I. INTRODUCTION

1.1. COURSE DESCRIPTION

This course addresses topics at an honors level and is designed to accommodate the curricular needs of the most successful students with an established record of success in previous mathematics courses.

Geometry explores the basic structure of Euclidean plane and solid geometry through the use of deductive reasoning by proof and problem solving supported by algebraic concepts. Topics include proof, congruence, polygons, area, volume, elementary constructions, circles, and coordinate geometry. The goals of this course are development of spatial and visualization skills, understanding of relationships between geometric elements, and application of concepts to assist in problem solving. The course also emphasizes the development of logical reasoning based upon identification and use of valid premises and conclusions.

Students will learn that geometry is a logical progression of terms and making conjectures based on definitions. Geometry is one of the oldest branches of mathematics. Applications of geometric constructions were made centuries before the mathematical principles on which the constructions were based were recorded. Geometry is a mathematical study of points, lines, planes, closed flat shapes, and solids. Using any one of these alone, or in combination with others, it is possible to describe, design, and construct every visible object.

1.2. GENERAL CLASSROOM ENVIRONMENT AND EXPECTATIONS

This course is a continuation of students' previous course in algebra. Students will continue the process of developing into critical thinkers through exposure to a higher level of mathematics. Students will be required to assume an increased level of independence and responsibility for their own learning. The successful student will quickly develop a plan to help themselves learn. In that sense, this course is a partnership between each student and the instructor in which they both work hard. Students are not empty vessels waiting to be filled by the instructor. They are active participants who assume the responsibility of their role in the learning process.

Students will be challenging themselves at the highest level, completing long assignments, striving to meet high mathematical standards, coming to class having prepared for it well in advance and with intelligent thoughts and questions, and bringing all materials to class. In this class students will be learning independently while respecting the individual ideas and questions of their classmates.

A primary goal of this course is to continue the process of developing excellent study and organizational skills and habits. This requires direction and structure which will be provided by classroom policies and procedures.

Students will need strong skills in algebra and problem solving to succeed in this course. It is very important that students learn the current lesson to succeed with the following lesson. This includes studying the rules, theorems, postulates, and examples, solving application problems, and showing work. It is essential to complete each day's assignment! Students are expected to display initiative and responsibility in the areas of time management and self-motivation.
Overall expectations:

- Participate in all classroom activities whether those activities involve class discussion, small group work, or individual work.
- Be respectful of other students’ ideas, even when those ideas may seem farfetched. Students who ridicule others for making mistakes or bad suggestions are not going to be tolerated and will be dealt with accordingly.
- Do not be afraid of expressing your ideas or talking through your thought processes as you make conjectures about new topics. Remember that many great mathematicians have gone down the wrong road many times before taking the right one.
- Pay attention to everything: logical arguments, steps, and mathematics behind the topic.
- Students who do work for other classes or write notes or text messages during class are not going to be tolerated and will be dealt with accordingly.
- Come to class prepared to learn!
- Be ready for class to begin exactly 7 minutes after the bell rings. This means students should have all necessary materials on the desktop and others put away, including cell phones!
- Since classroom time is limited, students are not allowed to waste time doing what they should have done before class starts. This includes using the restroom.
- Be a more aggressive student, asking thought-provoking questions. This indicates to me that you are thinking and actively engaged in the classroom discussions.
- Check your homework daily for both completion and accuracy. Redo problems that you have difficulty with until you can successfully do the problems on your own. Write types of problems that you have difficulty with on a separate part of the notebook so you can go back and review these problems prior to tests.
- Come to tutorial for extra help. I do not bite!
- Seek help immediately!
- Take good notes in class. This helps you “digest” what is being fed to you.
- Prepare for tests regularly and well in advance, so if you know you do not understand something, you can come get help right away.

In order to prepare students for Advanced Placement courses, students are being taught not only mathematics in the classroom but also the work ethic that is necessary to succeed and the students themselves as a person!

1.3. COURSE SYLLABUS

The Honors Geometry (Pre-AP Geometry) is designed for students who want to be better prepared to take Advanced Placement courses while still in high school so that they may start in higher level courses upon entering college. The standard geometry course has been enhanced with additional materials that promote a deeper mathematical understanding of the topics, extend the topics past what is given in the standard course, and present new topics that are not typically included in a high school curriculum.

Fall Semester:  
Topic 1 – Essentials of Geometry  
Topic 2 – Reasoning and Proof  
Topic 3 – Parallel and Perpendicular Lines  
Topic 4 – Lines and Planes in Space  
Topic 5 – Congruent Triangles  
Topic 6 – Relationships within Triangles  
Topic 7 – Similarity
### 1.4. DIFFERENCES BETWEEN HONORS & REGULAR GEOMETRY

Honors Geometry covers more material in a shorter amount of time and at a faster pace, discusses same topics but delves deeper into content, goes into more depth in constructing proofs, solves more application problems, and utilizes independent projects, investigates and discovers math postulates through analysis.

The Honors Geometry course may have more homework than the regular course. Some of the material in the honors course may seem quite different than the material parents may have seen in high school courses before.

The Honors Geometry course includes the content of the standard geometry course as well as additional content that brings the course to the Pre-AP level. The additional material includes more proofs and justifications for selected methods, further examples of applications for some of the topics, extensions of some methods to cover more cases, explanations of the connections between various topics, alternative methods of solving some problems, and some new topics with an emphasis on building the reasoning skills for calculus.

Some of the additional content may make more sense once students have started taking a calculus course. The goal is to introduce additional content in order to expose students to them. They are not necessarily expected to gain full comprehension and mastery of the additional topics.

Since it is difficult to assess understanding on a written test, some assessment at the honors level will include the student presenting a solution to the teacher and explaining the methods used and why they work. Students should know that all work may be assessed, so that no assignment is seen as unimportant or optional (unless it truly is optional). Assessment will go further than just determining whether the student can work the problems; it will include a component for mathematical understanding. This hopefully motivates students to work diligently on a daily basis.

### 1.5. WHO IS AN HONORS MATHEMATICS STUDENT?

- Expected to be an aggressive, independent learner who is challenged by the sometimes painful process of developing critical thinking skills.
- Able to formulate logical and reasonable extensions of mathematics beyond the basic concepts presented in class. This may be best expressed as “If this is true, then it means ...”
- Able to apply mastered material to solve problems which he/she has never seen before. In this sense, the honors student assumes an element of “risk,” in that they will be assessed on their ability to apply and extend the material beyond that which has been presented in class.
- Able to deal with and understand abstract notation used in higher mathematics.
- Able to discern the nuances and subtleties of mathematics and to see mathematics as more than a mere set of processes to manipulate numbers and symbols.
- Able to operate in the “grey” areas of mathematics – those places in the realm of mathematics where processes do not always “work” in the simplest forms.
- A student who will make a concerted effort to identify and “fill in” gaps in their knowledge and understanding prior to seeking help from others. In this manner, the honors student takes personal responsibility for their own learning rather than relying upon others to impart energy to the learning process.
• An active participant rather than an “empty vessel” waiting someone to fill them with knowledge sufficient to perform at an acceptable level.
• A student who is willing to participate in class in a positive manner and will pursue and answer until satisfied. This may take the form of pressing for alternative explanations to questions.
• Possesses a well-developed work ethic and disciplined routine of study and daily preparation for class and assessments.
• A student who is comfortable with multiple forms of presentation of material. He/she is not easily frustrated by material that is not immediately and easily understood.
• Committed not only to an excellent score (grade), but also to the acquisition of knowledge and understanding of the meaning of mathematics.

1.6. PRE-AP OR HONORS STUDENTS (Adapted from Holt McDougal’s Pre-AP Overview)

Students pursuing an Advanced Placement course of study may be motivated by a variety of reasons.

• Their tentative career choices
• Their love or aptitude for the subject matter
• Their parents’ desire to have them excel
• The academic prestige brought to them by enrolling in the course

Grades are not the only indicator of who is likely to excel in the Pre-AP program (honors program). Motivation and a willingness to work hard are two important factors for success that are very difficult to measure.

Students who have earned high grades in previous mathematics courses are certainly candidates for admittance into the Pre-AP course. Students who are motivated more by attaining high grades than by learning the material may not be the best fit for the Pre-AP course. Such students, as well as their parents, may become dissatisfied with the class, the teacher, or the school if they perceive that the student could be earning a higher grade in a standard course.

A student may have been able to maintain high grades in previous mathematics courses without developing a conceptual understanding of the mathematics. This could happen in situations where the concepts were presented but were never assessed as such. The student may have earned high grades by successfully learning how to work the exercises with limited understanding of the reasons for the processes. A student who does not pay attention while the teacher is developing the conceptual understanding, but pays attention when the teacher starts demonstrating how to work the exercises, may not be a good candidate for the Pre-AP course because of the level of conceptual understanding expected in the course. This level of conceptual understanding is necessary in order to pass the Advanced Placement exams. A student whose attitude is along the lines of “just show me how to do the problem” may not be a good candidate as well. Even though that student may maintain high grades, he or she may become defensive when challenged to justify the mathematical processes used to solve a problem. Such a student would likely not be comfortable in the Pre-AP classroom.

Be warned that students who have high expectations of themselves because of a history of high grades in mathematics courses may become frustrated when placed in a new environment where they do not perform as well as they did in the old environment. These students can potentially be disruptive to the entire class. They may not accept their own responsibility, and may blame the teacher, the school, or the curriculum. Such students would be much happier in the standard course which would be more compatible with their learning preferences.

While most students in the Pre-AP classroom will want to be there, there may be the occasional student who really does not want to learn mathematics at the Pre-AP level. These students may not be comfortable with open-ended assignments because they are looking for a formulaic method for success. Rather than doing their best, they want to do the minimal amount of work to earn the desired grade. In fact, they may actually ask the teacher “What do I need to do to get an A in this class?” They do not accept general answers such as “Participate in class discussions and do your best
on the assignments.” Students whose attitudes are as such may potentially affect other students adversely, so they may not be the best fit for the Pre-AP course.

In summary, if students have any of the following attitudes, this course may not be the best fit for them.

- Tell me what do I need to do to get an A in this class.
- I am not getting an A in this class and am stressed out about it.
- Just show me how to do the problem. I don’t care why the methods work.
- Why is the class so hard. This is like a college-level course and I am only in high school.
- The teacher is going too fast. I am not learning anything.
- The test is not fair. The teacher puts questions on the test that I have not seen before.
- The class is boring.
- My teacher doesn’t like me.

Parents and students: take the time to evaluate what is your student’s inner motivation of taking a Pre-AP (honors) mathematics course and make the right decision regarding whether this course is the best fit for your student. Should the student decide to take up the challenge, decisively make a determination that you will do what it takes to be successful.
II. POLICIES AND PROCEDURES

2.1. MATERIALS

1. Paper (on your desk all the time)
2. Pencils (on your desk all the time)
3. Red pens (for correcting)
4. Working compass & protractor
5. Working graphing calculator, carved with your name or at least your initials
6. Four new AAA batteries
7. Notebook
8. Covered Holt McDougal Larson Geometry © 2011 textbook with your name inside the front cover (bring to class everyday)

2.2. GRADING POLICY

Student’s grade consists of four portions:  
Homework Completion (10%)  
Homework Quizzes (10%)  
In-Class Assignments & Quizzes (20%)  
Tests & Projects (60%)

2.3. PRESENTATION OF WORK

Students will be required to present all work legibly in a well-organized and accurate format. While a correct answer to a mathematics problem is important, it is only one part of well presented mathematics work. Proper and complete presentation of work will be a graded item on all assessments and quizzes. Periodically, students will be required to write about mathematics. Just as in their numerical and symbolic presentation of work, students will be graded on the grammatical correctness of their work. In this manner, students can work on both symbolic and written communication skills.

Appearance – Paper

- Use 8.5” x 11” lined white paper or graphed white paper for all of your work.
- Do not use small size paper—check that your paper is 8.5” x 11”.
- Do not turn in ripped out spiral bound papers.

Appearance – Writing readability

- Write all work neatly. If you cannot make your handwriting neat and clear, type. Any student with writing that is not neat, clear and easy to read (for Mrs. Peng) is required to type their work.
- Do not write in unreadable light pencil.
- All homework, test, and quiz problems must be done in pencil.
- Work that is unreadable for any reason will be returned to be re-presented and may incur a late work deduction.

Appearance – Label pages

- Clearly label all assignments with:  
  Honors Geometry Pd. ___
  Your name
  Lesson #, page #
  Due date
**Content – Show your work**

- Some questions will require steps. In these cases, show all of your steps and work. INCLUDE details you work out on scratch paper.

**2.4. HOMEWORK POLICIES**

**Overall Expectations**

Your homework is a reflection of you as a person and as a scholar. Your presentation and write up of your homework is an important way for you to communicate your understanding of course topics. It is expected that you will turn in only quality work. There is no policy for rewriting or resubmitting homework. Do your best work the first time. If you need help, ASK. There is no excuse for not “getting” homework and for not asking for help.

Homework will be assigned on a regular basis and will be posted on the instructor’s website. Students are required to complete all homework in a form that is accurate, organized and legible. In this manner, the instructor may examine the homework to determine progress and individual instructional requirements. Additionally, well-prepared homework will provide the student with an invaluable resource in preparation for assessments and completion of homework quizzes.

Selected homework problems will be reviewed in class. While homework is important, class instructional time is too important to be deflected by homework. If students need additional help on homework questions that are not covered in class, they are expected to take advantage of the afternoon tutorial assistance.

Students who are unable to complete a particular homework assignment are required to email the instructor indicating which problem(s) they cannot complete. This is to be communicated prior to 7:00 am on which day the homework is due. These emails from students will guide the instructor in selecting homework problems to review in class. If the instructor receives no email communication, she will assume that students have been able to complete the homework assignment satisfactorily. This policy is designed to help students develop strong study habits and to avoid the temptation to do homework “just in time” before class starts.

Students will always have access to the correct answers to homework. The solutions manual is available for in-class loan upon request. Homework will be corrected typically at the beginning of non-test day class. Homework will be checked for completion every day!

**Homework Completion Assessments Scale**

**Excellent Work — 100%**

- All components of work is thoroughly and completely developed, has a clear reading flow, shows depth of understanding of topic and shows ability to explain details of topic.
- Overall assignment is essentially perfect.

**Complete, but partially effective work — 90%**

- Complete work but not thoroughly and completely developed.

**Incomplete, ineffective Work — 60%**

- Work is partially complete.
- Work is unexplained or has steps missing.
- Work is underdeveloped, unjustified or sketchy.
- Work is ineffective, minimal, or non-evident.

**Late Work — Half credit of the above scale**

**Unsubmitted Work — 0%**
Homework Format
Left portion of the homework paper is your work. A smaller portion on the right of your homework paper is your final answers to the homework problems. This is so that you can correct your homework efficiently while keeping your work neatly shown on the left portion of the paper.

Policies
- Completed homework is due one day after it is assigned at the beginning of class. For example, if homework is assigned on Monday, the completed one is due on Tuesday or on the day the next class period meets again.
- To receive credit, homework must be written in pencil and done with all work neatly shown.
- Late work will only be accepted up to one day after it is due for half credit (see the homework completion assessments scale above), regardless of whether we have class that day.
- Homework not submitted at all will receive a grade of zero and may not be made up for credit after the one-day chance to make it up has passed. Students are encouraged though to make it up at their own time in preparation for the homework quiz.

2.5. HOMEWORK QUIZZES

On a review day, students will be required to transcribe selected problems from all homework assigned for that particular chapter. They will have reference to their completed homework. This will be graded for both completeness and accuracy. Late submissions of this work will not be accepted. If a student misses a homework quiz due to an excused absence, they may make up the assignment in accordance with the make-up policy articulated below.

Homework Quiz Assessments Scale
Per question, homework quiz expectations are as follows. Categories given are 100%, 80%, 60%, 40% and 0% of the highest score (per question) and are meant as general guidelines. Scores of 90%, 75%, etc. will be earned for work that falls between these given categories.

100% Highest Score — Excellent Work
- All components of work is thoroughly and completely developed.
- All explanations and mathematical work are completely accurate and overall assignment is essentially perfect.
80% Highest Score — Complete Work
- Complete work but not thoroughly and completely developed.
- Explanations or mathematical work have minor flaws; work has a few errors.

60% Highest Score — Partially Effective Work
- Work is partially effective or partially complete.
- Work is unexplained or has steps missing.
- Explanations or mathematical work have errors.

40% Highest Score — Ineffective Work
- Work is underdeveloped, unjustified or sketchy.
- Work is ineffective, minimal, or non-evident.
- Work is incorrect, even if all other aspects are complete and / or thoroughly developed.

0% Highest Score
- Question is left blank or not answered at all.
- Work is never made-up due to absence.

2.6. PERIODIC ASSESSMENTS

These assessments of student mastery of material will take several forms including in-class assessments, laboratories, assignments, activities, or projects. The primary distinction between tests and quizzes is that tests cover more material. All assessments will be announced with ample opportunity for students to prepare. Dates will be posted on the instructor’s website. Students must understand that at the honors level they will be asked to deal with mathematics on quizzes and tests that they have not seen before. In this manner, they must be able to apply and extend what they have learned into unknown domains.

Tests and quizzes may not be retaken for credit. You are required to take a test/quiz even if you are absent one day before the test or miss the review day. This is because the dates of the tests/quizzes have been posted in advance and the chapter test study guide will have been posted at least a week in advance. This policy is designed to help students develop strong study habits and avoid the temptation to prepare for tests in a last-minute manner. If a student misses a test due to an excused absence, they may make up the test in accordance with the make-up policy articulated below.

2.7. SEMESTER EXAMS

Semester exams will count fully 25% of the semester grade. You are responsible for keeping materials organized in your math binder/folder. All tests and quizzes will be collected on the final exam day in the spring semester.

2.8. EXTRA CREDIT

No extra-credit work will be assigned.

2.9. KEEPING UP

This is an honors level mathematics course. As such, there is a broad range of material that is to be covered in a thorough manner in an all-too-short period of time. To that end, students are expected to keep up with the pace of the course. Both understanding on the student’s part and the amount of the materials that need to be covered are in consideration of determining the pace of the course. If a student feels he/she is falling behind, it is imperative he/she immediately seek help.
2.10. NOTEBOOKS

Maintenance of a well organized and comprehensive notebook is an invaluable study tool. Students will find that assessments reflect the material presented in class and in the homework. Therefore, the instructor may examine the notebook periodically to determine progress and individual instructional requirements.

2.11. EXTENDED TIME ON ASSESSMENTS

Assessments are of a length that will permit the well-prepared student to complete all of the assessment during the normal class period. Accordingly, students are expected to manage their preparation and time during the assessment to ensure completion. No students may return later (after class or school) to finish the incomplete assessment.

Qualified students may be afforded an individual accommodation of extended time on assessments. This is the result of a formal process. Students who have an extended-time accommodation (1.5 times the normally allotted time) will be expected to start and complete the assessment on the same day. Otherwise, it is the student’s responsibility to discuss an alternate arrangement with the instructor.

2.12. GRAPHING CALCULATORS

Graphing calculators will be an integral part of this course. The graphing feature of the calculator permits close examination of aspects of mathematics which are otherwise difficult to explore. Students are to bring their calculators to every class period. Calculators will not be used to substitute for skill in the manual manipulation of mathematics.

2.13. TUTORIAL ASSISTANCE

Virtually every student requires instructional assistance from time to time. The student is in the best position to determine when they need help. It is imperative students develop the habit of seeking help immediately for topics they do not fully understand. Seeking help the “day before an assessment” approach is usually an ineffective effort and leads to academic disaster. Daily preparation is the key to success.

Tutorial sessions are held regularly after school (except Wednesday) from 3:20 – 4:00 pm. Students are asked to let the instructor know of their desires for tutorial so she may ensure her availability (make an appointment). The instructor will not require a student to attend tutorial. Tutorials are voluntary activities during which a student provides the direction to fill in the holes in their knowledge. Students must come to tutorial with specific questions about topics. The instructor will not respond to the general “what is going to be on the test” question. The instructor’s attention during tutorial will be shared with other students seeking help. Assistance during the class day, after the afternoon tutorial time has been taken advantage of, must be arranged one day in advance.

2.14. MAKE-UP WORK AND ABSENCES

Virtually every student will miss class. It is important students develop a sense of responsibility to make up missed instruction and assessments. It is the individual student’s responsibility to determine what they missed during an absence and to make up work in a timely manner. In general, students will have as many days to make up missed work as days they missed. As an example, if a student misses two days, they will have two days to make up that work, including assessments and quizzes. If a student misses only the day prior to an assessment, they will be expected to make up that assessment on the day they return to school irrespective of whether we have class on that day or not.

Make-up of work is completed outside class. If a student has conflicts that preclude compliance with this policy, they must contact the instructor before the make-up deadline to seek relief. Failure to make up work properly will result in a substantial grade penalty for each day missed. A grade of zero will be assigned to work not made up by any grade-reporting period.
III. HONOR CODE

The Athens Academy Honor Code applies to everyone at Athens Academy. The Honor Code is a document that contains information and direction that is occasionally insufficiently specific to assist students in particular situations. The intent of this section of Class Policies and Procedures is to assist you in understanding in a clear and practical manner those actions that would place you in jeopardy of violating the Honor Code in this class. The more obvious activities such as looking at another student’s work during an assessment are not addressed. Less obvious circumstances are.

To ensure that your work presents an accurate picture of your abilities and mastery of the material:

1. Students may not discuss any aspect of an assessment or homework quiz with a student who has not completed the same assessment or quiz. This would include a prohibition against one student who has already taken an assessment or quiz from giving hints or suggestions about preparation to a student who has yet to take an assessment.

2. Students who have not taken an assessment or quiz may not solicit information or preparation guidance from a student who has already taken the assessment or quiz.

3. **Homework will be checked for completion every day.** Periodic assessments will occur during which you will transcribe or copy the previously completed homework onto another sheet for a grade. This will be done without reference to the text or worksheet which contains the problem. You will have only work generated by you to complete the quiz. It would be inappropriate to attempt to gain reference to the text or worksheet during the quiz. You are to present only work previously completed as homework. I should be able to compare your completed homework with the work you present as the quiz. They should be identical.

4. You are encouraged to work with other students on your homework as a joint effort. This is a legitimate learning experience. This does not include copying another student’s homework and presenting it as your own. I would expect you to be able explain your work in a coherent and convincing manner.

5. All assessments and quizzes are timed and are carefully designed to be completed by the well-prepared student in the time allotted, normally the standard class period. Students in extended periods will have the same time as students in regular periods. Students may not attempt to have additional time by retaining and working on assessments beyond the end of the allotted time. Students with Extended Time will have tests administered in sections that must be completed during the class period. The sections not administered during the normally allotted time frame will be withheld until they may be completed in an extended time period. In this manner, students with extend time will not be tempted to review material after they have originally seen it and prior to completing the test in extended time.

This is not intended to be an all inclusive list addressing every situation. I have discussed only the most common circumstances in an attempt to ensure you do not run afoul of the Honor Code. As always, common sense and good judgment will be your best guide in difficult situations. If you have questions concerning this, please feel free to contact me.
**IV. STUDENTS’ TESTIMONIALS**

Geometry Honors is a class to take as a joke, because a lot of work is required for an honors math class. Even though it is honors, it is nothing to get too stressed about. Mrs. Peng’s class is great! Make sure to make the class fun and get some laughs in, so you will enjoy going to Geometry like our class did. She will always try to make you be as successful as possible. Here are a few ways to be extremely successful in this class and get an A. Make sure to pay attention in class, because then you will not have to study the main concepts much when it comes down to test time. Mrs. Peng spoils you with fill in the blank notes which are awesome for homework and studying, so never doze off in class. I also would advise you to never complain, because she doesn't have to give you the notes all typed out! You always have to do your homework, because that is where you get practice from all the lessons you do in class. Even though you might think that a certain lesson is easy, there are normally problems on the homework that are quite difficult. Also, make sure to ask questions in class if you have any difficulty with the problems. There is a good chance that you will see the challenging problems on a quiz or test in the future. For our class, homework either hurt people or brought their grade up. You do not want your grade to drop because you slack off on the easiest part of the class. Quizzes are another part of your grade that brought a lot of people down this year. Lots of times you think that since it is just a quiz, you don’t have to study. That is not the case for this class. Since quizzes are a lot harder than the tests because it is the first time you are tested on the material and not as much partial credit is given. To be successful on these, all you have to do is review your homework and notes, so it’s not that hard. Tests are the largest part of your grade. Most of the time she will give you a study guide, which is great because then you know exactly what to study. In addition, study your homework and quizzes. Generally, if you study, it pays off. So this is a basic overview of the class. If you study and put effort into your homework, you will be successful! A few of the chapters in second semester are pretty challenging, but you can usually bring your grade up if you really try hard with later chapters. I ended up with an A for the class by doing those things and you can too! Just make sure to always be confident and never think you are going to fail. Good luck in Geometry Honors this year!

~ Emmeline Hale

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Hey guys! I am Jamella Banks and I have successfully finish Geometry Honors. I will be a Junior next year and I always reminisce on the fun times I had with my classmates and Mrs. Peng in her Geometry Class. On a more serious note, I did not do as well as I could have in her class because I did not push myself hard enough. If I were to go back and change anything about my sophomore year, it would be to do give 110% all of the time instead of half of the time like I did. I am sure you will enjoy Mrs. Peng as much as I did. I enjoyed her so much; I had her two years in a row! Listen to what she has to say as she gives much needed tips on how to succeed at Geometry. If you still do not understand what is going on in class, don’t be afraid to attend a help session or two. They proved to be very beneficial. Anyways, I am sure you guys will have a great year with Mrs. Peng and have nothing to worry about. Have fun and work hard!

~ Jamella Banks

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When I was younger, I loved math because it was easy to understand and I was good at it. As I became older (7th, 8th, beginning of 9th), math became more difficult. Though the beginning of the year was rough, I revived myself by finding things that helped me, but also because of Mrs. Peng’s teaching. The way the book was used as a resource and our notes/lessons were so well planned made it easier. I enjoy Algebra more than Geometry, but I loved the class I had with Mrs. Peng. Both the House Project and the Origami were difficult projects, but the fair grading gave everyone a chance at a good grade. Mrs. Peng made the class better with her sweetness and funny mannerisms. Thank you so much for a great year in math :)

~ Aashni Patel

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The course is challenging and includes many different topics. The first semester involves many proofs and is about the student’s ability to prove their work. The second semester focuses more on the actual math and more algebra. In some ways, it’s almost two different courses in one. Some people are better or worse at one. However, both semesters involve lots of work. But, if the homework gets done then results can be seen on tests and quizzes. For some, coming into this class they may not have previously really studied for math tests. However, in geometry honors studying and preparing for tests is essential. Using class notes, homework questions and the study guide are all very useful. The instructor, Mrs. Peng, keeps geometry interesting. She is definitely a challenging teacher and expects a lot but she is fun and she is very good at helping. If having trouble in the class, seeking her help and tutoring is extremely valuable. Staying after school ahead of tests and quizzes and really throughout the chapters is very important. In sum, the class is tough and challenging but if the effort is put in, then the results will show. My main advice: jump on every opportunity to do as well as possible on tests and quizzes as it will really help in the long run. Also, make sure to do homework and stay after school for help whenever the grades aren’t coming through.

~ Houston Gaines

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Geometry is very different from algebra and therefore takes a different way of thinking. Sometimes you have to look at the problems in a completely different way than you would initially think. A tip I would suggest, if you are stuck on any problem, is to turn the paper sideways or upside down and literally look at the problem from a different angle. This sometimes brings a whole new set of possibilities to mind. Some people have trouble adjusting themselves from algebra to geometry and some people don’t. Don’t get discouraged if it’s hard at first. Likewise, if you are good at it, don’t let others discourage you. Although somewhat daunting, geometry can be fun if you don’t freak out about it and stay on top of homework and projects. And Mrs. Peng is always available for extra help if you need it. The biggest piece of advice for her class is to sit near the front and pay attention. When you pay attention in class, you don’t need tutorials, homework gets done sooner, and studying is easier.

~ Caroline Sanders

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Honestly liked the year and had no major problems with it. The study guides were a great idea and those helped tremendously during studying. A thought I had was letting the students collaborate with each other to try to solve a problem because I understood it a lot better when I worked it out with other kids in help sessions so maybe give them a hard problem or two to work aloud and together during class would be a good idea. Other than that I enjoyed Geometry so thank you for a great year.

~ Sam Clements

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Dear Parents,

I welcome you and your student to Athens Academy for the 2010/2011 school year. I am very much looking forward to working with your son or daughter toward success in Honors Geometry and in skills used in all areas of life such as organization, logical reasoning, analysis, problem solving, persistence, and working within timelines.

This is my 10th year of teaching and my experience includes AP Calculus AB, Advanced Mathematics, Pre-Calculus, Geometry, Algebra II, and Algebra I. It is my desire to foster a love of math for all students. Math is fun!

All parents can help their son or daughter with Honors Geometry class. Below are a few suggestions to help parents become involved on a regular basis and to keep abreast of progress in geometry.

1) **Monitor completion of daily homework.** You may not be able to work problems, but you can check to see that problems have been attempted with **work shown**.

2) **Monitor organization of math binder/folder and notebook.** Ask to see your student’s math notebook. It should present a neat and well-organized appearance. Even though you may have little recollection of geometry, the notebook should make some sense to you. If it does not, it is pretty much guaranteed that it will not make sense to your student when he/she tries to use it to prepare for an assessment.

3) **Monitor grades received on a daily basis.** All papers are returned graded within 1-2 class days. Is the grade received due to incomplete assignments? Has the student shown effort and received tutoring? Insist that your child come in for help as needed.

4) **Communicate with me.** You are in a position to see problems that I may not see.

5) **Communicate with your students** about their geometry course. Few students invite parental scrutiny, but parents’ interest can be a very positive thing from which parents should not shy. Press students to explain, in a reasonably precise and understandable way, just what they are doing in geometry. They should also be able to inform parents about their next assessment and their plan to prepare to do well.

With your help, we can ensure that all students succeed in Honors Geometry this year!

Please sign this form to indicate that you have received and read the class syllabus and expectations, and that you intend to monitor your child’s progress. Please also fill in the requested information on the next few pages and return them to me via your student.

Sincerely,

*Anita S. Peng*

Student printed name ________________________ Signature ________________________ Date ________________

Parent printed name _________________________ Signature ________________________ Date ________________
Please provide the following in case Mrs. Peng needs to contact you. Also, please indicate which method of contact preferred.

Parents’ email ____________________________________________

Parents’ cell phone ___________________________ Preferred time to call: am / pm / anytime

Parents’ business phone ___________________________ Preferred time to call: am / pm / anytime

Home phone ___________________________ Preferred time to call: am / pm / anytime

Preferred method of contact: ____________________________________________

Remarks / comments / questions:
______________________________________________________________________________________
______________________________________________________________________________________

Student Schedule:

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<tr>
<th>Course</th>
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<th>Room</th>
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Afternoon Extracurricular Activities (e.g. football, cross country, drama, etc. Please be specific.)
______________________________________________________________________________________
______________________________________________________________________________________
MATHITUDE ESSAY ASSIGNMENT
This is for your and Mrs. Peng's eyes only. Trust me.

1. What would you like Mrs. Peng to know about you?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. What are your inner feelings about mathematics?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

3. What are your reasons for taking this course? Check everything that is applicable to you. Be honest.

☐ I have been getting good grades in math.
☐ I love math.
☐ I am good at math. Math comes easily to me.
☐ I want a more challenging math course.
☐ I have not been challenged so far.
☐ I want to get to AP Calculus in my senior year.
☐ My tentative career choices require me to go down this path, alias taking the course.
☐ My parents want me to.
☐ I was recommended by my previous teacher.
☐ My best friends are taking it.
☐ Everybody is taking it.
☐ I don’t know.
☐ It looks good on my transcript.
☐ Other: _______________________________________________________________________________
What are your plans to be successful in this class? Be specific. You may use separate sheet of paper or type them out. Include your plans of:

a. How you *prepare* for tests

b. How you *study* for tests

c. What would you do with the returned graded tests

d. What would you do if you receive a bad grade on a test in regards to your parents

e. What would you do in class. How should you behave in class.

f. What would you do when you have trouble with homework

g. What would you do with your notebook

h. What would you do with the extra help available

i. What would you do if you feel you do not connect well with your teacher

j. What would you do when things are not going as well as you hope