



**I. Course Summary**

This is a complete high school geometry course that meets MYP Aims and Objectives and the priority standards for geometry selected from the Minnesota Mathematics Standards. The IB learner profile is used as a guide in developing and implementing the curriculum. Focus will be placed on communication, inquiry and reflection, which enables students to better develop, understand, and apply and geometric properties in two and three dimensions. Additionally, an effort is made to consistently connect geometry topics with algebra concepts students studied in Algebra 1 and will return to in Algebra II following this course.

**II. Units of Study**

Building Blocks of Geometry  
 Introduction to Proof  
 Triangle Congruence  
 Quadrilaterals and Coordinate Proof  
 Similarity

Special Right Triangles  
 Right triangle Trigonometry (Trig A)  
 Polygons  
 Circles  
 Space, Shape and Measurement

**III. Standards and IB MYP Aims**

State Standards	IB Middle Years Program Aims
<ul style="list-style-type: none"> <li>• 9.3.1.1 Determine the surface area and volume of pyramids, cones and spheres. Use measuring devices or formulas as appropriate.</li> <li>• 9.3.1.2 Compose and decompose two- and three-dimensional figures; use decomposition to determine the perimeter, area, surface area and volume of various figures.</li> <li>• 9.3.2.4 Construct logical arguments and write proofs of theorems and other results in geometry, including proofs by contradiction. Express proofs in a form that clearly justifies the reasoning, such as two-column proofs, paragraph proofs, flow charts or illustrations.</li> <li>• 9.3.3.2 Know and apply properties of angles, including corresponding, exterior, interior, vertical, complementary angles and supplementary angles, to solve problems and logically justify results.</li> <li>• 9.3.3.6 Know and apply properties of congruent and similar figures to solve problems and logically justify results.</li> <li>• 9.3.3.8 Know and apply properties of a circle to solve problems and logically justify results.</li> <li>• 9.3.4.2 Apply the trigonometric ratios sine, cosine and tangent to solve problems, such as determining lengths and areas in right triangles and in figures that can be decomposed into right triangles. Know how to use calculators, tables or other technology to evaluate trigonometric ratios.</li> <li>• 9.3.4.4 Use coordinate geometry to</li> </ul>	<ul style="list-style-type: none"> <li>• enjoy mathematics, develop curiosity and begin to appreciate its elegance and power</li> <li>• develop an understanding of the principles and nature of mathematics</li> <li>• communicate clearly and confidently in a variety of contexts</li> <li>• develop logical, critical and creative thinking</li> <li>• develop confidence, perseverance, and independence in mathematical thinking and problem- solving</li> <li>• develop powers of generalization and abstraction</li> <li>• apply and transfer skills to a wide range of real life situations, other areas of knowledge and future developments</li> <li>• appreciate how developments in technology and mathematics have influenced each other</li> <li>• appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics</li> <li>• appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives</li> <li>• appreciate the contribution of mathematics to other areas of knowledge</li> <li>• develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics</li> <li>• develop the ability to reflect critically upon their own work and the work of others.</li> </ul>

represent and analyze line segments and polygons including determining lengths, midpoints and slopes of line segments.	
--	--

#### IV. Text/Materials

Holt Geometry textbook available online. Additional required materials are pen/pencil, folder/notebook, graphing or scientific calculators and a **charged** iPad. These materials are to be brought to class daily.

#### V. Methodology

Teachers work collaboratively to incorporate lessons and activities that encourage students to work cooperatively with their peers and develop effective communication skills. Students will take responsibility for their learning through daily reflections and critical thinking activities.

**Distance Learning:** Distance learning for this class will take place via Schoology and Google Meets.

Course materials will be organized by weekly topics. Each week you should expect:

- A video from me explaining new topics
- 1-2 assignments/activities to complete and turn in through Schoology
- 2-3 synchronous learning times
- A check-in assignment and/or a summative assessment

#### Extra Help

Use your resources! Instructional videos in the Schoology, practice worksheets, Khan Academy, siblings/friends. If you have more homework questions, or just want to see everyone, participate in the weekly office hour to get your questions answered. This is not required, but **HIGHLY RECOMMENDED!**

#### VI. Methods of Assessment

Teachers will regularly use a variety of IB MYP both formative and summative assessments to gauge and guide student success. Formative assessments will be routine, informative and on-going. Among other strategies teachers may choose to use exit cards, warm up problems, visual checks for understanding (thumbs up, note cards, etc.), quick writes, or discussion. Quizzes within a unit might also be used to evaluate student progress and adjust instruction. Summative assessments will commonly take place on Fridays and assess multiple learning targets. Cumulative final exams may also be given.

*Formative* assessments take place daily, as they serve as a tool to inform and improve the teaching process and prepare students for summative assessment. *Examples* are math review, quick write, daily homework, homework quiz, and think-group-share. These represent *30% of the overall grade* for the marking period.

*Summative* assessments typically take place weekly. Students must demonstrate their knowledge, understanding of concepts, and/or skills while answering the unit-guiding question based on local, state and national standards and MYP Areas of Interaction. *Examples* of summative assessments are tests and portfolio problems. These represent *70% of the overall grade* for the marking period.

Students are evaluated in four different areas with IB MYP rubrics for this class:

Criterion A	Knowledge and Understanding	Students will demonstrate knowledge of concepts.
Criterion B	Investigating Patterns	Students will work through investigations to develop critical thinking.
Criterion C	Communicating	Students will use appropriate mathematical language and different forms of representation to communicate mathematical ideas.
Criterion D	Applying mathematics in real-life contexts	Student can select appropriate mathematical strategies to solve real-world problems.

IB MYP rubrics use an 8-point scale, with 8 representing “excellent achievement” and 1-point representing “limited achievement.” When these assessments will be counted toward students’ grades in the class, they will be converted to a standard A, B, C, D, N scale and the point value will appear on the rubric. Parents and guardians, please ask your student to share their rubrics with you.

Please also see Highland Park Grading and Assessment Policy on the Highland Park Senior High Webpage for additional information about assessment.

## **VII. Other course information**

### **Expectations:**

- Be Respectful
- Be Responsible (Come on time with required materials and **NO CELLPHONE**)
- Be Safe

**Academic Honesty:** Highland Park High School expect all students to understand the meaning of academic honesty and demonstrate it in all aspects of their learning. In this class, it is expected that you do not give, receive, or tolerate unauthorized aid in your work. The full policy can be found on the HPSH website.

## **VIII. Good Digital Citizenship in**

### **Ms. Schleper's Class includes:**

- Participate in class meetings only if you are invited. No one else should be on camera.
- Don't take photos or screenshots or record videos during the meeting.
- Show respect at all times for yourself, classmates, and teachers.
- Raise your hand if you want to talk and your teacher will call on you.
- Be present and engaged with your class.
- Wear clothes that would be appropriate for school.
- Be prepared and on time.
- Pick a quiet spot and let others around you know you are in a meeting. Have your materials beside you before the meeting begins. Look around you. Make sure anything on video is something that can be seen by others.
- Participate – take notes, ask questions, and participate in discussions.
- Share your thoughts/ideas. We want to know what you think. **YOU MATTER!**

I can be most easily reached via e-mail at [kelly.schleper@spps.org](mailto:kelly.schleper@spps.org). For the status of assignment completion and class grades please use Schoology.

All school district policies dealing with absences, tardiness, late work and other issues will be followed.