

DeLand High School

2017-2018 Course Syllabus Outline

Teacher: Mr. Darrell M. Price

Term: Fall 2017 – Spring 2018

Course Name: Informal Geometry

Course #: 1206300

Textbooks used: Informal Geometry Common Core Edition Glencoe/McGraw-Hill

Other Materials needed: Student should come to class each day with paper, pencil, pen, and a **graph composition book** and a folder in which to keep the work papers, lab reports, or activity sheets. A calculator is strongly encouraged such as a TI 30X-IIS model.

Course Objectives: The fundamental purpose of the course in Informal Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Informal Geometry course and the historical approach taken in Informal Geometry classes. The student will be expected to understand, apply, and synthesize concepts associated with various shapes and geometric constructions. We will focus in both two dimensional and three dimensional space and learn how algebra concepts support geometric mastery.

Major Units/Topics/Themes:

- 1 – Definitions, Constructions, Angle Pairs
- 2 – Triangles
- 3 – Similarity
- 4 – Right Triangles and Trigonometry
- 5 – Quadrilaterals and Coordinate Geometry
- 6 – Circles
- 7 – Two dimensional measurement
- 8 – Three dimensional measurement

Major Projects: Labs and Activities major components of the learning process for this course. These are scheduled and are usually completed in a group format. The student will be given the appropriate amount of time and direction to complete such an assignment.

Methods of Assessment:

Diagnostics assessment: 0% of the course grade.

(A pretest is an example of a diagnostic assessment)

Formative Assessments: 40% of the course grade

(A quiz or homework assignment is an example of a formative assessment)

Summative Assessments: 60% of the course grade

(A test or project is an example of a summative assessment)

Grading Policies

The grading scale is established by the County and is as follows

90-100 A

80-89 B

70-79 C

60-69 D

0-59 F

Note: The teacher has the authority to override a Final Grade as per the District Grading Guidelines. That may include using the numerical average of the quarter grades to calculate the semester grade. The End of Course exam grade will be incorporated into the final grade as per the district guidelines.

Assignments

Assignment are to be turned in at the beginning of class on the day it is due. Late work will be accepted for half credit. I will follow the District Grading Guidelines regarding work missed by a student for an excused absence. It is the responsibility of the student to follow up with me regarding missed work or scheduling a missed assessment.

All assignments will be posted in the room. The student will know well ahead of time when a quiz, test, or other assignment is scheduled or due.

******MAKE-UP WORK IS YOUR RESPONSIBILITY !******

TUTORING: If a student needs extra help, they can see me to schedule a time before or after school to obtain extra instruction and practice.

Guidelines for Success in this Class.

Success in mathematics can be developed through instruction, interactive activities, a questioning approach to learning, and student practice. Many of the concepts in this course are new to the student and the topics can at times be intimidating. Patience, effort, and questions will best support the success of the student. A well-organized notebook will help as the concepts build on each other as the year progresses. I expect each student to be attentive in class and follow all school code of conduct policies.

Other items: Any item not specifically discussed in this document will be handled as per the school or District policies and procedures. I also reserve the right to consult with my department head, administration, or guidance when addressing any issues related to the course or the student.

Dear Parents and Students:

I am Mr. Price and I will be teaching your student this year in Informal Geometry. The syllabus, grading policies, and procedures for this class will be posted on the following website for you to access at any time:

<http://www.delandhs.org/teacher-resources>

Please read the syllabus carefully and sign below indicating your receipt of this information. I am looking forward to a successful year in mathematics. Feel free to contact me by e-mail at dmprice1@volusia.k12.fl.us if you have questions. I am looking forward to an outstanding year.

Sincerely,

Mr. Price

Student Name: _____ Alpha: _____

Course name: _____ Period: _____

I have read the information on this page and on the website and understand the rules, policies, and expectations of this course.

Parent Signature (date) Student Signature (date)

Parent email address – please print clearly

Parent Phone Number

DeLand High School

2017-2018 Course Syllabus Outline

Teacher: Mr. Price

Term: Fall 2017 – Spring 2018

Course Name: Geometry

Course #: 1206310

Textbooks used: Geometry Common Core Edition

Glencoe/McGraw-Hill

Materials needed: Student should come to class each day with paper, pencil, pen, and a graph composition book and a folder in which to keep the work papers, lab reports, or activity sheets. A graphing calculator is strongly encouraged such as a TI 84 model.

Course Objectives: The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. The student will be expected to understand, apply, and synthesize concepts associated with various shapes and geometric constructions. We will focus in both two dimensional and three dimensional space and learn how algebra concepts support geometric mastery.

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