

**GLEN ROSE HIGH SCHOOL  
SYLLABUS AND OUTLINE  
FOR  
GEOMETRY  
2023-2024**

**I. INSTRUCTOR**

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Conference/Planning Period: Eighth

Phone Number: 254-898-3824

Tutorial Times: By Appointment

**II. INTRODUCTION**

Geometry is my favorite mathematics course. The word geometry is Greek and translates to mean “earth measurement.” It is said that the first geometers were the Egyptians because they surveyed the land in order to collect taxes. The most famous geometers of course are the Greeks. We will discuss some of these men, such as Pythagoras, Thales, and Euclid, during this school year. Many of you will hear their names again in your history courses.

Geometry is probably the most applicable of all of the mathematics. We will discuss the “grade of a road”, the “pitch of a roof”, how to lay tile, and how to calculate the area of a room. I have had several of my students tell me that they thought they would never use what I taught them in geometry, and yet they have found that they use it often. One of my favorite stories comes from a former student that told me many years after he had taken my class that he was certain that he would never use any of the geometry I taught him. He told me this while he was tiling the kitchen and study in our home. He now has his own flooring business and uses geometry every day!!

During the year, we will review Algebra I, but this course is also fundamental to understanding many concepts in Algebra II. We will also discuss the ACT, SAT, and TSI tests during the year and test taking strategies will be emphasized. . The curriculum for this course will include the following basic elements: (1) Basic geometric definitions; (2) Geometric figures; (3) Transformations; (4) Triangles; (5) Measuring in a plane and in space; (6) Reasoning skills; (7) Quadrilaterals; (8) Similarity; (9) Right triangles; (10) Trigonometry; and (11) Circles.

**III. PREREQUISITES**

The prerequisite for this course is the successful completion of Algebra I. To be successful in this course, the student must have a good Algebra I foundation, so the student needs to have passed the Algebra I STAAR before entering Geometry.

The Math Department at Glen Rose High School recommends that a student not take Algebra I and Geometry together, and that a student take Geometry before entering into Algebra II.

## IV. Course Delivery Methods

### *Face-to-Face/Traditional*

In this method, students will be in the classroom with a teacher each day, receiving instruction, working practice problems, and completing assignments in class. Homework assignments will be assigned and should be completed and ready to turn in the next day.

### *Online Instruction*

With this method, instruction is done entirely online. The student will be expected to join the teacher online for instruction/clarification/tutorials during the time class would be conducted in a face-to-face setting. Instruction will be delivered through recorded videos that may be found in Canvas. Students will be assigned work through Canvas and/or Big Ideas. In some cases, the student may be expected to submit assignments to the teacher through Canvas. There will be due dates, just as there would be in the traditional classroom, which the student is expected to follow.

The test date will be given in advance, so the student should make plans to be available to take that test during that time. In some cases, a test will have a “free answer” part that must be submitted to the teacher. For this addition, showing all work will be required. The addition to the test must be submitted by the due date given.

Please remember that even though the student is not physically in school, the student will need to follow the school schedule in order to keep up with what is going on in class. It is very important that during an online learning situation that the student have a schedule to follow.

### *Blended Instruction*

This class will not be conducted using blended instruction.

## V. MATERIALS

Students who are enrolled in this course are expected to have the following materials...

### **Package of Pencils**

Notebook Paper

### **3” Binder**

Calculator

Laptop

We have some hard copies of our textbook, but there are very few of them. (If you need one to take home, let me know and I will see what I can do.) You will also find the textbooks online in Stoneware. We will be doing some work in the online textbook, Big Ideas, so please make sure that you can access it. Simply go to the Glen Rose ISD website to find the link to Stoneware and this will lead you to Big Ideas, or you may find a link to the textbook in Canvas.

Calculators are also needed. If you would like to check one out, please get the “Calculator Sheet” signed and returned. We should have enough calculators for anyone that wants one. The student will need to provide batteries for their calculator if they are not available from the teacher.

Each Geometry student will be asked to keep a notebook. The student should take great care when organizing this notebook. To do this, they need to work on it **each day**. I will provide a set of dividers for the notebook, so that each section of the notebook will be clearly identified. There is a section for notes and flipcharts, homework checks, daily work, and quizzes/tests. I will take the notebook up from time to time and grade it. This will be recorded as a major test grade. In addition to getting a grade for the notebook, the notebook will serve as an excellent study tool for tests and quizzes, and will help the student work on organizational skills!

## VI. Expectations

My class is important to me. With that being said, I expect each student to be dedicated to geometry during the forty-five minutes that they are in class. I realize that there will be chemistry tests to take, history projects to be completed, and English papers to write. I don't want to see that work being done in my class, and I assure you that your other teachers don't want to see you doing geometry in their classes.

Dedication to this class also means giving this class as much effort and time as you would to any of your other classes. Many students in this class will be enrolled in several other challenging classes. Each class is important, not only to the student, but also to the instructor. Make sure that you give equal time to each class, and try not to spend an overabundance of time on just one class. This will be especially important if you are taking classes online. You will need to develop a work schedule for your classes when you are at home.

Also, please do not expect me to provide materials for you. **You are responsible for bringing all that you will need in class, to class, each day!**

## VII. Absentee Work

**Extracurricular Absences** – A student involved in an extracurricular activity must notify his or her teacher ahead of time about any absences. If the student is involved in any extracurricular activity, it is the student's responsibility to ask for assignments prior to the absence. The student is still responsible for taking a quiz or test on the assigned date even if the student had an absence prior to the extracurricular activity. Any work missed during the absence such as book work, worksheets, or projects, should be completed and turned in to the teacher once the student returns.

**Other Absences** – The student will be responsible for obtaining and completing the work missed during an absence. All daily work and/or tests that are missed during an absence should be completed by the second day following that absence. A student who does not make up assignments within the time allotted, will receive a late grade or zero for the assignment.

## VIII. TUTORIALS

Each teacher in the math department has an assigned tutorial time, but most of us will be here in the afternoons. I am here most mornings around 7:15 am, so if a student has a question they may come in then. The only time that I won't be available is if I have a faculty meeting, parent conference, or duty. I cannot guarantee that a tutorial bus will always be available to take students home. So, if a student decides to stay after school for tutorials, they will need to make arrangements to get home.

It is important for the student to decide what is important to them. If they are having difficulties in Geometry, then they should be coming in for tutorials.

\*\*\*\* **Do not use athletics or band as an excuse for not attending tutorials!!**

Our coaches and band directors have made it very clear in our faculty meetings that academics is just as important as extracurricular activities. They will not keep you from attending tutorials. What they will require, is confirmation that you were where you said you would be. Often, that means that I will have to write you a note when you leave tutorials, but sometimes that means that I will have to write your coach or director an email. My class is important to me, so **I will not have a problem** contacting the coach/director/Athletic Director if you do not take care of business for my class.

## **IX. OBJECTIVES**

### First Six Weeks

1. Inductive and Deductive Reasoning
2. History of Geometry
3. Algebra Review - Working with Radicals
4. The Pythagorean Theorem and Special Right Triangles
5. The Distance and Midpoint Formulas
6. Perimeter and Area of Two Dimensional Figures
7. Euclid's Undefined Terms and Other Definitions
8. Other Definitions
9. Measuring Segments and Angles

### Second Six Weeks

1. Our First Theorems and Postulates
2. Measuring Angles and Segments
3. Pairs of Angles
4. Symmetry
5. Transformations
6. Constructions
7. Dilations

### Third Six Weeks

1. Conditional Statements
2. Algebra Proofs – Deductive Reasoning
3. Algebra Review – Slope, Intercepts, Graphing Lines, Writing Equations of Lines, Parallel, and Perpendicular
4. Working with Parallel Lines – Pairs of Angles and Transversals – Postulates and Theorems

### Fourth Six Weeks

1. Triangles and Polygons
2. Constructions - Polygons
3. Other Segments in a Triangle
4. Concurrent Lines
5. Congruent Triangles
6. Constructions
7. CPCTC

### Fifth Six Weeks

1. Congruence – Proofs
2. Theorems for Isosceles Triangles
3. Quadrilaterals
4. Algebra Review – Inequalities
5. Inequalities in One Triangle
6. Similarity

## Sixth Six Weeks

1. Trigonometry
  - Basics
  - Word Problems – Angles of Elevation and Depression
  - Regular Polygons
2. Circles
3. Solids

**\*\*This schedule is subject to change as deemed necessary by the instructor.**

## X. GRADING POLICY

There will be approximately two tests given in each grading period, along with numerous quizzes, and homework assignments. The student will have an assignment each day. That assignment might be book work, a worksheet, or a reading assignment. **The teacher may not take a grade on every written assignment when it is made.**

The daily quizzes will cover the material assigned as homework. Therefore, if the student does not do the homework, they will not do well on the quizzes. The tests will come from the material covered in class, which is reinforced through the homework and quizzes. The teacher will also assign group work and projects. The projects will correlate with the material begin studied at the time, and will count as a test grade. The teacher will also grade the notebooks from time to time. This grade will also be recorded as a test grade.

Retesting is permitted only under the following conditions:

- The student received a failing grade on the test on the first attempt. There will be no retesting to bring up a passing grade.
- The student must attend a tutorial session outside of class (before or after school) to discuss the problems from the first test. Please schedule this session with me.
- Retests must be accomplished within one week of the **original test date.**
- Retests must be scheduled for a day after school. If the student does not show up on the scheduled day, the retest will be forfeited.
- The retest will **not** be the same test taken the first time around.
- The highest possible replacement grade on the retest is a 70. A grade of 70 is not, however, guaranteed. You will receive a 70 only if you get at least 70% of the retest correct.

For each six weeks grading period, the tests will be weighted at 70% and the daily work/homework will be weighted at 30%.

## XI. ONLINE GRADEBOOK, CANVAS, AND SCHOOL EMAIL

Each student and their parents/guardians have access to the student's grades online, every day and at any time. Please make a point to look at your grades from time to time. I will take several grades during the week, and I will make every effort to grade the work as it comes in. Our principal would like for grades to be in the grade book by Monday, so that would be a good time to go in and check averages.

There are several ways to note that an assignment is missing. Please notice the notation in the grade book. If you are absent and miss an assignment, there will be a **zero** there until the work is completed. This is also true for an assignment that is simply not turned in. It will remain a zero until it is completed. If the zero is for a test grade, that probably means that the test was missed

and has not been made up yet. If the assignment grade has not been entered yet, you will see a “\*” for that grade.

It is the student’s responsibility to check on their grades, and to take care of any zeroes that they see. Parents should discuss any zeroes that they see in the grade book with their child first to determine where the child is in the process of getting that assignment taken care of. The parent is welcome to contact the teacher anytime they feel they need clarification on something.

Canvas is an excellent educational tool. I would suggest, as does our Technology Department, that you access it each night, and your parents access it at least once a week. You will find my syllabus/outline there, along with my assertive discipline plan, a list of assignments, announcements, flipcharts, and occasionally a quiz or test to take. Canvas is also where students will submit their work, if we transition to an online learning situation. Please become familiar with Canvas.

Each student has a GRISD email account. It is important that the student look at their email each day, especially during an online learning situation. During a span of two months, a student could receive as many as eighty emails in their account, and most of those messages are coming from the school. It is also important that students use that GRISD account to send messages to their teachers. If you are using a personal email account to send a message, many times those messages will go into “junk” mail, or may not come through at all.