Geometry Syllabus
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Saxon Overview

*Saxon Math’s* approach of distributed instruction, practice, and assessment gets results for today’s standards, where mastery learning is required of all students. This approach makes the difference in helping junior and senior high students master the standards and provides an understanding that lasts a lifetime.

Procedures

* When students enter the room, class has begun. Students will come into class without conversation, get out their required materials, put their backpacks on a hook in the back of the room, and take their assigned seat. At their seat, students should have their math binder/notebook, their homework, their composition books, pencil, pen, and calculator. Students will not talk unless the teacher has given them permission to do so. Students will then work quietly on the warm-up.
* All assignments should be completed with a pencil and corrected with a red pen.
* Each assignment that will be turned in should have the proper heading in the upper right hand corner: Name, period, date, and lesson number.
* If a student is absent, they should check the board, and/or class website for their assignment and if necessary, make arrangements to attend tutoring or schedule an appointment with me.

A Typical Day
Saxon provides a consistent lesson structure that enhances student mastery. Generally, a typical day will consist of the following:

* *Warm Up*
At the beginning of each lesson we will complete the Warm Up. This is like stretching before you exercise. It allows students to practice some skills and vocabulary that they have learned and will use in this new lesson.
* *Check Homework*

After we complete the warm up, we will check the homework. Each homework assignment is a cumulative review of all the previous lessons. Students will receive credit for completing the homework and showing all of their work. If there are any questions on homework, we will go through a few problems every day. Because of the limited time, we may not be able to go through every question, so students may have to come in during conference or during tutoring.

* *New Concepts with Lesson Practice*
Next, we learn new material. Each day the New Concepts introduce a new topic through clear explanations and examples that build in-depth understanding and use a variety of methods and real-world applications. The Lesson Practice allows students to practice what they learned in the New Concepts.
* *PRACTICE*
After we finish the Lesson Practice, we will use remaining time have time to work on the distributed Practice. It provides students with a depth of understanding. Because students practice the same topic over several lessons, they have “time to learn” the concept and have multiple opportunities to show that they understand.

Grading Policy

The semester grade will be calculated by using each of the quarter grades and the semester final. Each quarter is worth 40% (80% total), and the semester final is worth 20%. Each quarter is calculated with the following percentages.

* Tests 35% of the quarter grade
* Participation 20% of the quarter grade
* Homework/Classwork 15% of the quarter grade
* Quizzes 20% of the quarter grade
* Notebooks/Comp books 10% of the quarter grade

Grading Scale
Benjamin Franklin High School uses the following grading scale:

* 90 - 100% A
* 80 - 89% B
* 70 - 79% C
* 60 - 69% D
* 0 – 59% F

Tests

* Starting at Lesson 10, students will take a test every five lessons.
* There are twenty problems on each test. Each one is worth five points. Which means each test is worth one hundred points.
* A practice test and study guide will be handed out at the previous test. **Students can earn five extra credit points by handing the study guide in before the test.**
* Partial points can be earned after the test by completing a Reteach worksheet for every lesson of an incorrect problem. Due dates will be announced for the Reteach worksheets.
* Students will be responsible for tracking their progress of each test taken on the individual test analysis form. This will help them have a visual as to which lessons they may need to be re-taught. They will be able come to tutoring for additional help in these areas. **The Test Analysis Sheet must be filled in for every test.** These sections of the binders will be checked at every test.
* Tests make up 35% of your quarter grade.

Participation

As is the case in all disciplines, class is not just about knowledge acquisition but is instead about learning a process. For my classes, this process is learning how to closely read, study and interpret math. To my mind, one learns to do this by doing it oneself, watching others (classmates and the instructor) and getting feedback. In other words, if I’m grading the homework and tests for my class it makes just as much sense to me that I should be grading your in-class efforts at analysis.

The term class participation is a bit of a misnomer. A more accurate term might be “Student Engagement” or “Scholarship.” One of the greatest gifts we can bequeath to our students is the skillset that will set them up for success in their future academic endeavors. Consequently, this grade consists not only of participating in classroom discussions, but also: coming to class prepared, listening attentively to the teacher and other students when they are speaking, having a good attitude, being on task, asking quality questions, delivering quality and thoughtful answers, etc. When a student employs these techniques and is incentivized to do so, their academic skill set improves and thus they experience success.

This is a class based on collaborative discourse. As such, being prepared to participate in discussions is a course requirement. This entails having read, and thought about the complete assignment carefully before class starts. Since we will be engaged in closely examining the texts we read the night previous and the language that they use, if you don’t have your vocabulary terms written, then you aren’t prepared for class, even if you have read the assignment. Naturally, this admonition applies to the texts that you will find online.

More broadly speaking: Ask questions. Be curious. You are more than welcome to have a different way of solving a problem than a classmate or me; just be sure to share your perspective in a productive and supportive manner. Since the course will be conducted in a Socratic nature, our class meetings will primarily consist of your responses to the course texts (such as general questions, impressionistic responses, or interpretations of particular passages) and, secondarily, my engagement with your responses. Your thoughts and questions will provide the starting point for our discussions. Your active participation will be consequently factored into your final grade for the course. If you’re reluctant to speak up, please talk to me and we’ll figure out a way for you to participate.

I want students to participate so they can learn from each other. We know that active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In making statements to peers about their own thoughts on a class topic, students must articulate those thoughts and also submit them to (hopefully constructive) examination by others. In listening to their peers, students hear many different ways of interpreting and applying class material, and thus are able to integrate many examples of how to use the information. Especially in a course that stresses application of material, extensive participation in class discussions is an essential element of students’ learning.

Our job as educators is to take students – whatever level they may be – and move them forward. We use time honored and tested techniques to do so. College-prep schools that employ the Socratic Method also follow this formula – because it works!

What is a Class Participation Grade?

* Bringing required materials to class
* Frequency and Quality of participation
* Prepared for classroom discussions due to having done his/her reading/studying
* Relevant comments based on assigned material
* Group dynamic is improved by student’s presence
* Engaged in classroom discussion and able to give cogent answers when called upon
* Does not disrupt class and classroom discussion
* Any notes that are required are complete and neat
* Comments in class and possible disagreements with the teacher and other students are handled with maturity and sensitivity
* shows an interest in and respect for others’ contributions

What Participation **IS NOT**

* Raising of the hand in an attempt answer every question whether or not you have anything of quality to offer
* Interjecting in class discussion purely to be “seen” or “counted”
* Talking incessantly, rambling or making tangential comments

What takes away from Class Participation?

* Coming to class ill prepared
* Being disrespectful to students or staff
* Disrupting the learning environment by actions or talking out of turn
* Belittles the opinions of others
* Not following the conversation and thus is not prepared to answer questions when called upon or is off topic
* Discourages and disrupts others that are attempting to participate
* Not taking notes
* Not having homework complete and thus not able to contribute to class discussion of said homework

Homework/Classwork

* Students should expect homework every night, including weekends and holidays.
* Assignments are due at the beginning of the class period on the due date.
* Homework is graded for both completion and accuracy. Each homework assignment will be graded for completion; random homework assignments will be graded for accuracy. To ensure academic honesty and comprehension of the material, complete and accurate homework will have the work and the answer written down for every problem. If the student does not understand a problem, he or she is encouraged to review the lesson notes, ask the teacher, and or ask a classmate. Copying answers to the homework from the internet or classmate is considered cheating and will be dealt with accordingly.
* If students do not complete homework *in its entirety*, then the student has earned a 0 for that day’s homework grade. The student will also lose 10 participation points for the day. **After *3* missed homework assignments in a quarter the student will have earned a mandatory tutoring. For each missed homework after the mandatory tutoring, the student will receive a detention. Mandatory tutoring is mandatory and is to be completed the day assigned. Students who choose to skip mandatory tutoring will receive a detention the following day.**
* Late homework is accepted for partial credit. If the student turns in the homework that was late or incomplete, now completed, his/her 0 homework grade stands but he/she will earn the 10 participation points will be returned. The homework will no longer count towards a detention.
* Homework is to be done in its entirety. Not completing all of the homework problems is an incomplete homework assignment.
* If homework is illegible, then it cannot be graded. If it cannot be graded, students will receive a zero even though you may have completed it.

*What is a complete homework?*

A complete homework is ***easily legible***, has a proper header, has the applicable formula written out as the first step to the problem, includes all applicable labels, shows all their work, and boxes or circles the answer.

If students do not understand a math problem, they are to refer back to the lesson that the concept was taught and attempt the problem. They must show a good faith effort. Ex. They write the formula, write out the steps the lesson teaches and write an detailed question indicating where they are encountering difficulty.

* Students are responsible for any work missed because of absence. If a student is absent, he/she will be given two days for every day that they were absent. Any work completed after the two-day extension will be considered late work.
* Homework will be posted on the board and on the website, [www.bfhscooney.weebly.com](http://www.bfhscooney.weebly.com).
* Detention Policy - After three missed homework assignments in a quarter, students will receive a detention. Good scholarship and scholastic duty require that the student still complete the missing homework assignments.
* 15% of the quarter grade comes from homework.

Quizzes (called opportunities in class)

1. The teacher will provide opportunities to demonstrate the students understanding and diligence on homework assignments. Opportunities will consist of two to five problems from a specific lesson. The teacher will give these opportunities unannounced though they may be substituted for bell work and given daily. Quizzes are all or nothing. Either the student earns 100% or a zero. Fortunately, these quizzes may be retaken, after school or during conference, as many times as necessary to earn a 100% up until shortly before the end of the grading period. Quizzes taken in Quarter 1 must be retaken in Quarter 1 and cannot be retaken during any subsequent quarter. The same is true for each quarter.

Notebooks

Notebooks/Binders

* Students must keep a notebook or binder of loose-leaf paper in which to record the class examples and practice problems.
* To get full points for the notebook, students must have the following for each set of notes:
	+ Neat and Organized (Notes are sequential and use appropriate examples)
	+ Complete (If it was on the board or the screen, it should be in the student’s notebook)
* Notebooks will be checked every time we take a test in class. If a student is absent from school, it is their responsibility to go to the lesson in the book and take notes from that section.
* Notebooks make up 10% of the quarter grade.

Performance Tasks

* Performance Tasks will be given on the same day as the test. If the performance task is not completed by the end of the day it will be completed for homework.
* Performance Tasks make up 10% of the quarter grade.

Semester Exam

* A semester exam will be given at the end of the first semester (accumulative to beginning of the year) and at the end of the second semester (accumulative to beginning of the year).
* Final exams make up 20% of the semester grade.

Required Materials:

Students should bring these materials with them each day.

1. Pencils (with erasers)
2. Red Pens
3a. **If in Junior High**, students will need a Scientific Calculator similar to the TI-30X IIS which can be found on Amazon for $13.00.Casio brand works well also but the teacher is unfamiliar with its interface.

3b**. If in High School**, students will need a Graphing Calculator similar of the TI-83 Plus which can be found on Amazon for $80.00. If treated well these will last through the student's high school and college career and beyond. Students will need a graphing calculator for all math levels above Geometry and may use them on the AZ-Merit Tests. Casio brand works well also but the teacher is unfamiliar with its interface.
***Students are expected to have calculators in class for the entirety of the year and therefore are encouraged to keep track of them and label them as students will lose participation points for not having a working calculator in class.***

4. 3-Ring Binder with dividers for Notes, Tests, Bell work (may be shared with another class). Conversely students may use a folder **and** spiral bound notebook exclusively used for Geometry.
5. College Ruled Loose-Leaf Paper
6. Graph Paper

7. Protractor (clear, thin protractors without arms work best)
8. Ruler with both Metric and Imperial systems (centimeters and inches).