



### I. Teacher Information

Teacher: Mr. Montgomery  
Tutorial Days: Tuesday 3:45 to 4:45  
Teacher E-mail: [Kenneth.Montgomer@aps.k12.ga.us](mailto:Kenneth.Montgomer@aps.k12.ga.us)  
School Website: <http://www.atlanta.k12.ga.us/Domain/3508>  
Teacher Phone #: (404) 913-0956

Room: 2299  
Course Website: <http://mathjags.weebly.com>  
School Phone #: 404-802-5200

### II. Course Description and Objectives

Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content; a student’s work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

### III. Materials and Supplies

Campus Portal for Parents and Guardians: Visit <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

The consumable materials and supplies listed below, are required to be replenished **EACH semester**, or as they are used up.

GSE Geometry Supply List – NEEDED BY DAY #4	
<ul style="list-style-type: none"> <li>❖ Continuous Supply of Numerous #2 Pencils <b><u>Math is ALWAYS completed in PENCIL ONLY – NO EXCEPTIONS.</u></b> Some assignments are required to be <b>TYPED. Absolutely no math work is permitted in PEN</b></li> <li>❖ Personal Hand-Held <b>Pencil Sharpener</b></li> <li>❖ <b>Notecards (3" x 5") and storage (i.e. spiral bound, notecard ring or small notecard case)</b></li> <li>❖ <b>2 Bounded Composition Notebooks (NOT SPIRAL NOTEBOOKS)</b></li> <li>❖ <b>Graph Paper</b></li> <li>❖ <b>1 Ream Copy Paper (White or Colored Paper, to be donated to classroom supplies)</b></li> <li>❖ <b>1 Box Expo Markers (To be donated to classroom supplies)</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ Two-Inch <b>3-Ring Binder</b></li> <li>❖ Pack of <b>Notebook Paper</b></li> <li>❖ Pack of <b>Colored Pencils</b></li> <li>❖ Pack of <b>Highlighters</b></li> <li>❖ <b>Ruler (cm and inches)</b></li> <li>❖ <b>Compass</b></li> <li>❖ <b>Protractor</b></li> <li>❖ Personal small <b>rounded scissors</b></li> <li>❖ <b>TI-84 Plus Graphing Calculator</b> (Optional, but HIGHLY RECOMMENDED for Algebra students. Can purchase at Amazon or Walmart)</li> <li>❖ Bottle of Hand Sanitizer (<b>To be donated to classroom supplies</b>)</li> <li>❖ Box of <b>Tissue (To be donated to classroom supplies)</b></li> <li>❖ 1 Can <b>Air Freshener/Lysol (To be donated to classroom supplies)</b></li> </ul>

❖ Scientific Calculator (TI-30)



#### IV. Course Outline/Curriculum Overview

The following academic concepts will be covered. THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.

- Unit 1:** Building on standards from middle school, students will perform transformations in the coordinate plane, describe a sequence of transformations that will map one figure onto another, and describe transformations that will map a figure onto itself. Students will compare transformations that preserve distance and angle to those that do not.
- Unit 2:** Building on standards from Unit 1 and from middle school, students will use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Students will identify criteria for similarity and congruence of triangles, develop facility with geometric proofs (variety of formats), and use the concepts of similarity and congruence to prove theorems involving lines, angles, triangles, and other polygons.
- Unit 3:** Students will apply similarity in right triangles to understand right triangle trigonometry. Students will use the Pythagorean Theorem and the relationship between the sine and cosine of complementary angles to solve problems involving right triangles.
- Unit 4:** Students will understand and apply theorems about circles, find arc lengths of circles, and find areas of sectors of circles. Students will develop and explain formulas related to circles and the volume of solid figures and use the formulas to solve problems. Building on standards from middle school, students will extend the study of identifying cross-sections of three-dimensional shapes to identifying three-dimensional objects generated by rotations of two-dimensional objects.
- Unit 5:** Students will use the concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane (triangles, quadrilaterals, and circles). Students will solve problems involving parallel and perpendicular lines, perimeters and areas of polygons, and the partitioning of a segment in a given ratio. Students will derive the equation of a circle and model real world objects using geometric shapes and concepts.
- Unit 6:** Students will understand independence and conditional probability and use them to interpret data. Building on standards from middle school, students will formalize the rules of probability and use the rules to compute probabilities of compound events in a uniform probability model.

#### V. Primary Text(s):

Carter, J. A., Cuevas, G. J., Day, R., Malloy, C., & Cummins, J. (2014). *Geometry*. Glencoe/Mcgraw-Hill: Chicago.

Curriculum resources from GaDOE and APS.

## VI. Grading Policy:

Formative Pre-Assessment	0%	Pre-Test/Diagnostic Test/Pre-SLO
Assessment During Learning	25%	Performance-based Assessments/Quizzes
Group/Independent Practice (In Class)	40%	Classwork/Projects/Labs/Group work
Homework	5%	Homework
Summative Assessment	30%	Culminating Projects/Unit Tests/Final Exam/Post-SLO

**Grading scale**            A: 90-100        B: 80-89        C: 70-79        F: 0-69

### **Grading Systems-Grading Expectations [See Board Policy IHA-R (1)]**

2.1. Students shall receive report cards after the end of the 9<sup>th</sup>, 18<sup>th</sup>, 27<sup>th</sup> and 36<sup>th</sup> weeks of the school year. The report cards received after the semester midpoints (9<sup>th</sup> and 27<sup>th</sup> weeks) will be considered progress reports for all students.

2.3. For grades 6-12, evaluation of student mastery shall be cumulative for the semester.

2.4. All students shall receive interim progress reports at least four (4) times per year—4.5 weeks into the school year and midway between report card issuance dates.

## VII. Assessment Calendar

Unit/Benchmark Assessments

Final Exam (December/May)

GA Milestone/SLOs: **May 2018**

## VIII. Classroom Expectations:

Students are expected to:

- Come to class with all necessary tools, supplies and resources needed to engage with learning, such as sharpened #2 pencils, bounded notebook, ruler, calculator, graph paper (as needed), completed assignments
- Be ON TIME for class and in seat **BEFORE the bell rings**. Immediately begin working on **OPENING activity**, and complete within the **first 5 minutes of class**.
- Use speech that is free from profanity and/or derogatory and demeaning statements
- Seek positive, respectful ways to resolve conflict with classmates and/or teacher that maintains a positive learning environment, where all students feel safe and are optimistic about learning
- Show compassion for others and embrace individual differences
- Use tools and resources appropriately
- Return materials to designated areas, and clean work area **PRIOR** to leaving classroom. Students are responsible for ensuring that any paper or trash on the floor around their work area, is appropriately disposed in the trash
- Work diligently and make the most of class time, to ensure that all classwork is completed
- Ensure that all homework assignments are completed and submitted by the designated time frame

### **Consequences of Misbehavior:**

**1<sup>st</sup> offense:** Warning/Teacher conference/move seat

**2<sup>nd</sup> offense:** Parent conference/phone, email, or in person

**3<sup>rd</sup> offense:** Teacher's detention

**4<sup>th</sup> offense:** Administrative action

*Some offenses will require immediate administrative attention.*

**Notebooks/Note-taking: You are required maintain a neat and organized notebook that you should bring to class EVERYDAY.**

### **Make-up Policy**

**MAKING UP MISSED ASSIGNMENTS OR TESTS** It is the student's and parent's responsibility to make arrangements for make-up work. Students should ask their teacher for any missed assignments on the first day they return to school. The number of days allowed to complete make-up work will be determined by the principal or his/her designee. Failure to comply with this procedure will result in a grade of zero (0) being given for graded assignments missed during an excused absence.

### **Deficiency Notices and Progress Reports**

The student will periodically receive from the teacher GRADE PROGRESS reports and DEFICIENCY NOTICES. You should review with your parent(s) or guardian(s) **AND** they must sign and return both the GRADE PROGRESS REPORT and DEFICIENCY NOTICE on or before the assigned due date.

### **Expectations for Technology:**

There may be times when the teacher will ask you to use your own technology during a class. This technology can include a smart phone, laptop, or tablet. When personal technology is not required by the teacher, the electronic device should be OFF and AWAY.

Students are **NOT PERMITTED TO USE CELL PHONES** or other electronic devices outside of designated "technology times," as designated by the teacher. There shall be absolutely no texting, social media posts, phone calls, playing games or listening to music during instructional time. Cell phones are to remain in students' pockets, bookbags or purses for the ENTIRE duration of class, unless explicit instructions have been given by the teacher to utilize the cell phone for instructional purposes on a particular day.

Students shall **NOT be permitted to use calculators on cell phones**. Students must either utilize their own individual calculator, or use a calculator provided by the teacher.

Under no circumstances are students permitted to use their cell phones during ***administration of ANY assessment***. To do so, will cause an invalidation of the assessment, as it will be assumed that the student is using the cell phone as an aid to obtain answers, and as such, the student's grade will be documented as "Ch" in the grade book, for "cheating." The student will be required to retake the assessment in a proctored setting after school, at the next scheduled tutorial session. If the assessment is not retaken after school within the stipulated time frame, the "Ch" shall remain in the gradebook.

Unauthorized cell phone usage distracts from the learning environment and causes substantial loss of instructional time. A progressive discipline approach will be used to address violations of this policy: 1) Warning; 2) Parent Contact; 3) Confiscate and Submit Phone to Administrator; 4) Administrator Referral

### **ACADEMIC HONESTY**

It is the responsibility of every student and employee to exhibit honesty, trust, fairness, respect, and responsibility in academic work at all times to support a positive learning environment in the school. Cheating, plagiarism and other acts of academic dishonesty are strictly prohibited.

Examples of violations of academic dishonesty include, but are not limited to: **copying or "borrowing" from another source and submitting it as one's own work; seeking or accepting unauthorized assistance on tests, projects or other assignments; fabricating data or resources; providing or receiving test questions in advance without permission; Googling answers to assignments and assessments;**

**having another student or individual (adult or student) complete an assignment and submitting it as own work; or working collaboratively with other students when individual work is expected.**

Violations of board policy JFA Academic Integrity shall be handled as violations of the student code of conduct and addressed via the progressive discipline guidelines in the Student Handbook. Students who cheat on standardized testing or are repeatedly dishonest can face expulsion or increased consequences. A progressive discipline approach will be used to address academic dishonesty. ***At a minimum, students who are caught violating the academic integrity policy will forfeit their grade, and will be required to redo and submit the assignment, in a proctored classroom setting, AFTER SCHOOL, during the next scheduled tutorial session.*** The compromised assignment shall be documented in the grade book as ***“C” for cheating***, until the student redoes the proctored assignment, and the new grade shall be recorded. In the event that the student fails to redo the assignment in a proctored setting, by the next scheduled tutorial session, the documentation of ***“C”*** shall remain in the grade book.

### **Parent Expectations**

Parental communication and involvement is essential to the success of all students. We fully welcome your involvement. Parents are encouraged to contact the teacher for updates and concerns. If a parent requests a conference, one will be scheduled as soon as possible.