school students must pass Geometry in order to graduate from high school. The Geometry curriculum is based on the Common Core Standards which the students will be tested via the PSAT, NWEA and SAT for Juniors. Geometry is also the course in which students gain the tools that they will need to be successful in the higher level math courses that they will be taking during the remainder of their high school career. Bearing this in mind, there are two major objectives in this course. By the end of the school year, I expect the students to be able to:

- 1) Demonstrate the thought processes required to perform with proficiency in higher-level mathematics courses, as well as everyday life.
- 2) Effectively communicate using the mathematical language.

Both objectives will be assessed throughout the year in the form of tests, quizzes, benchmark exams, projects and presentations.

**Text (available upon request):**

Prentice Hall Classics Informal Geometry; Cox; Pearson Prentice Hall Publishing: ISBN-10: 0-13-165713-5

Replacement Cost: \$40

**Course Outline:**

The Geometry course is divided into fifty-five different standards covered via the 12 chapters of text. For each standard, students will be completing work that draws from the information presented in the class, as well as the text and other outside materials. To master each standard, each student will complete a combination of bookwork, activities, projects, and real-life applications of the math. The Geometry class will be following a pacing calendar for much of the year. This calendar addresses the standards via the text into smaller units, each lasting two to three weeks.

**Equipment Needs:**

Students will need to have the following supplies with them EACH DAY in order to be successful in Geometry:

- 1) Binder :To organize notes and homework
- 2) Notebook Paper: For the binder
- 3) Pencil and other writing instruments: Work is done in pencil, for we all make mistakes
- 4) Scientific calculator: Graphing capabilities optional and recommended
- 5) Two packs of standard 3x5 index cards: For the room
- 6) Two packs of fine tip dry erase markers: For the room
- 7) Hand sanitizer: For the room

**Class Rules:**

**NO ONE OR THING HAS THE RIGHT TO INTERFERE WITH THE LEARNING OR SAFETY OF OTHERS!**

**THEREFORE, CELL PHONES OR OTHER ELECTRONIC DEVICES ARE NOT ALLOWED ON YOUR PERSON IN ANY MATH CLASSROOM AT PETOSKEY HIGH SCHOOL.**

The rest of the rules the students follow are found in the student handbook, which both students and parents are required to sign. I follow the school handbook policies regarding attendance, discipline, dress, electronics, and food.

**Grading Policy:**

Students will earn grades in four categories: Assessments, Projects, Homework, and Participation. A breakdown of each category follows. Each category has its own value and standards. A student's final grade will be determined by totaling the score in each category. That total will then be assigned a letter grade based on the following scale:

<b>A 93-100 GPA 4.0</b>	<b>B 83-86 GPA 3.0</b>	<b>C 73-76 GPA 2.0</b>	<b>D 63-66 GPA 1.0</b>
<b>A- 90-92 GPA 3.7</b>	<b>B- 80-82 GPA 2.67</b>	<b>C- 70-72 GPA 1.67</b>	<b>D- 60-62 GPA 0.67</b>
<b>B+ 87-89 GPA 3.3</b>	<b>C+ 77-79 GPA 2.33</b>	<b>D+ 67-69 GPA 1.33</b>	<b>E 00-59 GPA 0.00</b>

**Assessments:**

Students will be assessed in a variety of ways throughout the course. The most common way that the students will be assessed is through their unit tests. These tests will consist of a variety of problems from the unit. Most of these questions will be in multiple-choice and short answer form, as to give the students practice for standardized tests. The problems are all directly based on problems in the homework assignments and lectures. I try to raise the bar a little during the tests. I expect the students to understand WHY they are doing certain steps as well as the steps themselves. In order to communicate mathematically, students need to be able to explain what they are doing.

**Up to four assessments may be re-taken following completion of correctives for a maximum grade of 85%.**

Correctives consist of each problem on the test or quiz answered correctly with work clearly shown. Once the correctives are satisfactorily completed they will be returned to the student. The completed correctives become a ticket for the re-take. Students are responsible for completing the correctives, getting the help they need to do so, and re-taking the assessment on their own time.

During this school year, students will be taking the PSAT, NWEA and SAT for Juniors in order to track the student's progress in mastering the standards. This cumulative test will be what the class is working toward during the year, with the emphasis of the instruction being on the standards covered in the PSAT, NWEA and SAT for Juniors. At the end of each semester, the students will be given a comprehensive and cumulative final exam, which will cover all of the standards taught during the semester.

**Homework/Classwork:**

Homework and classwork for Geometry needs to be completed. Even missing one assignment can cause a student to fall behind. It is extremely important that every effort be made by the student to complete their work in a timely manner. Work is worth **three points** per completed assignment and since the majority of answers are provided, late work can only be worth 2 points. All I require is that the student put in effort, show work, and try each problem. I believe deeply that homework is the place to find out where you are making mistakes and fix them. This process does make it the students' responsibility to discover where they are making errors. It is also why it is imperative that the students **ask questions** when they are confused about something. This way, I can re-explain the concept, and the student can look at his/her work and find where they are making mistakes. Most of the "learning" in the class will take place when we are correcting work in class. I often tell the students that they should be taking more notes on their work than they do from the lectures. It also enables the student to keep their work and use it to study for the test.

It is important that students are able to communicate mathematically through the written word as well. A good deal of the state and national assessments will require students to think and solve problems in more open ended ways. Writing, along with the use of pictures, provides students multiple methods to solve problems. Being a strong problem solver is of great value to the student as a human being and scholar.

**Participation:**

Students are required to attend and participate in class each day in order to be successful in the class. Each day, the student has the potential to receive three points. If the student is absent, they do not receive any points for that day. These measures are put into place in order to give the students extra motivation to be in class and ready to go on time. A student may lose participation points for talking in class, misbehaving, or not doing work during designated work times. *Be aware that you can lose more than one day's worth of points in one class period.* However, students may gain participation points for things such as asking and answering questions, volunteering to do a problem on the board, or anything else above and beyond the normal expectations of class. This allows students to regain any lost points due to absences, tardies, or inappropriate behavior.

I am very much looking forward to teaching you this year, and hope that we both will have an enjoyable, educational experience. If you have any questions, please do not hesitate to contact me.

Also, please feel free to visit my website. Most of the information, important documents, assignments and student work are available on the site

**CONTACT INFORMATION**

Website: <http://www.petoskeynorthmenmath.com>

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The best way to contact me is via e-mail or cell.

I am here for you. Teaching is a service profession and it is my job to provide an optimal learning environment and relationship for you, your family, and the community. Please let me know how to best serve you!

**MATH HELP HOURS:** 7:55 am – 8:15 am and 3:15-3:45 pm. Also by appointment.

Thanks in advance for your hard work toward making this year a success!!

Robert Harris  
Teacher of Mathematics