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**Golda Meir School**

**Geometry**

**Class Syllabus**

**2017-2018**

Welcome to Algebra,

It’s a Beautiful Year for Mathematics. I begin each class by reminding students that every day is a great opportunity to learn. I am thinking about all the wonderful things we are going to have to learn and experience this year. With high school on the horizon much of this year will focus on the skills necessary to be successful in high school classes. More important than the mathematics each student will be learning is the habits they develop as students and young adults.

I am a strong believer in the Growth Mindset. Everyone can and should be able to do math. There is no such thing as a math person or a non-math person. Given enough time anyone can learn math. The problem is most “non-math” people have not dedicated the necessary time towards the practice of mathematics. Does it take discipline and focus to understand math… of course it does. But it takes time to become good at anything. Think of the things you are good at. How much time have you spent doing those things in the past week? Month? Year? Imagine you put that much time into math. Do you think you would be good at it? Well the process of becoming good at math starts today. I am excited to help guide you in that process. Together we can make you even better at math. Sincerely,

Mr. Benz

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| Teacher Contact Information: |
| Mr. David Benz [Rooms 422]  [benzd@milwaukee.k12.wi.us](mailto:benzd@milwaukee.k12.wi.us) – preferred  (414) 758 - 2500 |
| Course Materials: |
| Students are expected to have these materials with them EVERYDAY:   * Binder with four tabs – Warm-ups, Practice Work, Notes/Work, Assessments * Loose Leaf paper – College Ruled preferred * Pencil with working eraser * Textbook – SpringBoard Algebra 1 * Graph Paper   Optional Materials:  Colored Pencils  Calculator – TI-34 solar (recommended)  Your textbook is a consumable Edition – this means it’s YOURS. We will be teaching strategies that involve annotation and note-taking so writing in your book is essential. This provides an excellent opportunity to implement reading strategies into our learning of mathematics. |
| Course Resources: |
| Primary Resources: Other Students  Class Lecture and Notes  SpringBoard Mathematics Geometry textbook  Online Resources: Mr Benz’s Website www.mrbenzmath.weebly.com  Khan Academy [www.khanacademy.org](http://www.khanacademy.org)  Math Is Fun www.mathisfun.com  A note about notes:  Taking notes is one of the most important aspects of this course. Scientific research has shown that when people are actively engaged (saying, doing, writing) people remember roughly 70- 90% of what they are learning. Notes helps keep students focused on learning, help guide students in solving problems and provide students the most important resource for this class. |
| Mathematical Areas of Focus: |
| Course Description:  In Geometry, instructional time focuses on three critical areas:   1. Proof, Parallel and Perpendicular Lines 2. Transformations, Triangles and Quadrilaterals 3. Similarity and Trigonometry 4. Circles, Coordinates and Constructions 5. Extending two dimensions into three dimensions |
| Class Expectations |
| **Students are expected to on task at all times**. Learning is active. Student who learn the most are always actively involved in lecture by asking questions and taking notes, trying every problem, looking at wrong answers for mistakes and keep trying, trying, trying and trying.  With little exception the course will have the same routine every day:   * Students will walk in the classroom and begin working on their warm up * Student will take out the previous days practice work * Student will receive feedback on the warm-up problems and the practice work * Student will take notes/have in-class work * Student will receive practice work   As students are working on these tasks they have the opportunity to work with their seat partners. Also, the teacher is circulating to help student work through problems, keep them focused and answer questions. |
| Discipline Policy |
| **Be in the right place, at the right time, doing the right thing!**  The 8t grade teaching team is confident that students can achieve this goal on a daily basis!  However, sometimes a child’s behavior needs to be redirected. In that event, we intend to take the following actions to return the child’s focus towards learning:   1. Teacher will give student a non-verbal cue to redirect his/her behavior. 2. A verbal warning from the teacher will be given to the student. 3. If the distracting behavior continues, the child will be removed from his/her classmates but within the classroom where he/she will still be able to hear, see, and participate in the lesson. 4. If disruptive behavior continues, the child will call his/her parents immediately on the classroom phone to assist the child with redirection. 5. Should the student still not be able to redirect himself/herself, the child will be sent to one of the other middle school classrooms for the duration of the class, and the teacher will initiate a parent/teacher phone conference after the normal school day. 6. For severe behavior issues, the child will be immediately sent to the office.   We believe this behavior action plan will promote a safe, positive, and engaging environment where all students are able to succeed! |
| SUBJECT EVALUATION: |
| 90% of a student’s grade is based on summative assessments.  10% of a student’s grade is based on completion of formative work.  There are two types of assessments you will be given this school year; summative and formative. Each type of assessment has a purpose and will offer great insight into your level of mastery of a given standard.   1. Formative Assessments: These types of tests are used to provide information on your understanding of a concept at any given point. While these assessments are scored, they are not counted towards your final grade. *It is your responsibility to make use of the feedback provided to you on these assessments*. You will be provided multiple opportunities to take formative assessments on a given standard. 2. Summative Assessments: These are the only types of assessments that will be used to determine your final grade. It is important that you demonstrate mastery of a standard on these assessments. You will not be offered multiple opportunities to take these types of assessments. You will be informed of when these assessments will occur.   Regardless of the type of assessment, each will be based on the Common Core State Standards (CCSS) in which you must demonstrate mastery. |
| PRACTICE OPPORTUNITIES: |
| Practice Opportunities will be assigned on a daily basis and you are expected to complete these assignments. These questions will directly relate to the CCSS and, in turn, the assessments given in class. Feedback will be provided on properly submitted assignments. Practice opportunities are meant solely to provide practice for upcoming assessments, therefore they will not account for any part of your final grade. These opportunities will be marked in the grade book to help you keep track of your completion of these assignments. There will be no opportunities to make up these assignments.   1. Your assignments will not be marked in the grade book if:    1. you hand in work without a complete heading    2. there is no work shown    3. your work is illegible or messy   Here are a few tips to keep in mind while completing your homework and other assignments:   * follow assignment instructions and rubrics like a recipe. * Show your work! * use pencil and erase for handwritten work. * double check your work * use the Better Answer Method. (BAM) |
| GRADING POLICY AND REPORT CARDS |
| Students will be graded on their ability to master the standards at their academic level. All student grades will be based solely on summative assessments.  This year all students will receive the standards based report cards will be based on the Common Core State Standards. Each student is expected to master the standards taught in their course. Report cards will be provided on a 12 week trimester, which means there will be only three (3) report cards given throughout the school year. Additionally, (3) interim reports will be provided to parents each trimester period.  The Academic and Effort Scale that will be used to assess student mastery will be as follows:   |  |  |  |  | | --- | --- | --- | --- | | AD | Advanced | Exceeding grade level expectations | Opportunities for work that exceeds grade level expectations must be given. | | PR | Proficient | Meeting grade level expectations | PR is the goal for all students in all areas by the end of the school year. | | BA | Basic | Just below grade level expectations | Student is within a year of grade level expectations, student is “on the bubble” and should be able to reach proficiency with some effort. | | MI | Minimal | Far below grade level expectations | Student is more than a year behind grade level expectations, student is working to reach proficiency but much addition effort will be needed. | |
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