 

South Effingham High School

**Geometry COURSE SYLLABUS**

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| **Teacher:** Timothy Peavy | **Email:** [tpeavy@effingham.k12.ga.us](mailto:tpeavy@effingham.k12.ga.us) |
| **R Room Number:** 206 |
| **Class Periods:** 1st, 3rd, 5th, 6th , and 7th  6th 7th | **Online assistance:**  **\*\*\*Khanacademy.com** – Great Resource for students AND parents  Purplemath.com |
| **Text:** Georgia Analytic Geometry  **Ho** by Holt McDougal |
| **Tutoring**:  During Instructional Focus or by Appointment |

**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.

**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.

**Grading Policy:**

**As per district policy, each 9 week grade will be calculated with the following weights given to each category:**

**Tests 60%**

**Class work (to include quizzes, notes, class participation) 30%**

**Homework 10%**

Students will be taking an EOC for this course that will count **20%** of the **final** grade.

**Final Grade Calculation:**

40% (First Semester) + 40% (Second Semester) + 20% (EOC/LEOCT)

**Required Materials:**

* Plastic Folder (2 inch)
* Paper
* Pencils and Erasers (NO PENS)
* Graph Paper
* Calculator for home/classroom use(Texas Instruments TI-30XS multiview – sold at Wal-Mart or on Amazon)

1. Students taking Geometry will have calculators available for in-class use. Students need one for use at home. Although it is not necessary to purchase the exact same calculator that is used in class, some students prefer the consistency of using the same calculator at home. The one we use in class is the **Texas Instruments** TI-30XS multiview calculator. This is the calculator I will teach the students how to use.
2. All students are expected to follow school rules as outlined in the student handbook and are expected to come prepared to class, including all necessary supplies and homework.
3. **Please note that good attendance and completion of daily assignments are keys to being successful.** Performance on assessments is affected by the amount of time students spend practicing concepts, so every effort should be made to complete all assignments in a timely manner.
4. **Students will be expected to follow the SEHS “Make-Up Work and Late Work Procedure” for all missed assignments.** Obtaining make up work is the responsibility of the student. I **WILL** adhere to the 3 day policy. **All assignments not turned in within 3 days will result in a zero.**
5. If a student is absent on a day that a test is given, they are required to take the test the day they return.
6. An online textbook as well as study tools can be accessed by going to my.hrw.com and registering. Students will need to obtain access information from me in order to register.
7. Should a student need assistance, tutoring arrangements can be made via appointment.
8. I do provide extra credit opportunities on occasion. Students should take advantage of those opportunities when they arise. Students should not approach me for extra credit. I do **NOT** provide additional opportunities.
9. When completing class work/homework assignments, all work **MUST** be shown. If work is not shown, full credit will not be given for the problems/assignment. Label **all** assignments with name, date, and assignment. \*\***Papers without names on them will be thrown away!**
10. I will enforce school rules on dress code and cell phones. **The student is at fault if they are in violation of either policy.**

August 3, 2018

Dear Parent or Guardian:

Welcome. I am excited and privileged to have the opportunity to teach Geometry to your child for the 2018-19 school year.

I am sending this letter to let you know more about your child's teacher and class. **Please sign and return the back page of the course syllabus acknowledging you have read all information**.

I am Mr. Timothy Peavy. I have taught high school mathematics for eleven years and I have coached various sports during that time. As a teacher, I will assist all students in obtaining success in their classes, as well as prepare students for the world in which they live. In order for your child to be successful, we must work together. I am asking you to help by checking homework on an average of 2 times per week, checking your child’s grades on parent portal regularly, asking daily about objectives covered in class, and assisting with making sure objectives are met. This will allow you and your child to help me better assist them in their weak areas.

I am available after school for extra help on Tuesdays. Please feel free to call the schoolif you should need to speak with me. If I miss your call I will make every effort to return it within 24 hours. You may also contact me via email at [tpeavy@effingham.k12.ga.us](mailto:tpeavy@effingham.k12.ga.us) **(preferred method)**.

Each student has been given a course syllabus describing the course requirements, supplies, classroom procedures, and grading procedures for this class.

It is my sincere desire that your family and our school work more closely together than ever before to ensure your child's success. I would encourage you to **know your child's friends**, to **assist in reading and homework**, to **attend school conferences**, and to **monitor rest and sleep habits**. By assisting me in these objectives, we should be able to achieve a mutually successful school year. Thank you for your support and I look forward to meeting you.

Sincerely,

Timothy Peavy

Mathematics Department

Head Wrestling Coach

South Effingham High School

**VERIFICATION OF SYLLABUS RECEIPT AND COMPREHENSION**

**Please return signed portion of syllabus no later than Friday, August 12th, 2016.**

I have read, understand, and agree to abide by the standards set forth in this syllabus.

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Guardian’s Printed Name Student’s Printed Name

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Guardian’s signature Student’s signature

Guardian’s Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_