Cosby High School

Part 1: Course Information

Instructor Information

Course: Geometry
Instructor: Makayla Medford
School Telephone: 423-487-5602
E-mail: medfordm@cocke.k12.tn.us
Remind:

Course Description

The Geometry course is a comprehensive look at the study of geometric concepts including the basic elements of geometry, proofs, parallel and perpendicular lines, the coordinate plane, triangles, quadrilaterals, polygons, circles, trigonometry, congruence and similarity, surface area, volume and transformations. Problem-solving situations will provide all students an environment that promotes communication and fosters connections within mathematics, to other disciplines, and to the real world. Students will use physical models to represent, explore, and develop abstract concepts. The use of appropriate technology will help students apply mathematics in an increasingly technological world. Additionally, the honors course shall include extended reading assignments that connect with the specified curriculum, oral presentations, projects that apply course curriculum to relevant or real-world situations, non-traditional testing including essays and open ended questions, hands on labs with connections to real world topics, and the integration of appropriate technology into the course of study.

Tennessee Geometry Standards and Instructional Focus
https://www.tn.gov/content/dam/tn/education/standards/math/Standards_Support_Geom_Mathematics.pdf

Prerequisite

- Algebra 1

General Education/High School Pathway Area

- General Education

Textbook & Course Materials

Required Text

- *enVision Geometry*
- *Geometry Tennessee TCAP Success*

Additional Resources:

- Lined paper
- Pencils
- 1 Spiral Bound Notebook or composition book for a math journal
- 1 Folder

Course Requirements

- none

Part 2: Student Learning Outcomes

- M3.G.C.A.1 Use proportional relationships between the area of a circle and the area of a sector within the circle to solve problems and represent solutions in a real-world context.
- M3.G.SRT.A.1 Use side ratios in right triangles to define trigonometric ratios.
    - a. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
    - b. Explain and use the relationship between the sine and cosine of complementary angles. There are no assessment limits for this standard. The entire standard is assessed in this course.
- M3.G.SRT.A.2 Solve triangles.
    - a. Know and use the Pythagorean Theorem and trigonometric ratios (sine, cosine, tangent, and their inverses) to solve right triangles in a real-world context.
    - b. Know and use relationships within special right triangles to solve problems in a real-world context.
    - c. Use the Law of Sines and Law of Cosines to solve non-right triangles in a real-world context.
- M3.G.MG.A.1 Use geometric shapes, their measures, and their properties to model objects found in a real-world context for the purpose of approximating solutions to problems.
- M3.G.GMD.A.1 Understand and explain the formulas for the volume and surface area of a cylinder, cone, prism, and pyramid
- M3.G.GMD.A.2 Use volume and surface area formulas for cylinders, cones, prisms, pyramids, and spheres to solve problems in a real-world context

Course Structure

Methods: Lecture, notes, class discussion, group work, bookwork, quizzes, and tests.

Assessment Methods:

Chapter tests: A test will be given at the end of each chapter.

EOC: The geometry end of course exam will be given at the end of the semester.

Part 3: Topic Outline/Schedule

Semester 1: Predicted time frame
Fall
Test 1 - Aug 28, 2025
Test 2 - Sep 12, 2025
Test 3 - Sep 26, 2025
Test 4 - Oct 17, 2025
Test 5 - Oct 31, 2025
Test 6 - Nov 14, 2025
Test 7 - Dec 5, 2025
Semester Project Due Dec 18

Midterms December 18th - 19th

Spring
Test 8 - January 16, 2026
Test 9 - January 30, 2026
Test 10 - February 12, 2026
Test 11 - February 27, 2026
Test 12 - March 13, 2026
Test 13 - March 27, 2026
EOC Review until testing is finished
Semester project due May 19

These dates are approximate and may change due to weather or students' needs.

Part 4: Assessments and Grading Policy

Graded Course Assignments

Grading Scale (NEW FOR 2022-2023)

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

***Disclaimer: Assignments may change at any time.

Grades for assignments that are turned in on time will generally be entered into ASPEN within 5 days of being tuned in and returned to the student.

Late Work Policy

You will lose 2 points per day if the assignment is late. Once grades are in for the first 9 weeks, you will not be able to turn in assignments due the first 9 weeks.

Final Exam Policy

As daily attendance at school is critical for academic success, Cosby High School has added an incentive to the academic program to reward individual daily attendance.

- All **non-EOC teachers** are required to administer a comprehensive final exam that assesses the mastery of standards taught throughout the semester.
- **EOC teachers** are required to administer a graded quiz or test during the final exam blocks on the dates listed above. EOC quick scores are used in the final exam column and weighted as the final exam. The graded quiz or test will be averaged with the 4th nine weeks grades.
- Exams are given on the last two days of both semesters. The grades on these exams will count 15% of the overall course average.

School Year 2025-2026
Midterms December 18 and 19
May 15 and 18
EOC testing window April 13 - May 5

(In the spring, exam dates for seniors are adjusted to allow time to average grades for graduation.)

ALL students in grades 9-12 have an opportunity to earn exemption on the final exam in non-EOC courses and/or final quiz/test given in the EOC courses. Teachers will follow the following guidelines in determining student exam exemption:

- The student has missed no more than 3 days (excused or unexcused) in the semester prior to the first day of finals.
- Absences for a school related activity (field trip, CTE program, athletic competition, etc.) does not count as an absence.
- The student is passing the class prior to the exams.

The student who qualifies for exam exemption may opt to take the exam on a no-harm basis. If the exam grade lowers the class average, then the exam grade will not count.

Teachers will administer tests in all courses and for all students except for those students who qualify for and accept the exemption.

Part 5: Course Policies

Makeup Work

Students are responsible for absent work. You have 5 days to turn in work when you are absent. The makeup work will be in the absent work folder on the shelf in the classroom.

Notebook Checks

3rd - Monday
4th - Tuesday
5th - Wednesday
6th - Thursday
7th - Friday
8th - Friday
You will be graded based on if you completed the do nows and if you took notes.

Grading

15% Notebook
15% Attendance and Participation*
15% Quizzes
15% Projects and Posters
20% Daily work
20% Tests
* - 2 points for being tardy or going to the bathroom (medical conditions excluded)
-5 points for every unexcused absence or falling asleep
If you have less than a 100, you may earn points back for excellent participation.

Classroom Rules and Expectations

Be prepared and in your seat before the bell rings. (Pencil sharpened calculator and book ready, etc.)

Remain in seats until the bell rings. No clumping at the door.

When the intercom comes on, be still and quiet

Follow the school's hall pass policy

Stay with class during drills

Respect others, their property and the classroom. (the smart board and white board is off limits without permission)

Sit only at the student desks/tables

The intercom, phone, and the thermostat box are for teacher use only.

NO CELL PHONES IN USE DURING CLASS

Academic Dishonesty Policy

Academic Dishonesty Policy

People learn most effectively and build their strength of character by doing their reading, writing, test-taking, projects, research, and assignments. Students learn most from their education by evaluating, reflecting, and revising their work. Therefore, educating students about academic honesty and clarifying the school's policy on academic dishonesty.

Definitions of cheating and plagiarism:

Cheating

Cheating is the unauthorized possession, giving, sharing, taking, or presentation of information and material benefits to a student.
Examples of cheating include but are not limited to

- the passing of information during an assessment,

- having access to and utilizing unauthorized material and technology during an assessment,
- passing information about an exam from one class to another, and
- submitting work that is not one's own.

Plagiarism

According to the Harbrace Handbook, the 15th edition:

- Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.”
- This includes, but is not limited to:
  - Copying verbatim all or part of another’s written work;
  - Using phrases, figures, or illustrations without citing the source;
  - Paraphrasing ideas, conclusions, or research without citing the source;
  - Using all or part of a literary plot, poem, or film without attributing the work to the creator.
- Consequences of Plagiarism
  - Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of redoing the assignment within a specified period and accepting a letter drop or taking a zero on the assignment. Parents are to be involved in making the decision.

Artificial Intelligence

Artificial Intelligence (AI) programs, as defined by state law, may be used by staff and students in the district.

Academic Integrity

Students shall be instructed on responsible use standards, including but not limited to the following:

1. Effective use of generative AI;
2. When it is appropriate to use AI in assignments;
3. How to determine whether AI responses are accurate;
4. Users assume responsibility for incorporating AI content responsibly; and
5. The difference between cheating and seeking support.

Religion in the Classroom

The Board affirms that is is essential that the teaching about religion - and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;

2. The inclusion of religion shall be for educational purposes only;1

3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and1

4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.