

# CLASS OVERVIEW

## What works will we explore?

### Quarter 1 Lessons

Aug. 7 - Oct. 6, 2023

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| 1.1 Points, Lines, and Planes                  | 2.5 Proving Statements about Segments and Angles  |
| 1.2 Measuring and Constructing Segments        | 2.6 Proving Geometric Relationships               |
| 1.3 Using Midpoint and Distance Formulas       | 3.1 Pairs of Lines and Angles                     |
| 1.4 Perimeter and Area in the Coordinate Plane | 3.2 Parallel Lines and Transversals               |
| 1.5 Measuring and Constructing Angles          | 3.3 Proofs with Parallel Lines                    |
| 1.6 Describing Pairs of Angles                 | 3.4 Proofs with Perpendicular Lines               |
| 2.3 Postulates and Diagrams                    | 3.5 Equations of Parallel and Perpendicular Lines |
| 2.4 Algebraic Reasoning                        | 4.1 Translations                                  |
|  | 4.2 Reflections                                   |

## How will we learn this year?

### Direct Teaching Model – Geometry

Components	Description of Components	TEM	IP
<b>Do Now</b> (5-10 mins)	A 'Do Now' is a quick, independent or collaborative activity that typically involves no (or minimal) guidance from the teacher. A 'Do Now' can be used to activate students learning for the lesson, surface prior knowledge, and familiarize students with lesson vocabulary. All "Do Now" questions should be in a state testing format.	T2, T6	2, 3
<b>Agenda</b> (1-2 mins)	Agenda items are specific practice activities that individual students need to complete as a means of increasing their proficiency in understanding the subject matter or skills being taught.	T1, T7	1, 3
<b>Performance Based Objective</b> (5 mins)	The purpose for the planned activity is shared with the students. Students at all levels need to know what they will be learning and how they will demonstrate what they have learned.	T1	1, 2
<b>Launch the Lesson</b> (Time will Vary)	This portion of the lesson is an introduction or opening into a lesson that grabs the students' attention. Laurie's Notes provides specific guidance for each lesson.	T2	2, 3
<b>Explore It!</b> (Time will Vary)	This portion of the lesson is an opening activity designed to prepare students for new learning.	T2	2, 3
<b>Check For Understanding</b> (2 mins)	<b>Where Are We In Our Learning?</b> Ongoing formative assessments in the form of questioning, reviews and observations are the foundation for improved instruction and student feedback throughout the learning process. Formative assessments are assessments that help us "distinguish between teaching and learning." Here are some strategies that can be used during this process: <ul style="list-style-type: none"> <li>• Accountable talk</li> <li>• Retelling or summarizing the learning</li> <li>• Think-pair-share</li> <li>• Exit Slips</li> <li>• Four corners</li> <li>• Cold call</li> <li>• No opt out</li> <li>• Whiteboards</li> </ul>	T6	3

Components	Description of Components	TEM	IP
	<ul style="list-style-type: none"> <li>Fist-to-five</li> <li>KWL charts and other graphic organizers</li> </ul>		
<b>Direct Instruction</b> (Time will Vary)	The purpose of this portion of the lesson is to provide explicit instruction to build procedural skill and fluency. Opportunities to teach with clear <b>Key Ideas</b> and powerful stepped out <b>Examples</b> have been carefully designed to meet the success criteria. Following each example, students engage in the <b>Self-Assessment</b> which serves as a focused measurement of students' understanding of the success criteria. Additional <b>checks for understanding</b> are called out in red in the Assignment Guide.	T1, T2, T3, T4, T5, T6	2, 3, 4
<b>Practice</b> (Time will Vary)	During the Practice portion, students will practice and apply what they have learned in the lesson. The practice portion is broken in to 3 problem types: Emerging, Proficient, and Advanced.	T3, T4, T5, T6	2, 3, 4
<b>Closure</b> (3 Mins)	Closure allows students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and the future, or in other words – MAKE MEANING.	T2, T5	1,3,4
<b>Assessment/Exit Ticket</b> (5-10 mins)	Assessment/Exit tickets allow you to use your data to identify student strengths and weaknesses, and then plan for the next day's instruction.	T6	2, 3

\* T7 should be evident in all aspects of the lesson to ensure teachers spend appropriate amount of time on each component of the lesson).

\*T1 should be evident in all aspects of the lesson through the alignment of lesson activities and curriculum to the PBO.

## Grading Scale:

- **A:** 90-100
- **B:** 80-89
- **C:** 70-79
- **D:** 60-69
- **F:** 59 and below

## Quality Points

- Honors +3
- DE +4

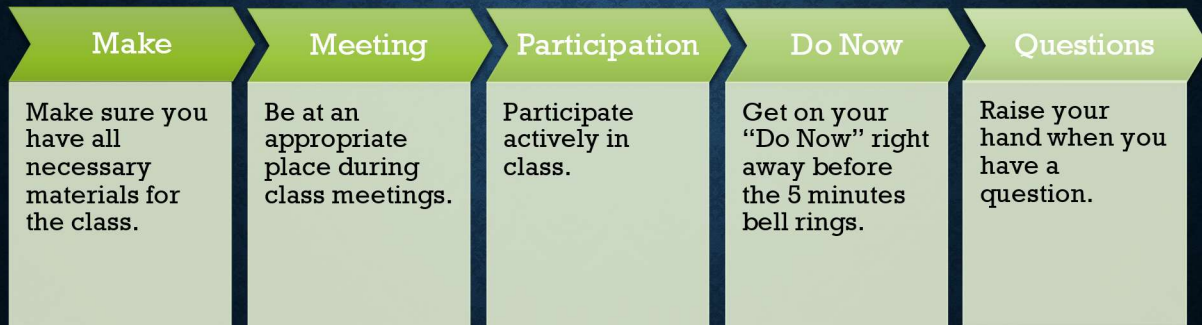
## Grading Categories/Percentage of Weighted Grade/Minimum Assignments Per Category (Quarterly)

- Class Participation ( 4 minimum) 5%
- Classwork (4 minimum) 35%
- Assessments - Tests/Quizzes/SWAs/CFAs (4 minimum) 40%
- Homework Assignments (4 minimum) 10%
- Projects/Portfolio/Presentations (1 minimum) 10%

Tutoring Hours: Thursdays 2: 30 PM - 3: 30 PM

**IMPORTANT:** All students must take advantage of the tutoring sessions, including students who are passing. Tutoring is not for students who are failing ONLY.

## HOW TO BE SUCCESSFUL IN CLASS



## CLASS PARTICIPATION & CLASSWORK

Stay on task the whole time.

Assignments should not be turned in late. The teacher will deduct points if work is turned in late.



## DURING INSTRUCTION TIME

01

Be attentive.

02

The teacher will attend to questions in order at which hands were raised.

03

No chatting is allowed during instruction time unless students are collaborating.

## WHEN YOU ARE ABSENT

Check

If you have questions about assignments, check with the teacher at an appropriate time. Do the missing work at home or you should attend tutoring to get help.

Inform

If you missed a test because of an excused absence, inform the teacher and arrange a time to make up the test after school. The teacher will give directions.

## WHILE YOU ARE WORKING

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Make sure you read or listen to the directions about your work and understand the directions. Ask your teacher if you are confused.

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If you do not understand, ask for help from your teacher or collaborate with friends (**but not when you're taking a test**).

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If you are asked to help, be polite and help. We learn and become better when we help. Be loud enough when asking or responding to questions.

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Communicate respectfully and be friendly during learning.

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Use your time wisely. Put forth your best effort to finish your work on time.

## TARDINESS & CLASS-CUTTING

- If you are tardy to class, you must go to the attendance office to receive a **tardy pass** to be admitted to class.
- Once the door is shot and lesson begins, only the teacher can let anyone in. Student(s) will get in trouble if they open the door for anyone to get in.
- Excessive tardiness and class-cutting will be reported to the administration and parents will be called.



## HALL PASS ABUSE

**My Hall Pass shall not be abused.**

- You will fill in all information on the Hall Pass before leaving the classroom.
- You must use only the time allowed.
- **15 -15 Rule** applies always, and student(s) will not be excused at this time.



- Phone use is not allowed during instruction.
- Do not have your phone out without the teacher's permission.

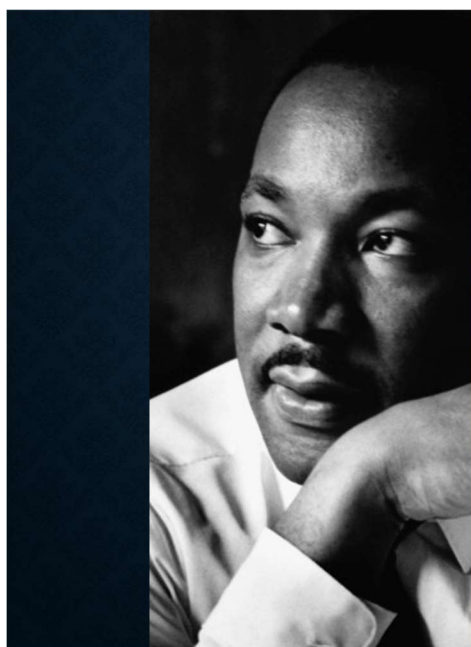
### **Non-compliance to this rule:**

- Teacher will take the phone and return it to you after class.
- Teacher will call the office to have the phone taken.
- Student will be removed from class with consequence(s).



## Food and Drinks

- The teacher will not allow students eat or drink in the classroom.
- **DO NOT** order food and bring it to class to eat. The teacher will call the office immediately to report.



## FINAL THOUGHT

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education."

- ~Martin Luther King, Jr.

Let's have some fun learning!



Go Wolverines!