



HIGH SCHOOL COURSE OUTLINE

Course Code	3171		Course Title	Geometry 1-2 SS		
Department	Mathematics		Short Title	Geom 1-2 SS		
Course Length	5 Weeks		Grade	812	Credits/Semester	5
Required for Graduation	No	Meets H.S. Grad Requirement	Yes	Elective Credit	Yes	
Meets UC "a-g" Requirement	Yes (c)		Meets NCAA Requirement	Yes		
Prerequisites	A grade of D or F in the second semester of Geometry 1-2.					

COURSE DESCRIPTION:

This summer school course is offered to students who received a D or F the second semester of the regular school year in Geometry 1-2. The course will provide a brief overview of the first semester of the course while providing a concentration on the standards covered in the second semester. The course will use diagnostic testing to determine the Geometry concepts which students still need to master.

The course consists of a study of lines, planes, space, angles, curves, figures, and transformations. Basic ideas are introduced through concepts of sets of points with extensions into three dimensions. Coordinate geometry is formalized.

GOALS: (Student needs the course is intended to meet)

Students will learn all of the California State Standards for Geometry. The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.

Students communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical vocabulary. Regular opportunities are provided for students to communicate through oral and written explanations of math concepts.

Students learn to apply mathematics to everyday life and develop an interest in pursuing advance studies in mathematics and in a wide array of mathematically related career choices.

CONTENT STANDARDS

- 1.0* Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning. (CST)
- 2.0* Students write geometric proofs, including proofs by contradiction. (CST)
- 3.0* Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement. (CST) (PSAT)
- 4.0* Students prove basic theorems involving congruence and similarity. (CST)

- 5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles. (CST) (PSAT)
- 6.0 Students know and are able to use the triangle inequality theorem. (CST) (PSAT)
- 7.0* Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles. (CST) (PSAT)
- 8.0* Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures. (CST) (PSAT)
- 9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders. (CST) (PSAT)
- 10.0* Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids. (CST) (PSAT)
- 11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids. (CST) (PSAT)
- 12.0* Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems. (CST) (PSAT)
- 13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles. (CST) (PSAT)
- 14.0* Students prove the Pythagorean theorem. (CST)
- 15.0 Students use the Pythagorean theorem to determine distance and find missing lengths of sides of right triangles. (CST) (PSAT)
- 16.0* Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line. (CST)
- 17.0* Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles. (CST)
- 18.0* Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x)/\cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$. (CST)
- 19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side. (CST)
- 20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30° , 60° , and 90° triangles and 45° , 45° , and 90° triangles. (CST) (PSAT)
- 21.0* Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles. (CST)
- 22.0* Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections. (CST) (PSAT)

* Key standards (*Mathematics Framework for California Public Schools*) comprise a minimum of 70% of the California Standards Test

CST Standard assessed on the California Standards Test

PSAT Standard assessed on the Preliminary Scholastic Aptitude Test

STATE PERFORMANCE STANDARDS

The California State Board of Education has identified the following performance levels for the California Content Standards Test in Geometry. The objective of Long Beach Unified School District is to have all students achieve at or above the Proficient Performance Standard (Level). The table indicates the scaled score (SS) and estimated percent correct on the Content Standards Test.

Far Below Basic	Below Basic	Basic	Proficient	Advanced Proficient
Less than 31%	34% - 51%	52% - 68%	69% - 85%	86% - 100%
SS \leq 246	SS 247 – 299	SS 300 – 349	SS 350 – 417	SS \geq 418

DISTRICT PERFORMANCE STANDARDS

The Long Beach Unified School District has common assessments and assignments that are required for Geometry. The Performance Standard Criteria is shown in the table below. The objective is to have all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the Assessments or Assignments.

Mathematics Performance Standard Criteria

Assessment/ Assignments	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Graded Student Work	Average is a 1 or less than 60%	Average is a 2 or 60% - 69%	Average is a 3 or 70% - 84%	Average is a 4 or 85% - 100%
Standards Based Assessment	Less than 60%	60% - 69%	70% - 84%	85% - 100%
Written Response/OEM	1-2	3	4	5-6
End-of-Course Exam	Less than 51%	52% - 68%	69% - 85%	86% - 100%

Mathematics Standard Performance

Performance Level for each unit is determined by the average of the Graded Student Work, Standards Based Test and Open-Ended Math Score. Students record information in the Portfolio during the school year and at the end of the year complete the Overall Standards Performance Graph.

Performance Level	4				
	3.5				
	3				
	2.5				
	2				
	1.5				
	1				
	0.5				
	0				
		Fundamental Terms, Angles, Properties of Real Numbers	Triangles, Congruence, Similarity	Coordinate Geometry, Logic, Transformations	Geometric Figures, Area, Perimeter, Solids

OUTLINE OF CONTENT AND RECOMMENDED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans and student needs.

Fundamental Terms and Angles

Topics	Curriculum Objectives California Content Standards	Adopted Textbook Correlation (Prentice Hall)	Assessments <u>Geometry</u> <u>Assessment</u> <u>Portfolio</u> <u>Workbook</u>	Key Vocabulary and Recommended Aids	Time
Recognize and use the fundamental terms of geometry	Recognize the need for undefined terms such as "point, line, and plane" (1.0)	1-2	p. 43, 45, 51	<u>Key Vocabulary:</u> Axiom Point Line Plane Postulate Theorem Line segment Ray Collinear Midpoint <u>Visuals & Demos:</u> Patty paper Straight edge	
	Use definitions, postulates, and theorems (3.0)	1-2 2-5			
Apply properties of coplanar lines to geometric situations	Identify angle relationships involving the properties of parallel lines cut by a transversal (7.0)	3-1 3-2	p. 46 and 47	<u>Key Vocabulary:</u> Transversal Parallel Intersecting Oblique Perpendicular Complement Supplement Angles: Corresponding Alt. Interior Alt. Exterior Consecutive <u>Visuals & Demos:</u> Compass Straight edge Patty paper	
	Prove theorems and solve problems related to parallel lines	Chapter 4			
Visualize, sketch, and construct plane and solid geometric figures	Identify figures in a plane and in space	1-5	p. 61	<u>Key Vocabulary:</u> Bisector Angle bisector Perpendicular bis. Segment bis. <u>Visuals & Demos:</u> Protractor Compass Straight edge	
	Use geometric figures to communicate ideas and develop proofs (2.0)	2-4 2-5			
	Perform basic constructions with straightedge and compass (such as angle bisectors, perpendicular bisectors, and a line parallel to a given line) (16.0)	1-5 3-7			
Apply angle and side relationships in geometric figures	Compute the measure of an angle or sum of the angles of polygons (interior and exterior) (12.0)	3-4	p. 22	<u>Key Vocabulary:</u> Polygon Regular Triangle Quadrilateral Pentagon Hexagon Heptagon Octagon	

Topics	Curriculum Objectives California Content Standards	Adopted Textbook Correlation (Prentice Hall)	Assessments <u>Geometry Assessment Portfolio Workbook</u>	Key Vocabulary and Recommended Aids	Time
				Decagon Dodecagon <u>Visuals & Demos:</u> Visual of each shape	1 week

Properties of Real Numbers

Topics	Curriculum Objectives California Content Standards	Adopted Textbook Correlation (Prentice Hall)	Assessments <u>Geometry Assessment Portfolio Workbook</u>	Key Vocabulary and Recommended Aids	Time
Apply properties of real numbers to geometry	Apply the equality and order properties of the real number system	2-4	p. 23, 46, 52	<u>Key Vocabulary:</u> Real number Integer Reflexive Transitive Symmetric	
	Use the properties in calculations based on the measures of segments, angles, and ratios (13.0)	3-1			
	Apply algebra skills to geometric problems	2-5			

Triangles, Congruence, and Similarity

Topics	Curriculum Objectives California Content Standards	Adopted Textbook Correlation (Prentice Hall)	Assessments <u>Geometry Assessment Portfolio Workbook</u>	Key Vocabulary and Recommended Aids	Time
Demonstrate knowledge and use of similar and congruent geometric figures	Prove theorems using congruency and similar theorems (4.0)	Chapter 4	p. 54, 55, 57, 58, 64, 65, 66, 67	<u>Key Vocabulary:</u> Congruent Similar Proportion Corresp. Pts. Equilateral Isosceles Scalene Acute Obtuse Right Equiangular	1 week
	Use congruent and similar figures to solve application problems (5.0)	8-2 8-6			
	Apply the concept of corresponding parts of triangles	4-7			
Apply angle and side relationships in geometric figures	Apply the triangle Inequality Theorem (6.0)	5-5	p. 21 and 52	<u>Key Vocabulary:</u> Inequality Converse Opposite Adjacent	
	Recognize and use the side-angle inequality relationships in triangles	5-5			

Coordinate Geometry, Logic, and Transformations

Topics	Curriculum Objectives California Content Standards	Adopted Textbook Correlation (Prentice Hall)	Assessments <u>Geometry Assessment Portfolio Workbook</u>	Key Vocabulary and Recommended Aids	Time
Demonstrate knowledge of various types of reasoning	Compare and apply inductive reasoning (1.0)	Chapter 2	p. 64 and 67	<u>Key Vocabulary:</u> Inductive Deductive	

Topics	Curriculum Objectives California Content Standards	Adopted Textbook Correlation (Prentice Hall)	Assessments <u>Geometry</u> <u>Assessment</u> <u>Portfolio</u> <u>Workbook</u>	Key Vocabulary and Recommended Aids	Time
	Use deductive reasoning to arrive at a conclusion (2.0)	2-3		Indirect Conclusion	1 week
	Recognize and apply indirect reasoning	2-4		<u>Visuals & Demos:</u> Diagrams Flash cards of pertinent theorems	
	Develop direct and indirect proofs	2-5			
Apply geometric concepts to coordinate geometry (in two or three dimensions)	Prove and use the theorems for the midpoint of a line segment and the length of a line segment (17.0)	1-6	p. 38, 46, 47, 61, 62	<u>Key Vocabulary:</u> Coordinates Slope Std. Equation Spheres Hypothesis Conclusion Converse <u>Visuals & Demos:</u> Graph paper Visuals of circles and spheres	
	Determine the slope of a line given two points	3-5			
	Graph lines using slope-intercept form and the intercepts Graph horizontal and vertical lines	3-5			
	Write the equation of a line using point-slope form and given two points Write the equation of a horizontal and vertical line	3-5			
	Determine the slopes of parallel and perpendicular lines	3-6			
	Recognize, graph, and write equations of circles	11-5			
	Incorporate coordinate information in proofs (17.0)	5-1 6-7			
Demonstrate knowledge of transformational geometry including translations, reflections, rotations, and dilations (22.0)	Chapter 12	p. 68 and 69	<u>Key Vocabulary:</u> Translation Transformations Reflection Rotation Dilation Isometric Scale factor Symmetry <u>Visuals & Demos:</u> Graph paper Paper & scissors		

Geometric Figures

Topics	Curriculum Objectives California Content Standards	Adopted Textbook Correlation (Prentice Hall)	Assessments <u>Geometry</u> <u>Assessment</u> <u>Portfolio</u> <u>Workbook</u>	Key Vocabulary and Recommended Aids	Time
Classify geometric figures by their characteristics	Triangles (12.0)	3-3	p. 23 and 51	<u>Key Vocabulary:</u> Equilateral Isosceles Scalene <u>Visuals & Demos:</u> Triangle shapes <u>Key Vocabulary:</u> Acute Right Obtuse Equiangular Ext. angle	
	Quadrilaterals	3-4 6-1			
	Other polygons	3-4			

Topics	Curriculum Objectives California Content Standards	Adopted Textbook Correlation (Prentice Hall)	Assessments <u>Geometry Assessment Portfolio Workbook</u>	Key Vocabulary and Recommended Aids	Time
				Adjacent angle Diagonal Rhombus Kite Trapezoid Parallelogram Apothem Concave Convex <u>Visuals & Demos:</u> Visuals of polygons	

Circles and Right Triangle Trigonometry

Topics	Curriculum Objectives California Content Standards	Adopted Textbook Correlation (Prentice Hall)	Assessments <u>Geometry Assessment Portfolio Workbook</u>	Key Vocabulary and Recommended Aids	Time
Apply the properties of circles and spheres in the solutions of problems	Relationships of chords, secants, tangents, and circle-related angles (21.0)	11-1 to 11-4	p. 32 – 37, 73 - 76	<u>Key Vocabulary:</u> Diameter Radius Chord Secant Tangent Inscribed Circumscribed Circumference Central angle Inscribed Angle <u>Visuals & Demos:</u> Compass Straight edge	1 week
	Inscribes and circumscribes polygons	11-1			
	Use the Pythagorean Theorem (14.0, 15.0)	7-2	p. 24 – 31, 77 - 79		
	Apply theorems relating to properties based on similar triangles, including those formed in right triangles	Chapter 8			
	Recognize and use angle and side relationships of equilateral, isosceles right, and 30°-60°-90° triangles	7-3			
	Identify and use trigonometric ratios (sine, cosine, and tangent) (18.0, 19.0)	9-1 9-2			
	Solving problems using right triangle trig functions	9-3			

Area, Perimeter, and Solids

Topics	Curriculum Objectives California Content Standards	Adopted Textbook Correlation (Prentice Hall)	Assessments <u>Geometry Assessment Portfolio Workbook</u>	Key Vocabulary and Recommended Aids	Time
Use formulas to solve geometric problems	Use perimeter and area formulas relating to triangles, quadrilaterals, circles, and other polygons Use surface area and volume formulas for cubes, prisms, cylinders, cones, pyramids, and spheres (8.0, 9.0, 11.0)	Chapter 10	p. 39, 83 - 88	<u>Key Vocabulary:</u> Surface area Perimeter Prism Cone Cylinder Pyramid Sphere Volume Right prism Oblique prism <u>Visuals & Demos:</u> Relational Geometric Solids	1 week

APPLICATION OF COURSE CONTENT

Career Connection:

Related Major Skills & Characteristics - Problem Solving , Organizational Skills, Numerical Computation, Ability to Analyze & Interpret Data, Critical Thinking, Computer Literacy, Logical Thinking, Team Skills Efficient, Systemizing Skills, Advanced Quantitative Skills, Testing Skills

Related Career Titles – Students who major in mathematics will be prepared for any of the following careers.

*Accountant *Contract Administrator *Information Scientist *Actuary *Cost Estimator/Analyst *Inventory Control Specialist *Aerospace Engineer *Cryptographer/Cryptologist *Investment Banker *Air Traffic Controller *Data Control Administrator *ISO 2000 Specialist *Applications Programmer *Data Processing Manager *Market Research Analyst *Applied Science Technologist *Database Manager *Mathematician *Artificial Intelligence Programmer *Demographer *Media Buyer *Astronomer *Econometrician *Meteorologist *Banking/Credit/ Investment Mgr *Economist *Mortgage Researcher *Biometrician/ Biostatistician *EDP Auditor *Network Programmer *Commodity Manager *Employee Relations Specialist *Numerical Analyst *Compensation/Benefits Administrator *Engineer *Operations Research Analyst *Computer Consultant *Engineering Lab Technician *Physicist *Computer Engineer *Environmental Technologist *Pollution Meteorologist *Computer Facilities Mgr *Estate Planner *Production Manager *Computer Installation *External Auditor *Production Support Specialist *Computer Marketing/Sales Rep *Financial Auditor *Psychometrician *Computer Programmer *Financial Consultant *Public Health Statistician *Computer Scientist *Financial Manager *Purchasing/Contract Agent *Computer-Aided Design Tech. *Hydro Geologist *Quality Assurance Analyst *Consumer Loan/Credit Officer *Hydrologist *Rate Analyst *Cartographer *Software Engineer *Teacher: Science/Math/Computers *Research Analyst *Software Support Specialist *Technical Support Rep. *Risk & Insurance Specialist *Statistician *Technical Writer *Risk Analyst *Systems Analyst *Transportation Planner *Robotics Programmer *Systems Engineer *Treasury Management Specialist *Satellite Communications Specialist *Systems Programmer *Underwriter *Software Development Specialist *Urban Planner *Value Engineer *Weight Analyst

SERVICE LEARNING – Students who are Advanced Proficient on the Content Standards Tests or those who are earning an A in the course, can participate in after school tutoring programs to assist other students in learning mathematics. All hours can be credited towards the Service Learning requirement.

METHODS:

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
• Recall	• Pair/Share	• Restate in Journals / Notes	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Model with Manipulatives
• Observe	• Choral Response	• Graphic Organizers	• Stand up/ Sit down
• Consider	• Give One, Get One	• Folded Paper	• Point to Examples
	• “Foggiest” point	• Ticket Out of Class	
	• Socratic Seminar		
	• Cooperative Discussion Groups (i.e. Talking Chips, Gambit Chips)		

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<u>Reading Strategies in Mathematics</u>	<u>SDAIE Strategies for English Learners</u>	<u>Differentiation for Advanced Learners</u>
<ul style="list-style-type: none"> ▪ Learning Logs ▪ Pre-teaching ▪ Vocabulary ▪ Pre-reading ▪ Text Structures ▪ Trail Markers ▪ Reciprocal Teaching ▪ Functional Text ▪ Anticipation Guide 	<ul style="list-style-type: none"> ▪ Tapping/Building Prior Knowledge (Graphic Organizers, Schema) ▪ Grouping Strategies ▪ Multiple Intelligences ▪ Adapt the Text ▪ Interactive Learning (Manipulatives, Visuals) ▪ Acquisition Levels ▪ Language Sensitivity ▪ Lower the Affective Filter (including Processing Time) ▪ Home/School Connection (including Cultural Aspects) 	<ul style="list-style-type: none"> ▪ Curriculum Compacting ▪ Tiered Assignments ▪ Flexible Grouping ▪ Acceleration ▪ Depth and Complexity ▪ Independent Study

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students.

Basic Text: Geometry; Bass, Laurie, et al.; 2004; New Jersey: Pearson Prentice Hall

Supplementary materials:

Spanish Practice Workbook; Bass, Laurie, et al.; 2004; New Jersey: Pearson Prentice Hall

Spanish Reading and Math Literacy Masters; 2004; Bass, Laurie, et al.. New Jersey: Pearson Prentice Hall

Spanish Assessment Resources; 2004; Bass, Laurie, et al.; New Jersey: Pearson Prentice Hall

Related Career Resources

There are many web sites that will help with career selection such as Eguidance.com, BRIDGES.com, and icouldbe.org. The software package COIN JR also has career information. Video tapes such as the Futures with Jamie Escalante - School to Career shows how math is used in various careers (FASE productions 800-404-FASE). Other videos are Career Futures. Call the Career/Tech Ed Office (562-989-7872 x 291) for more information on careers.

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to chapter tests, cumulative tests (end-of-course exam), quizzes, homework, classwork, notebooks, portfolios, projects, and open ended questions.

Textbook	Diagnosis	Monitor	Evaluate
District Developed Assessments	Practice Exam 1 and 2	Standards Based Assessments Open-Ended Math	Quarter Exams 1 st Semester Final End-of-Course
Prentice Hall	Check Skills You'll Need Lesson Quiz	Standardized Test Prep Mixed Review Lesson Quiz Mid-Chapter Quizzes Chapter Review	Chapter Test Cumulative Review Cumulative Chapter Test

Scoring Guide for Written Response/Open-Ended Mathematics

Score	Description
4	The student response thoroughly accomplishes the task. <ul style="list-style-type: none"> Shows thorough understanding and use of the central mathematical ideas(s) Includes appropriate and accurate mathematical computations Presents mathematical knowledge and ideas clearly and skillfully, using combinations of mathematical symbols and/or visual means as supporting evidence
3	The student response substantially accomplishes the task. <ul style="list-style-type: none"> Shows an essential grasp of the central mathematical idea(s) Includes appropriate and generally correct mathematical computations Presents mathematical knowledge and ideas clearly with supporting evidence
2	The student response partially accomplishes the task. <ul style="list-style-type: none"> Shows a limited grasp of the central mathematical ideas(s) May include incomplete and/or misdirected mathematical computations Presents mathematical knowledge and ideas in an unclear manner or without supporting evidence
1	The student response makes little or no progress toward accomplishing the task. <ul style="list-style-type: none"> Shows little or no grasp of the central mathematical idea(s) Includes mathematical computations that are incorrect or inappropriate Presents mathematical knowledge and ideas in a barely (if at all) comprehensible manner

Portfolio Components

Component	Description	Purpose
Cornell Notes	This is a student-created study guide of organized notes which can be used to study for the End-of-Course. Math vocabulary for new concepts and processes is correctly defined, illustrated, and written in students' own words.	Students must learn to develop communication skills which include creating and using notes for reference during the year. The notes should also be used to study for comprehensive exams.
Grade Student Work	Select examples of individual student work such as tests, quizzes and projects. Calculate the mean of the samples and convert to a four point or percent scoring system.	Student work examples demonstrate growth toward understanding of mathematics standards.
Standards Based Assessment	The Standards Based Assessments are located in the Assessment Portfolio Student Workbook. These tests should be completed before the End-of-Course Exam.	Students take common summative tests to assess proficiency level on individual Math Standards. These tests are indicators of students' depth of understanding in each standard
Written Response/ Open-Ended Math	There are three written response per standard which students should complete. The best score on the written response for each standard is recorded in the portfolio. The written response questions should be completed individually by the student.	Students who are able to write about their thinking and understanding of math concepts have a deeper understanding of math that will enable them to do well on tests like the Golden State and Advanced Placement Exams.
End- of-Course Exam	A comprehensive exam will be given at the end of the year. The test is not timed and calculators are allowed.	Students must learn the rigors of taking comprehensive exams in preparation for the California High School Exit Exam and other college entrance exams.

Geometry 1-2 Portfolio Performance Standards

The assessment portfolio is a communication tool for students to take ownership for their own learning. It allows parents and teacher to follow the development of students' progress towards reaching the standards. It provides students with multiple opportunities to show growth. It is important that all work for the portfolio is completed independently by the student. Students record their own information in the portfolio including the averaging of performance levels and graphing progress towards meeting standards. Students should create a bar graph indicating the level of achievement of each assessment or assignment.

Units	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
Cornell Notes				
Fundamental Terms, Angles, Properties of Real Numbers				
• Graded Student Work				
• Standards Based Assessment				
Triangles, Congruence, Similarity				
• Graded Student Work				
• Standards Based Assessment				
Coordinate Geometry, Logic, Transformations				
• Graded Student Work				
• Standards Based Assessment				
Geometric Figures, Area, Perimeter, Solids				
• Grade Student Work				
• Standards Based Assessment				
Circles, Right Triangle Trigonometry				
• Graded Student Work				
• Standards Based Assessment				
End-of-Course Exam				

GRADING POLICY: A common grading policy ensures consistency between schools and classrooms across the district.

Suggested Percent of Grade

Classwork/Homework (10%)	15% - 20%
Notes/Projects	5%
Chapter Tests	35% - 40%
Quizzes	25% - 30%
Cumulative Tests/End-of-Course	10% - 15%

Standard Grading Scale

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%

Submitted by: Dixie Dawson
 School: Math Office
 Date: 5/06
 Board Date 6/20/06