



School Year \_\_\_\_\_ 2018 – 2019 \_\_\_\_\_

<b>Course Name</b>	Analytic Geometry	<b>Course Code</b>	27.2972000G
<b>School Name</b>	Dekalb Early College Academy	<b>Teacher Name</b>	<b>Professor Stone / Wilkins</b>
<b>School Phone Number</b>	678-875-2450	<b>Teacher Email</b>	<a href="mailto:stephen_j_stone@fc.dekalb.k12.ga.us">stephen_j_stone@fc.dekalb.k12.ga.us</a>  All Notes are at the following Website <a href="http://deca.dekalb.k12.ga.us/AndreWilkins.aspx">http://deca.dekalb.k12.ga.us/AndreWilkins.aspx</a> PASSWORD: <i>mathknights</i>
<b>School Website</b>	<a href="http://www.DECA.Dekalb.k12.ga.us">www.DECA.Dekalb.k12.ga.us</a>	<b>Teacher Website</b>	<a href="http://fc.dekalb.k12.ga.us/~STEPHEN_J_STONE/">http://fc.dekalb.k12.ga.us/~STEPHEN_J_STONE/</a>

**Personal Statement:** Welcome to Analytic Geometry at DeKalb Early College Academy. As your teacher, I am here to support your growth in mathematics. Therefore, you must give your full effort daily and come prepared with homework and a positive attitude. A couple of keys to success in this class are reviewing work on a daily basis, persisting during learning struggles, and seeking help when needed. I look forward to watching you grow in many areas of your life this school year. Please avoid confrontational dialogue during class as it is not productive.

**Department Philosophy:** We believe that by creating an environment conducive to learning, building positive rapport with students, and employing differentiated instructional strategies, we can promote student success. Furthermore we believe that each student can be successful in learning to: value mathematics, become a mathematical problem solver, communicate and reason mathematically.

**Department Mission:** The overall mission of the Math Department is ensure that all scholars are adequately prepared for all college-level math courses such as College Algebra, Statistics, Pre-Calculus, and Calculus I – III by instilling in them the 16 habits of mind for college readiness via our common instructional practices of collaborative group work, writing to learn, literacy groups, questioning, scaffolding, and classroom talk.

**Course Description:** This course is mainly devoted to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena. It includes among others, concepts of congruence, similarity, transformations (rigid motions followed by dilations), definitions of sine, cosine, and tangent for acute angles and theorems about circles.

**Homework and Lesson Quizzes:** Homework is an essential part of this class. On a daily basis, the previous day’s lesson will be assessed using accompanying lesson quizzes. Conscientious attention to homework material as well as completion of homework assignments results in successful grades on lesson quizzes. Lesson quizzes also serve as a study tool for the EOC that will occur at the end of the semester. Copies will be provided to the student upon request.

**Course Prerequisites:** *Successful completion of Coordinate Algebra*

# GSE Analytic Geometry - At a Glance

## CURRICULUM OVERVIEW

(1 Week)	(6-7 Week)	(2-3 Week)	(4-5 Week)	(3-4 Week)	(2-3 Week)	(2-3 Week)
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Extending the Number System	Similarity, Congruence, & Proofs	Right Triangle Trigonometry	Circles and Volume	Quadratic Functions	Geometric and Algebraic Connections	Applications of Probability
MGSE9-12.N.RN.2 <b>MGSE9-12.N.RN.3</b> <b>MGSE9-12.A.APR.1</b>	MGSE9-12.G.SRT.1 <b>MGSE9-12.G.SRT.2</b> MGSE9-12.G.SRT.3 MGSE9-12.G.SRT.4 <b>MGSE9-12.G.SRT.5</b> <b>MGSE9-12.G.CO.6</b> MGSE9-12.G.CO.7 MGSE9-12.G.CO.8 MGSE9-12.G.CO.9 <b>MGSE9-12.G.CO.10</b> <b>MGSE9-12.G.CO.11</b> MGSE9-12.G.CO.12 MGSE9-12.G.CO.13 MGSE9-12.G.GPE.4	MGSE9-12.G.SRT.6 MGSE9-12.G.SRT.7 <b>MGSE9-12.G.SRT.8</b>	MGSE9-12.G.C.1 <b>MGSE9-12.G.C.2</b> MGSE9-12.G.C.3 MGSE9-12.G.C.4 MGSE9-12.G.C.5 <b>MGSE9-12.G.GMD.1</b> MGSE9-12.G.GMD.2 <b>MGSE9-12.G.GMD.3</b> MGSE9-12.G.GMD.4	<b>MGSE9-12.A.SSE.1</b> MGSE9-12.A.SSE.1a MGSE9-12.A.SSE.1b MGSE9-12.A.SSE.2 MGSE9-12.A.SSE.3 MGSE9-12.A.SSE.3a MGSE9-12.A.SSE.3b MGSE9-12.A.CED.1 <b>MGSE9-12.A.CED.2</b> MGSE9-12.A.CED.4 <b>MGSE9-12.A.REI.4</b> MGSE9-12.A.REI.4a MGSE9-12.A.REI.4b <b>MGSE9-12.F.IF.4</b> <b>MGSE9-12.F.IF.5</b> MGSE9-12.F.IF.6 MGSE9-12.F.IF.7 MGSE9-12.F.IF.7a MGSE9-12.F.IF.8 <b>MGSE9-12.F.IF.9</b> <b>MGSE9-12.F.BF.1</b> MGSE9-12.F.BF.1a <b>MGSE9-12.F.BF.3</b> <b>MGSE9-12.F.LE.3</b> MGSE9-12.S.ID.6 MGSE9-12.S.ID.6a	MGSE9-12.G.GPE.1 <b>MGSE9-12.G.GPE.4</b> MGSE9-12.G.MG.1 <b>MGSE9-12.G.MG.2</b> <b>MGSE9-12.G.MG.3</b>	MGSE9-12.S.CP.1 MGSE9-12.S.CP.2 MGSE9-12.S.CP.3 <b>MGSE9-12.S.CP.4</b> <b>MGSE9-12.S.CP.5</b> MGSE9-12.S.CP.6 MGSE9-12.S.CP.7

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

Title	Holt-McDougal <b>ANALYTIC GEOMETRY</b>
ISBN	978-0-547-86765-6
Replacement Cost	\$89.50
Online book and/or resources	MYHRW.COM
Online student access code (school specific)	N/A

**GRADING SYSTEM:** The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL
Formative Assessment - 0%	<b>A</b> 90 – 100
Assessment During Learning – 25%	<b>B</b> 80 – 89
Guided, Independent, or Group Practice – 45%	<b>C</b> 71 – 79
Summative Assessment or Assessment of Learning– 30%	<b>D</b> 70
	<b>F</b> Below 70

**GRADING SYSTEM:** In preparation for the college experience where there are a limited number of tests given during a semester, tests will be counted as a major portion of the students' grade. The other categories will reflect grades given for quizzes, homework checks, projects, and graded classwork assignments according to the following schedule of category:

Assessment During Learning – 25%	Homework Checks Projects
Guided, Independent, or Group Practice – 45%	Tests Test/Quiz Review
Summative Assessment or Assessment of Learning– 30%	Quizzes Graded Assignments

DISTRICT EXPECTATIONS FOR SUCCESS	
<b>STUDENT PROGRESS</b>	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. <b>See Board Policy IH.</b>
<b>ACADEMIC INTEGRITY</b>	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. <b>See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.</b>
<b>HOMEWORK</b>	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. <b>See Board Policy IHB.</b>
<b>MAKE-UP WORK DUE TO ABSENCES</b>	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. <b>See Board Policy IHEA.</b>

**Make-up Policy:**

1. Upon returning to school from an excused absence, a student has as many days to make up work as he or she was absent.
2. If a student is absent on the day of a quiz, test or notebook check that assessment can only be made up if the absence is **EXCUSED**. Make up tests are administered during school unless a student requests before or after school on the appropriate make-up test date. Failure to show up for a makeup test will result in a zero until the assessment is made up.

**Late Assignments:**

Class work may be turned in only for the current grading period. There will be a 10 % deduction for each day of late performance and classwork assignments. After 3 days, students will receive a maximum grade of 69 if turned in within the grading period.

**Re-do Policy**

Anything concerning re-doing assignments is at the teacher’s discretion.

• **Homework Checks**

- Cannot be retaken. Initial grades are **FINAL**

• **Quizzes**

- Cannot be retaken. Initial grades are **FINAL**

• **Test** – Can be retaken upon student’s request, and submission of test correction.

- You can only retake unit test once for maximum grade of 80.

**Lesson Quizzes**

Daily assessments that cover standards taught that day.

- **Corrections due very next day after grading for maximum grade of 80**

**SCHOOL EXPECTATIONS FOR SUCCESS**

**CLASSROOM EXPECTATIONS**

**Course Procedures**

Work Requirement: A heading should be in the upper right-hand corner of the page and should consist of the following:

- First and last name
- Date
- Course name and period number
- Textbook page number and assignment numbers OR the name of assignment
- On assignments, students must write in complete sentences when necessary!!
- **Must Show ALL work on any work to be graded in order to receive credit**

**Classroom Expectations:**

**BE PRESENT AND ON TIME**

- ❖ Attend Class daily
- ❖ Tardy students must bring a pass.

**BE PREPARED**

- ❖ Bring all materials daily.
- ❖ Have homework completed.
- ❖ Get your desk ready by the time the bell rings.
- ❖ Be in your seat ready when the bell rings.

**BE A COURTEOUS, QUIET LISTENER**

- ❖ No loud, unnecessary talking or noise making.

**BE PROACTIVE**

- ❖ Follow directions the first time they are given.
- ❖ Maintain a clean, safe classroom environment; food, candy and chewing gum, and grooming are NOT permitted. Water in a clear plastic container is allowed.
- ❖ Seek help when faced with difficulty. Tutoring is available.
- ❖ Ask for all work missed.
- ❖ Make restroom stops before and after class.
- ❖ When the bell rings wait to be dismissed.

**BE COOPERATIVE AND RESPECTFUL**

- ❖ Respect all teachers and students.
- ❖ We must work together to succeed; it is not the right of an individual student to take away from the educational time of others.
- ❖ Cultivate a positive attitude that supports your own learning, as well as that of others. Remember attitude is everything.
- ❖ I EXPECT EVERY STUDENT TO SUCCESSFULLY COMPLETE THE COURSE TO THE BEST OF HIS/HER ABILITY. ABOVE ALL, don't ever give up.

**Homework:** Homework is for practice and is due the next class day unless instructed otherwise. **Appropriate work must be shown.** Homework checks will be given on Tuesday over the previous week's assignments and will be timed to a maximum of 30 minutes. Scholars who need more time can finish in tutorial. **NOTE:** Frequently scholars who do poorly on homework checks fall way behind in the class. Homework grades will be the average of all the grades from homework checks. Complete homework thoughtfully and regularly to ensure success in Analytic Geometry.

**MATERIALS AND SUPPLIES**

**Interactive Notebooks:** The purpose of the interactive notebook is to enable students to be creative, independent thinkers and writers. Interactive notebooks are used for class notes as well as for other activities where the student will be asked to express his/her own ideas and process the information presented in class. This notebook will count as a final project grade and be used simultaneously to prepare for the ANALYTIC GEOMETRY End-of-Course Test.

- 1) **A title page for the notebook** - right side, containing the title of the course, students name, teachers name, class period, and symbols or pictures related to the course.
- 2) **Taped or Glued in Handouts** - handouts kept in order and in such a way that a student can refer to them. Can be folder or the edges cut so they don't stick out.
- 3) **Title page for each unit** - containing the title of the unit and some relevant pictures and or symbols
- 4) **A table of contents or Index** - List the name of the activity, and the page. **Date all work**

**Required Materials:** 1 ream of white copy paper to copy COMPASS practice tests, 1 package of 10 pencils, 1 box of tissues, daily class notes, and other resource materials for students to take home. Students will bring textbook, magic markers, spiral notebook, composition book, pencil, lined paper, graph paper, scientific/ graphing calculator, straightedge, compass, and a protractor daily.

**Wish List Items:** Colored markers will be used frequently throughout this course it is suggested that each student bring colors of his or her choice.

<p><b>EXTRA HELP</b></p>	<p><b>Re-do Policy:</b> Anything concerning re-doing assignments is at the teacher’s discretion. The assignments must be full-effort work that is submitted on time. <b>TESTS and Quizzes</b> may be redone at the students request and schedule <b>DURING MORNING TUTORIAL TIME</b>. Whatever grade the student receives on the make-up test is the score that will be entered into the student’s grade report.</p> <p><b>Late Assignments:</b> If a student fails to turn in a due assignment on time, he or she will have three days to hand in the late assignment for 80% of the grade that would normally accompany that assignment. Beyond the three-day window the student will receive a zero for that assignment until the student comes for a make-up test.</p> <p><b>Performance Grades:</b> Performance grades are based upon each student’s contribution to the class. Attitudes and behaviors that merit a positive grade are outlined in the EXPECTATIONS’ Checklists. (See Below)</p> <p><b>Cooperative Groups:</b> Each scholar will be assigned to a group of three or four members with whom they will work closely during the semester. Group responsibilities include participation in discussions, reviewing homework in the first 10-15 minutes of class, and making sure each member can explain and present any homework problem that has been assigned. <b>No group grades are given.</b> The cooperative group strategy is only used to encourage students to interact by discussing mathematical strategies and to help develop teamwork skills.</p>
<p><b>PARENTS AS PARTNERS</b></p>	<p><b>Make Sure your child is completing all homework assignments in a timely manner</b></p> <p><b>ACCUPLACER TEST:</b> Scholars will take the ACCUPLACER test in the spring to determine placement in math and English courses at GSU. Scholars should be in contact with the respective schools in order to schedule an appointment. Friday's will be ACCUPLACER TEST review days in order to adequately prepare students for taking this test.</p>

Additional information to support continued contact:

Information	Parent/Guardian
Day Time Phone Number	
Cellular Phone Number	
Home Phone Number	
Email Address	

**The teacher reserves the right to change or adjust the syllabus as necessary to meet the needs, abilities, and interests of the students.**

Scholar Name	Grade point Average		
<b><u>Academic Expectation</u></b>	<u>Exceeds (2)</u>	<u>Meets (1)</u>	<u>Does Not Meet(0)</u>
1. Bring Materials to Class			
2. Active Verbal Engagement in Class (With Peers)			
3. Active Written Engagement on Class Activities			
4. Ask Questions in Class (Ask 3 <u>and then me</u> )			
5. Attend Tutorial if Average is 75 or below			
6. Engage in Discussion with Peers			
7. Review the Material on a Daily Basis			
8. COMPLETE all Homework Assignments			
9. Retrieve Absentee Assignments Outside of Class			
10. Use the 16 Habits of Mind – BE PERSISTENT			
11. Turn in Assignments in a Timely Manner			
12. Begin Classroom Tasks Immediately			
<b><u>Behavioral Expectation</u></b>			
1. Follow Directions the First Time they are Given			
2. Actively Listen When Being Given Instruction			
3. Stay on Task at all Times			
4. Give Others the Opportunity to Learn			
5. Raise Your Hand to Ask Questions			
6. Be in the Classroom When the Bell Rings			
7. Be in Full Uniform When Required			

**STUDENT/PARENT INFORMATION**  
To be returned by Friday, August 10, 2018

I will use this form to remain in contact with you concerning your child's progress at DECA. Please **accurately** fill out every line that applies including day and evening e-mails and phone numbers so that we can remain in contact during the course of the 2018 – 2019 school year.

**I have read the Analytic Geometry syllabus. I will instruct and expect my child to uphold the rules and guidelines outlined in Professor Stone's / Wilkins math classes. I understand that any violation of classroom expectations may result in suitable disciplinary action.**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Name (Please Print Legibly)** \_\_\_\_\_

**Home phone** \_\_\_\_\_

**Home e-mail address** \_\_\_\_\_

**Mother/Guardian Name (Please Print Legibly)** \_\_\_\_\_

**Home phone** \_\_\_\_\_

**Daytime phone** \_\_\_\_\_

**Cell phone** \_\_\_\_\_

**Home e-mail address** \_\_\_\_\_

**Father/Guardian Name (Please Print Legibly)** \_\_\_\_\_

**Home phone** \_\_\_\_\_

**Daytime phone** \_\_\_\_\_

**Cell phone** \_\_\_\_\_

**Home e-mail address** \_\_\_\_\_



**Phone Call Log**

<b>Date</b>	<b>Person Contacted - Nature of Call</b>	<b>Agreed Upon Resolution</b>