



Dear Parents / Guardians,

**Welcome to Geometry!** I am excited and proud to be working with you and your child this semester. I know we will have a successful, productive semester and I look forward to being a part of your child's academic journey.

Following is some information about the course:

**1) Curriculum:** We will be closely following the textbook *Core Connections Geometry*, by the College Preparatory Mathematics Program (CPM). An online version of the textbook is available through your students' "Clever" portal. A Parent Guide is also available at:

<https://content.schoolinsites.com/api/documents/361d95aa15424e518f7360cbfdefc22c.pdf>

I encourage you to explore these sites at your earliest convenience.

**2) Scholarship Expectations:** In my class I expect students to be focused for the entire duration of each class. It will be an intense year, but I am confident that if your student applies him/herself 100% everyday, s/he will be able to achieve significant academic gains.

**3) Grades:** See chart on reverse side.

**4) Help Suggestions:** Some ways I would suggest supporting your child at home to help them be successful in Geometry class:

- Ask your child what s/he learned in school each day. If your student is able to explain the concepts s/he learned in class, it helps demonstrate an understanding of the topic.
- Ask your child if they completed their homework. Like sports or athletics, *the only way for one to master math is to practice it constantly and consistently*. To get the appropriate practice, your child will regularly have homework. Encourage him or her to complete it in an area where there are no distractions. **Homework problems and help are available at:** <https://homework.cpm.org/category/CC/textbook/ccg>.
- Encourage your student to reach out for help if they need it.

**5) Supplies List:** See attached.

**6) Forms to be completed:** See attachments. Please complete the forms and return them to me by next Monday, 1/8/2024.

- a) *Parent/Guardian Survey* for you to complete about your child;
- b) *Calculator Use Agreement*

Please do not hesitate to contact me if you have anything you wish to discuss with me. You may email me ([carl.mahlmann@dcsms.org](mailto:carl.mahlmann@dcsms.org)) or call me at the school (662) 996-3060.

I look forward to working with you and your child this upcoming semester to ensure your child's success!

Sincerely,

*Carl Mahlmann*



**GRADING:** The plan for grading student assignments is as follows:

Weighting %	Assignment-Type	Assignment Description / Grading Criteria
40	Tests	Correctness & Completion. (Showing all Work.) May be Open-Notebook.
15	Quizzes	Correctness & Completion. (Showing all Work.) May be Open-Notebook.
25	Classwork / Participation	Effort (staying on-task) & Completion (showing all work). <i>See Rubric below.</i> Student is expected to complete all problems, show all work, & submit on-time.
15	Homework	Effort & Completion (Showing all work). <i>See Rubric below.</i> Student is expected to complete all problems, show all work, & submit on-time. If a student is struggling with a problem, they should explain the actions they took to help themselves – for example: Homework Help at <a href="http://www.cpm.org">www.cpm.org</a> .
20	Term Exams: Mid-Term & Final	Correctness & Completion. (Showing all Work.)

*"Genius is 1% inspiration and 99% perspiration."* -- Thomas A. Edison



**CLASSWORK GRADING RUBRIC**

<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Full Credit (100%) (A)	<input checked="" type="checkbox"/> Partial Credit (75%) (C)	<input type="checkbox"/> No Credit (0%) (F)
<b>Obvious effort is put in:</b> Student is On-task at all times. Student's conversations are focused on class-related topics. All assignments are completed. All steps are shown. Work is neat, & understandable to teacher. Proper materials are used.	<b>Partial effort is put in:</b> Student is On-task some times. Student's conversations sometimes stray onto un-class-related topics. Some assignments are completed. Not all steps are shown. Work is somewhat neat, & understandable to teacher. Proper materials are sometimes used.	<b>Little effort is put in:</b> Student is On-task very few times. Student's conversations often stray onto un-class-related topics. Very few assignments are completed. Very few steps are shown. Work is not neat, & is not understandable to teacher. Improper materials are used.



**HOMEWORK GRADING RUBRIC**

<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Full Credit (100%) (A)	<input checked="" type="checkbox"/> Partial Credit (75%) (C)	<input type="checkbox"/> No Credit (0%) (F)
<b>Obvious effort is put in:</b> All problems are completed. All steps are shown. Work is neat, & understandable to teacher. Proper materials are used. If problem is not understood, action taken to find answers is explained / questions are written.	<b>Partial effort is put in:</b> Most problems are completed. Most steps are shown. Work is not necessarily neat, but is understandable to teacher. Proper materials are not used. If problem is not understood, action taken to find answers is not explained / questions are not written.	<b>Little effort is put in:</b> Very few problems are completed. Very few steps are shown. Work is neither neat nor understandable to teacher. Proper materials are not used. If problem is not understood, action taken to find answers is not explained / questions are not written.

## Student Course Materials Checklist

### Geometry



Materials Due: ____/____/____			
Required Items	Quantity	Got it? <input type="checkbox"/>	Need it. Will have by (Give Date)
1) Spiral-bound Notebook. College-ruled.	1		
2) <i>Graph-Ruled</i> Spiral-bound Notebook If you have trouble finding it, get regular looseleaf graph paper.	1		
3) Pencils, Pencils & More Pencils *	≈24		
4) Eraser (Gum eraser or White eraser)	2		
5) Pencil Sharpener (with enclosed case to capture shavings)	2		
6) <b>Optional:</b> 1 ½" Looseleaf binder (If you'd like to store spiral notebooks in 1 place.)	1 (Optional)		

\* ALL Classwork & Homework assignments are expected to be done using Pencil.



# Parent / Guardian Survey



**Parents / Guardians:** *You know your child best. Please tell me a little bit about him/her.*

**1) Parent / Guardian 1**

Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Tel: \_\_\_\_\_

Email: \_\_\_\_\_

Best Way to Contact: \_\_\_\_\_

Best Time to Contact: \_\_\_\_\_

**2) Parent / Guardian 2**

Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Tel: \_\_\_\_\_

Email: \_\_\_\_\_

Best Way to Contact: \_\_\_\_\_

Best Time to Contact: \_\_\_\_\_

**3) Emergency Contact:** Is there someone else I should contact in the event I have trouble getting in touch with you? If so, please complete:

Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Tel: \_\_\_\_\_

**4) Individual Concerns:** Please list any information I should know about your child (Health concerns, special seating requirements, etc.):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5) Student Strengths:** What do you consider to be your child's strengths? (Be specific, don't be bashful!)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6) Student Motivations:** What do you find motivates your child to do their best?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7) Student Learning Style:** How do you find your child learns best? What can I do to best support your child?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**8) Math Help:** If you feel your child needs extra help:

a) Is there someone at home who can provide help with homework? If yes, who is it? (e.g., Parent, sibling, friend?)

\_\_\_\_\_

\_\_\_\_\_

*Thank you for your time. I look forward to working closely with you and your child this year.*

*If you have anything else you'd like me to know, please jot me a note on the reverse side.*

*-- Carl Mahlmann*

## Calculator Use Agreement

Dear Parent,

Your student will be using a TI-83 or TI-84 plus graphing calculator like the one shown below. These calculators are very expensive, and we want to take every precaution to ensure they are taken care of so that all students will have a working calculator to use at school. These calculators will be used on the State Algebra I Test.

Each student will be assigned a calculator in their math class and will be responsible for using the same calculator each day. All calculators will be numbered and labeled. The student is responsible for this calculator. The student should inspect the calculator before each use and inform the teacher immediately if there is a problem. If a problem occurs while the student is using the calculator he/she needs to inform the teacher immediately where it can be assessed. The teacher will inspect the calculators after each use. All calculators are to be returned at the end of each period. Students are not allowed to alter the programming in any way. The calculators are tools for math and not toys and should be handled as such. Students will not be allowed to take the calculators out of the classroom for any reason. Any damage to the calculator while it is in possession of the student that is not reported to the teacher will be the responsibility of that student.

It will be the student's responsibility to pay a fee of \$107.00 for the loss of any calculator for which they are responsible.

I have read and understand the calculator use policy.

Print Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Print Parent Name \_\_\_\_\_

Parent Signature \_\_\_\_\_



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### Ways to Receive a ZERO on an assignment (Quiz or Test)

1. Cheating.
2. Looking at someone else's paper.
3. Talking or being suspected of talking (whether you are finished or not).
4. Having/Using any type of electronic device (whether you are finished or not).

If you do any of the above during a quiz or test, you WILL receive a 0 for that assignment.

*I have read this and I understand the consequences of these actions.*

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

Teacher:  
Mr. Mahlmann

## Student Information Sheet / Geometry

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_  
Last First

- 1) What resources do you have available at home?     Internet access     Graphing Calculator
- 2) During what period are you scheduled for lunch?     1<sup>st</sup>     2<sup>nd</sup>     3<sup>rd</sup>     4<sup>th</sup>
- 3) What do you consider to be your strengths? (Be specific, don't be bashful!) \_\_\_\_\_  
\_\_\_\_\_
- 4) What are your hobbies/interests? What do you like to do when you're not in school? \_\_\_\_\_  
\_\_\_\_\_
- 5) What are your academic goals for this year? (What do you want to learn? What grades are you aiming for?) \_\_\_\_\_  
\_\_\_\_\_
- 6) What are your college / career goals? What do you plan on doing after graduation from LCHS? \_\_\_\_\_  
\_\_\_\_\_

Teacher:  
Mr. Mahlmann

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