



Galileo Academy of Science & Technology

Course Syllabus for 10th Grade Honors Geometry
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Course Description

This course provides a rigorous foundation in Geometry and covers all of the California State Standards for Geometry. The course covers such topics as proofs, polygons, triangles, circles, area and volume, construction techniques, angle relationships, and transformations. Normally this course utilizes the computer lab on a regular, weekly, basis, but construction has severely limited our access this year. Instead, construction will be emphasized.

Texts

California Geometry, Prentice Hall

Geometry, Jurgensen, Brown, and Jurgensen, Houghton Mifflin Publishing Co., 1988

Integrated 2 (Geometry), Rubenstein, McDougal Littell, 1990

Calculator

No calculators are used in this course.

Materials

- Three-ringed binder: either dedicated for math or as part of a larger binder with a separate section for math. Organize the binder in the following way:
 - Do Now Problems
 - Class Notes & Handouts
 - Homework
 - Assessments (Tests & Quizzes)
- Loose-leaf paper
- Graphing Paper: only used when plotting points and graphing linear and quadratic equations
- Pens, Pencils, and Erasers

Assessment Policy

Assessment	Percentage of Semester Grade
Tests (T)	35%
Quizzes (Q)	20%
Group Projects (GP)	15%
Homework (H)	10%
Participation (P)	10%
Exam (E)	10%

Grading Algorithm

T = average of your test scores,

H = percentage out of total homework points assigned

E = exam grade

Q = average of your quiz scores

P = percentage out of total number of participation points assigned

$$.35(T) + .2(Q) + .15(GP) + .1(H) + .1(P) + .2(E) = \text{Semester Grade}$$

Tests and Quizzes

- Tests and Quizzes are assigned on a weekly basis and closely follow instructional units.
- Tests and Quizzes are summative, that is they try to find out what a student can do once the instructional sequence has been completed.
- Tests and quizzes are graded according to the Test and Quiz Rubric (attached) and are based on a percentage of given points.
- Make-up tests and quizzes are given only to those who have excused absences. The missed test or quiz will be administered on the student's time (i.e. after school) and not during class time. Students may not make up a quiz or test during their lunch periods, as they need to eat.

Group Projects

- Group projects are assigned on a bi-monthly basis and closely follow instructional units.
- Group projects are designed to promote peer-based learning so that students can gain the benefit of learning from each other and teaching each other.
- Group projects are graded according to the Group Project Rubric (attached) and are based on a percentage of given points.
- Group projects may not be made up. If a student misses class during a group project, that student will be given a related individual assessment, to be made up on their own time.

Homework

- Homework is assigned nearly every day and is checked randomly and periodically (at least twice per week) It will be collected at the beginning of class.
- Homework is graded according to my subjective, professional assessment of the quality of your work and the seriousness of the attempt.
- Homework grades are based on a 1-pt. scale (0 – no credit, .5 – half credit, 1 – full credit).

Participation

- Your participation grade reflects your adherence to the class expectations outlined on the next page
- Participation is graded in the same manner as homework.

Student Expectations

The following is expected from every student:

- Attend class everyday
- Complete assignments on time
- Be seated and prepared for learning when the bell rings
- Treat peers, teachers, and visitors with respect
- Actively and positively participate in class
- Work with all group members whenever group work is assigned

Teacher Expectations

The following is expected from your teacher:

- Attend class everyday
- Grade and return assessments in a timely manner
- Be prepared for class
- Treat peers, students, and visitors with respect
- Actively and positively teach the class
- Offer help, guidance, and support when necessary

Guidelines on Hate Speech

Hate speech is defined as any speech that intentionally or unintentionally marginalizes, dehumanizes, or otherwise isolates another person in our class.

While the school protects everyone from harassment based on age, religion, ethnicity, race, gender, gender-identity, sexual orientation, and national origin, there are other forms of hate speech that might arise during class, that don't necessarily fall under these categories.

Here are some possibilities:

- Derogatory remarks toward another student based on the student's general perceived intelligence
- Peer-to-peer infighting
- Derogatory remarks toward another student based on the student's clothes, general appearance, weight, or body-type.

Hate speech of any kind, including some forms that may not appear on this page, is absolutely forbidden.

Maine Holistic Rubric for Summative Mathematics Assessments

Source: Maine Department of Education

Holistic Scale

- 4** A correct solution and an appropriate strategy are shown or explained and the solution is shown with correct label or description if necessary.
- 3** A complete, appropriate strategy is shown or explained but:
- An incorrect solution is given due to a simple computational or other error
 - No solution is given
- A correct solution is given with no solution strategy or explanation shown.
- A correct solution and appropriate strategy is shown or explained, but not labeled correctly when necessary.
- 2** Some parts of an appropriate strategy are shown or explained, but some key elements are missing.
- Some parts of an appropriate strategy are shown or explained, along with some inappropriate parts.
- Appropriate strategy shown or explained, but is implemented incorrectly.
- 1** Some work or explanation beyond re-copying data is shown, but work would not lead to a correct solution.
- One or more incorrect approaches attempted or explained.
- 0** No work or solution is shown or explained.
- Incorrect solution and no work is shown or explained.
- Data from the problem are copied over, but no evidence of any strategy is shown or explained.

Group Learning Rubric

Group: _____ Date: _____

Name: _____

	4	3	2	1	
Group Participation	All students enthusiastically participate	At least $\frac{3}{4}$ of students actively participate	At least $\frac{1}{2}$ of the confer or present ideas	One 1 or 2 students actively participate	_____
Shared Responsibility	Responsibility for task is evenly shared	Responsibility is shared by most group members	Responsibility is shared by $\frac{1}{2}$ of the group members	Exclusive reliance on 1 person	_____
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversations; some students were disinterested or distracted	_____
Quality of Solution	A correct solution and an appropriate strategy are shown or explained and the solution is shown with correct label or description if necessary.	A complete, appropriate strategy is shown or explained but: An incorrect solution is given due to a simple computational or other error; no solution is given	Some parts of an appropriate strategy are shown or explained, but some key elements are missing. Some parts of an appropriate strategy are shown or explained, along with some inappropriate parts. Appropriate strategy shown or explained, but is implemented incorrectly.	Some work or explanation beyond re copying data is shown, but work would not lead to a correct solution. One or more incorrect approaches attempted or explained.	_____
				Total Score	
				% Grade	