Geometry B Course Outline (3rd Trimester, 2017-18)

Teacher: Peter Wiebe Room 720A Instructional Access: • Monday 3:35 to 4:15 pm • Tuesday & Thursday 8:00 – 8:30 am • Wednesday 3:15 – 3:45 pm	Interactive Help & Resources: *Synergy* Student & Parent Portals *Class Website/Assignment Calendar:* • http://studenthelp.cpm.org/m/ccg
Textbook: *CPM Core Connections Geometry, vol 2* Free e-book at http://ebooks.cpm.org (PIN: GH7SQ) *If you used the ebook for Geo A this year, you're still set up for the ebook!*	Homework Reminders by Text message: • Sign up by sending `@geob-t3` to `81010`

Introduction: This is the second trimester of a two-trimester Geometry course designed to provide you with a hands-on approach to learning geometric concepts. Using the College Preparatory Mathematics (CPM) curriculum, you will hone critical reasoning, develop collaborative skills and apply geometric methods to solve a variety of real-world and mathematical problems. Success in this course earns .5 MA credit per trimester and prepares you for Algebra 2.

Assessment & Grading Practices: A: 90-100%, B: 80-89%, C: 70-79%, I: 60-69%, F: Below 60%

Based on overall, weighted average of individual categories: Classwork, homework, INB (30%); quizzes, tests, and final exam (70%). Students will have multiple opportunities to show understanding and fluency. Insufficient evidence of proficiency may result in reduced credit. You are responsible for all material covered, assigned, and assessed. Modifications and accommodations will be made for documented plans.

Attendance & Expectations: Plan ahead. Arrive prepared to stay and work all period. Regular attendance is essential for success, and possibly, full credit. After an absence, it is your responsibility to find out what you missed and make it up; some activities cannot be made up and may impact learning. You are expected to actively participate with your assigned teams. Respect people, ideas, property, and everyone's right to learn. Smartphones, tablets, and personal computers may be used for class-specific purposes only.

Materials: Arrive to class on time and ready to work with the following items every day.

- College-rule composition book (for INB), provided at beginning of trimester
- College-rule or quad-rule composition notebook or spiral notebook folder dedicated for this course
- Sharpened pencils with erasers, (colored pencils are optional, but useful)
- Scientific calculator (with trig functions); Graphing calculator is optional
- All recent and current work and related materials, as well as the textbook checked out for this course
- Optional: Geometric tools set for *homework* (protractor, straight edge with inches and cm, compass)

You are responsible for your textbook. The school requires you to pay for lost or stolen books (this one is $75) before you get a replacement. *If you are unable to obtain learning tools and materials, please let me know promptly and privately.*

Getting Help – Student Resources: You will collaborate extensively in cooperative study teams and receive support from your instructor in class. Work outside of class supplements in-class learning.

- You can review the resources in your interactive notebook, binder, assignments and assessments.
- You can use support at cpm.org, khanacademy.org, or other sites. On-site after school peer tutoring sessions are available four days a week, Mondays through Thursdays.
- An e-book of the text is online and a parent guide with extra practice is available for free at cpm.org.
- I am available during *Instructional Access* at the times listed above, or by appointment. These times may also be used to demonstrate proficiency.

Coursework: *Common Core State Standards* include skills, knowledge, and the mathematical practices used to learn them. Oregon requires all students to pass three years of math (Algebra and higher) and to pass a comprehensive test (called *Smarter Balanced*) or produce a work sample. To prepare to meet these graduation requirements, you will create an interactive notebook, take various types of assessments, and engage in team and individual activities. This curriculum repeatedly "spirals" through topics, so expect to develop proficiency over time, rather than to master concepts upon the first exposure. Your strong efforts in and out of class are essential to success.

Grading Rubric

	1 Beginning Proficiency	2 Developing Proficiency	3 Close to Proficient	4 Proficient	5 Highly Proficient
Conceptual Assessments	• Evidence shows no work or understanding	• Minimal understanding but demonstrates some effort towards understanding • Student does not know how to do it but can formulate a question.	• Within the process, minor conceptual errors were made • Work is incorrect due to misconception of relevant concepts	• Demonstrates understanding of learning target even if there are computational errors • Conceptual understanding is shown/present but there is not much justification or explanation of "why" or "how"	• Problem solved one way and checked another. • Work is correct and includes explanations of steps taken • All relevant parameters defined
Procedural Assessments	• Work specifically implements an "incorrect" method	• Many mistakes and/or major conceptual errors	• Mistakes made show procedural or "quick fix" errors	• Mistake because of minor non-conceptual error • Some incorrect work from other learning targets affects result	• All correct with no errors • Trivial arithmetic mistake ok if not a situation where a check/review of work would have highlighted mistake
Next Steps:	• Intense intervention with teacher. • Student needs guided practice (Instructional Access (IA))	• Moderate intervention with teacher. • Student needs guided practice (IA)	• Minimal intervention with teacher or another student who is highly proficient • Independent student practice, or guided practice (IA, home)	• Opportunities to demonstrate, model and teach other students. • Independent student practice (home)	• Opportunities to demonstrate, model and teach other students. • Independent student practice (home)