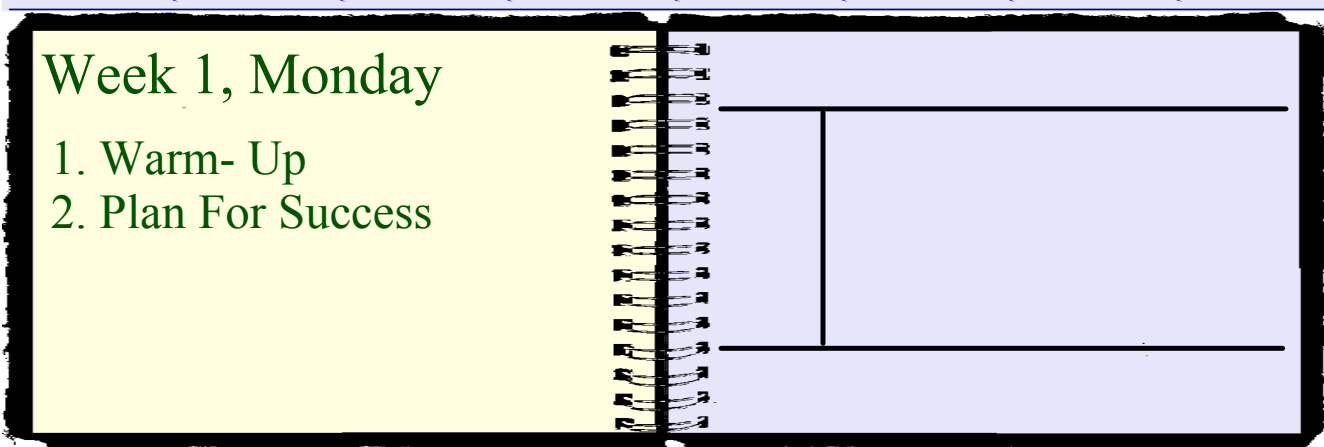


WELCOME TO SOPHOMORE YEAR!

Essential Question Essential Question Essential Question Essential Question Essential Question Essential Question Essential Question



Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up

Warm Up:

On the FRONT of your notecard, please write:

- .Your name + the name you preferred to be called
- .Your Advisory Teacher
- . Who you freshmen Algebra teacher was (if you were at Fairfax)
- .One fact about you that you would like me to know about you.

ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity

Plan for Success - Geometry I
 Betty H. Fairfax High School
 2014-2015 Geometry PLC



COURSE DESCRIPTION:

Geometry is a required math class for all students in the Phoenix Union High School District. Geometry includes the study of shapes, sizes, patterns and positions in two and three dimensions. Students will benefit from studying the course in an applied way, using the Common Core standards as a guideline.

Number of Credits: ½ **Grade Level:** 10 **Prerequisite(s):** None

Objectives:

- The student will be able to:
1. Identify and solve problems using point, lines, planes, and angles.
 2. Understand and construct the properties of perpendicular and parallel lines.
 3. Interpret and explain problems involving transformations of 2-D figures.
 4. Prove the different properties of triangles.
 5. Prove the different properties of quadrilaterals.
 6. Apply the eight mathematical practices of the Common Core standards.

MATERIALS:

REQUIRED ITEMS
Single Subject Notebook (Spiral, 70 pages, college ruled)
Writing Utensil
Compass

GRADING SYSTEM:

ASSESSMENTS: Exams will be given approximately every 3-4 weeks. Mandatory remediation and retakes will be conducted during tutoring hours. Assessments will represent 70% of each quarter grade.

DAILY WORK and NOTES: Daily Work will consist of all work completed inside the classroom and any additional homework. All students will be required to maintain an interactive notebook (IAN). The interactive notebook will be graded and represent 30% of the quarter grade.

GRADING SCALE:	QUARTER GRADES:	SEMESTER GRADES:
A: 90% - 100%	Assessments: 70%	1 st Quarter: 45%
B: 80% - 89%	IAN: 30%	2 nd Quarter: 45%
C: 70% - 79%		Final Exam: 10%
D: 60% - 69%		
F: 0% - 59%		

★ Per PUHSD policy, each student must receive a passing grade in two out of the three grading categories, first-quarter, second-quarter and/or semester exam.

TITLE I PROGRAM: Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of math, reading and English. If interested, please contact the Assistant Principal for Instruction, [Lwazi Megwa](mailto:Lwazi.Megwa) for additional information at (602) 764-9043.

MAKE-UP POLICY: Work missed due to an absence must be made up upon return. Make up work will be available during tutoring hours.

RETAKE POLICY: Students not meeting proficiency (70%) on any standard will be required to retake concept recovery quizzes to demonstrate mastery. Retake quizzes will be available during tutoring hours.

TUTORING: Tutoring will be available during school hours every day except Wednesday. Students who are not proficient in any standard will be required to attend tutoring until mastery has been reached.

ATTENDANCE POLICY: It is essential for a student to attend class on a regular basis in order to be successful.

*Absent is defined as nonattendance in an assigned class or activity for more than one-half of the period. (PUHSD Governing Board Policy J-1561 JHR)

TARDY POLICY: Students who arrive late are a distraction, and will not be tolerated. In accordance with school policy, each tardy will result in time spent with the START program after school of the following day.

*Tardy is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PUHSD Governing Board Policy J-1561 JHR)

CHECKING STUDENT PROGRESS: Parents and students should check progress by using ParentVue and StudentVue.

EMAIL CONTACT: If for any reason your student is unable to attend class, the assignment can be emailed home if an email address is provided. Email me at nmeyer@phoenixunion.org and I will be more than happy to send your student the information they missed.

nmeyer@phoenixunion.org

Geometry I Plan For Success
 Confirmation of Receipt and Understanding

I, _____, have read and understood the Plan for Student Success.
(Student Signature)

I, _____, the parent/guardian of _____ have read the Plan for Student Success.
(Parent/Guardian Signature) (Print Student Name)

Phone number(s) where we can be reached are:

Parent/Guardian:	Parent/Guardian:
Name: _____	Name: _____
Home (____) _____	Home (____) _____
Work (____) _____	Work (____) _____
Cell (____) _____	Cell (____) _____

Email address(es) where we can be reached are:

Parent/Guardian:	Preferred
Home email _____	[]
Work email _____	[]
Parent/Guardian:	
Home email _____	[]
Work email _____	[]

ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity

EQ: 100.1 How does Geometry relate to Algebra?

Essential Question Essential Question Essential Question Essential Question Essential Question Essential Question Essential Question

Week 1, Lesson 1

1. Setting up IAN's
2. Warm - Up
3. Pre-Test
4. Left-Side Practice
5. Closure

4

5

Table of Contents (pages 1,2,3)

Date	Topic	Pages
------	-------	-------

When you open your IAN, you will have a LEFT SIDE and a RIGHT SIDE.

Left-Sides:
Warm - Up

In-Class Activities/TI-NSpire work

Closure

Page #

Right-Sides:
Standard + EQ

Notes

Summary

Page #

COVERS

On your post-it, please write NEATLY:

Your Full Name
GEOMETRY - MEYER
period ____

Tape will be circulated. Please use only TWO small pieces.

Warm Up:

Solve the following equations. Show all of your work.

1. $x - 10 = 23$
2. $5x = 35$
3. $6x - 3 = 21$
4. $9x - 12 = 3x$

ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity

ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity ICA: In Class Activity

District Pre-Test

This test will be used to show your growth throughout the semester.

Do not guess. If you do not know the answer, leave it blank.



Bubble

your ID

Carefully

Data Driven Software Corporation

MARKING INSTRUCTIONS

- Use a number 2 pencil only.
 - Make a dark mark that fills the oval completely.
 - Erase cleanly any mark you wish to change.
 - Make no stray marks.
- Incorrect Marks:  Correct Mark: 

First Name

Last Name

Period

Test ID Number						Section ID Number					
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

Student ID Number

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

21. (A) (B) (C) (D)

22. (A) (B) (C) (D)

23. (A) (B) (C) (D)

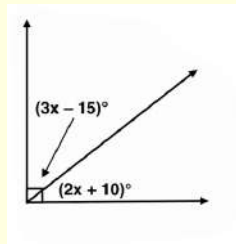
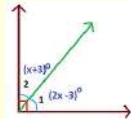
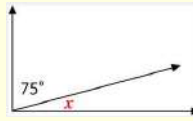
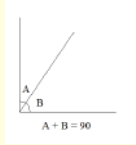
41. (A) (B) (C) (D)

42. (A) (B) (C) (D)

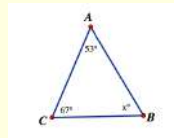
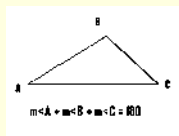
43. (A) (B) (C) (D)

Geometry: Don't forget your Algebra!

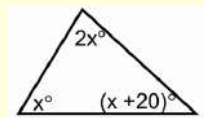
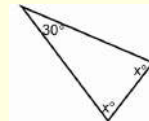
Complementary Angles



Angles in a Triangle

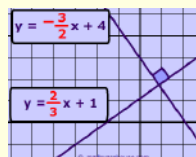
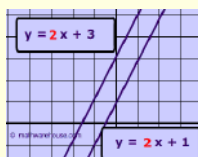
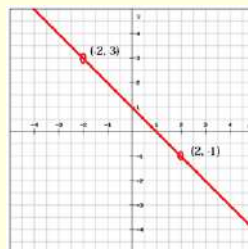


*Naming angles...



Slope

$$\frac{\text{rise}}{\text{run}} = \frac{Y_2 - Y_1}{X_2 - X_1}$$



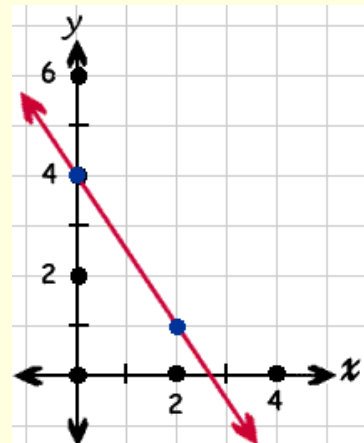
Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure

Right Side...

Write a summary that answers the essential question.

Left Side...

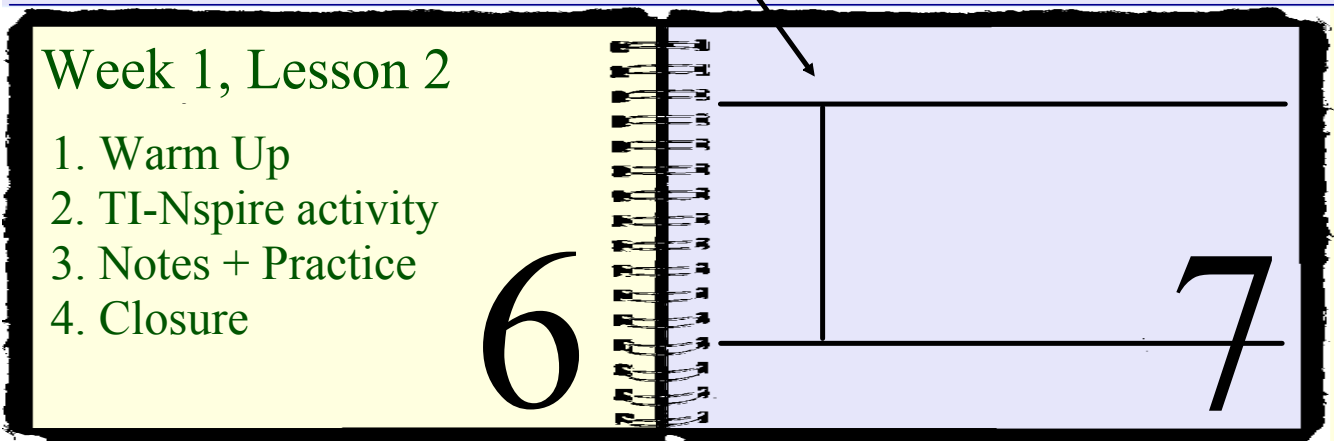
Find the slope of the line at the right.



Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure Closure

EQ: G.CO.1 How do I define point, segment, line, and ray?

Essential Question Essential Question Essential Question Essential Question Essential Question Essential Question Essential Question

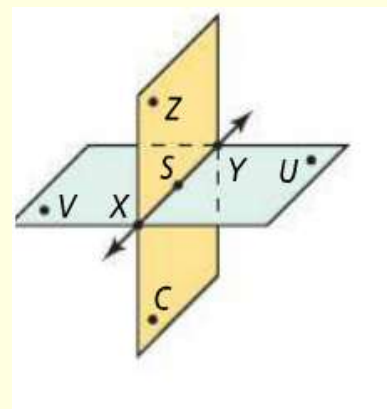


Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up

Warm Up:

Name ONE of the following:

- point
- line
- plane

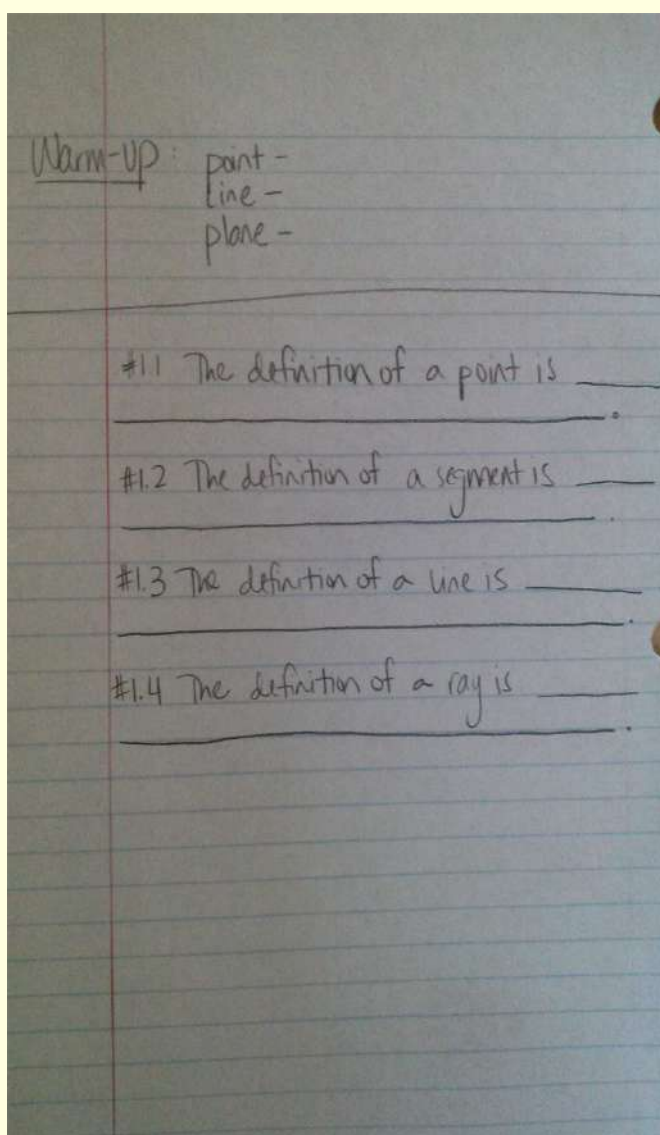



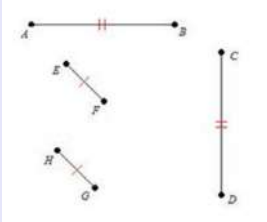
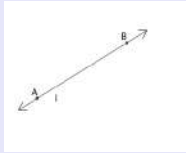

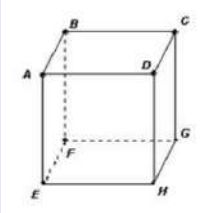
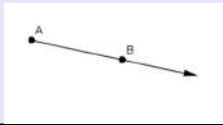
TI-NSpire Activity

Point, Segment, Line, Ray

As you go through the activity, the instructions will ask you to record information and/or compose sentences in your IAN.

At the end of the activity, your left-side should look like this:



<p>Point</p>	<ul style="list-style-type: none"> - a position in space - always represented by a CAPITAL letter 
<p>Segment</p>	<ul style="list-style-type: none"> - part of a line that is bounded by two points - named by its two endpoints, with a bar over the top 
<p>Line</p>	<ul style="list-style-type: none"> - a straight path that extends in two opposite directions without end - named by any two points on the line OR by a single, lower case letter   <ul style="list-style-type: none"> - parallel lines: lines that will never touch - perpendicular lines: lines that intersect at 90° (their slopes are negative recipricals) - skew lines: lines in a 3D plane; they aren't parallel but won't intersect 
<p>Ray</p>	<ul style="list-style-type: none"> - a portion of a line that starts at one point and goes on infinitely in one direction - to name a ray, use two points on the ray, starting with the endpoint. 
<p>Summary:</p>	



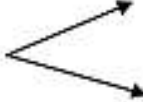


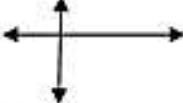

Closure Closure

Right Side...

Write a summary that answers the essential question.

Left Side...

Match each of the following words to the correct picture

1. Point	a. 
2. Line segment	b. 
3. Line	c. 
4. Ray	d. 
5. Parallel lines	e. 
6. Perpendicular lines	f. 
7. Angle	g. 

Closure Closure

EQ: G.CO.1 How do I define complementary, supplementary, and vertical angles?

Essential Question Essential Question Essential Question Essential Question Essential Question Essential Question Essential Question

Week 1, Lesson 3

1. Warm Up
2. TI-NSpire activity
3. notes
4. Closure

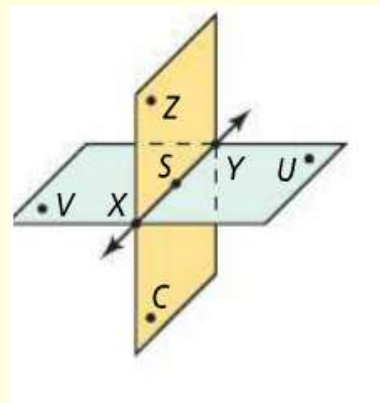
8

Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up

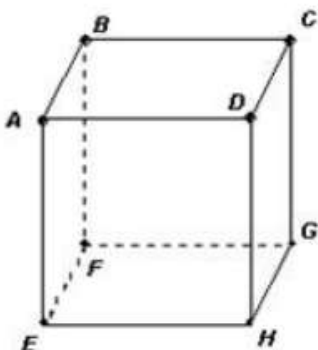
Warm Up:

Use the diagram at the right to answer questions 1-3.

1. Name 3 points.
2. Name one line two DIFFERENT ways.
3. Name a segment.



4. Classify the relationship between \overleftrightarrow{AD} and \overleftrightarrow{HG} .



- | | |
|-------------------|-------------------------|
| A. Parallel lines | C. Perpendicular lines |
| B. Skew lines | D. Perpendicular planes |

TI-NSpire Activity

Complementary, Supplementary, and Vertical Angles

As you go through the activity, the instructions will ask you to record information and/or compose sentences in your IAN.

At the end of the activity, you should have the following information recorded:

#1.1

$m\angle MEV =$			
$m\angle VEB =$			
$m\angle MEB =$			

#1.2

$m\angle ADR =$			
$m\angle RDB =$			
$m\angle ADB =$			

Sentence: _____

#1.3

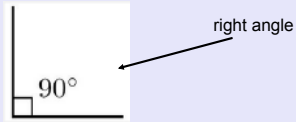
$m\angle TEW =$			
$m\angle BEJ =$			
$m\angle WEJ =$			

Sentence: _____

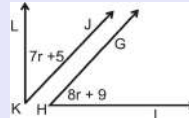
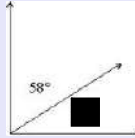
notes - notes - notes - notes - notes - notes - notes - notes - notes - notes - notes - notes - notes - notes - notes - notes -

Complementary Angles

- two angles whose value total 90°

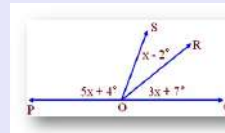
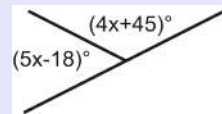
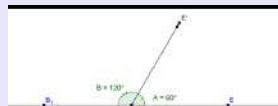


Examples:



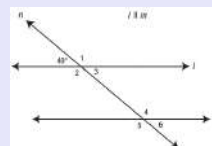
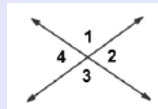
Supplementary Angles

- angles that total 180° (a straight line)



Vertical Angles

- angles that are across from two intersecting lines
- their measurements are equal



Summary:

Closure Closure

Right Side...

Write a summary that answers the essential question.

Left Side...

Compare and contrast the following pairs of terms:

1. Segments and lines
2. Complementary and Supplementary Angles
3. Supplementary and Vertical angles

Closure Closure

Essential Question Essential Question Essential Question Essential Question Essential Question Essential Question Essential Question

Week 1, Lesson 4 (5th, 6th, and 7th)

1. Warm Up
2. Practice Problems
3. Jeopardy!

Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up Warm-up

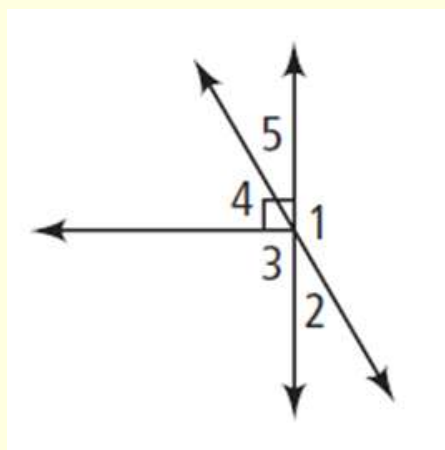
Warm Up:

On a SCRATCH piece of paper, please answer the following questions.

1. In the diagram at the right, which angles are...

- (a) vertical?
- (b) supplementary?
- (c) complementary?

2. If the measure of angle 5 is 30° , find the measures of angles 1, 2, 3, and 4.



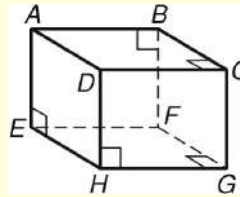
ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity

Whiteboard Practice!

Identify a segment perpendicular to \overline{BF} _____

Identify a segment skew to \overline{EH} _____

Identify a segment parallel to \overline{AE} _____



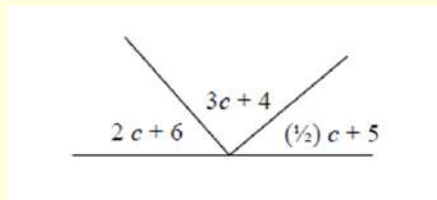
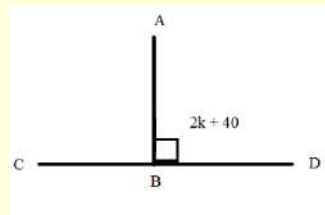
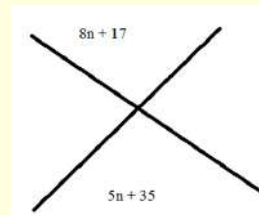
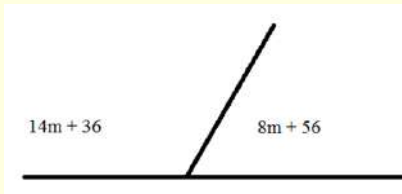
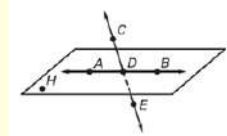
Give two other names for the \overline{CE} _____

Give two other names for the \overline{DB} _____

Name four coplanar points _____

Name an obtuse angle _____

Name an acute angle _____



Geopardy! (see PowerPoint file)

ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity ICA, In Class Activity