

**PLANNED COURSE CURRICULUM GUIDE  
GRADE 7 MATH**

**I. COURSE DESCRIPTION AND INTENT:**

**II. INSTRUCTIONAL TIME:**

**Class Periods:**

**Length of Class Periods (minutes): 42**

**Length of Course: 180 days; 120 clock hours**

**Unit of Credit:**

**Course Weight:**

**A GREAT PLACE TO LEARN!**



***PINE GROVE AREA SCHOOL DISTRICT***  
**PINE GROVE, PENNSYLVANIA**

**PINE GROVE AREA SCHOOL DISTRICT**  
Pine Grove, Pennsylvania 17963

**PLANNED COURSE ADAPTATIONS/MODIFICATIONS**  
**Introduction**

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

## PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

**Lawrence J. Mussoline, Jr., Ph.D.**  
**Superintendent of Schools**

# **PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT**

## **The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:**

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

## PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #1:** All students use numbers, number systems, and number relationships to represent theoretical and practical situations. Number types (e.g., whole, prime, irrational, complex) and equivalent forms (e.g., fractions, decimals, percents) are mastered.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>

**STANDARD 1**

64. Describe the relationship between forms of rational and irrational numbers including scientific notation on calculators and solve problems.
65. Interpret equivalent numeric expressions and use simplified form to solve word problems.
66. Compare the positive and negative rational and irrational numbers and order values on a number line.
67. Simplify algebraic expressions involving like terms and use algebraic expressions to model real world situations.
68. Describe a process for finding greatest common factor and least common multiple.
69. Solve one and two step equations to solve real world problems.

64. Define real numbers, rational numbers, and irrational numbers and write examples of each. Construct a chart to identify real numbers, rational numbers, and irrational numbers. Use calculator functions, such as the square root key, to find rational and irrational numbers.
65. Use a calculator to identify equivalent numeric expressions and reduce numbers to their simplest form.
66. Locate positive and negative rational and irrational numbers on a number line and then compare and order.
67. Define algebraic expressions and write examples. Translate English expressions to algebraic expressions.
68. Find the GCF by utilizing two methods:  
a.) Lists – write the factors of the given numbers in lists; locate the greatest common factor between the lists.  
b.) Prime factoring – prime factor the given numbers into exponential form; find the product of the common prime factors, using the lowest exponent on those factors.  
Find the LCM by utilizing two methods:  
a.) Lists – write the multiples of the given numbers in lists until the least common multiple appears

- Teacher-made/commercial tests and worksheets.
- Use of a calculator to identify and reduce number forms.
- Math journal.
- Use of a number line to compare and order positive and negative rational and irrational numbers.
- Homework assignments.
- Classroom work.

- Textbook/textbook components
- Calculator
- Number line
- Internet
- Math journal
- Primes chart

between the lists.

- b.) Prime factoring – prime factor the given numbers into exponential form; find the product of the prime factors, using the highest exponent of any prime factor.

69. Solve one and two step equations by isolating the variable and balancing the equations vertically.

Correctives – Teacher assistance; establish partners or small groups to rehearse the skills above.

Extensions – Access the Internet for additional activities; create real life problems that incorporate the skills above.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #2:** All students use computation and estimation skills to solve theoretical and practical problems using appropriate tools including modern technology such as calculators and computers.

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<p><b>STANDARD 2</b></p> <p>54. Create and write story problems that require knowledge of the order of operations.</p> <p>55. Determine the value of rational and irrational numbers.</p> <p>56. Create and solve word problems involving ratios and percents.</p> <p>57. Distinguish between situations requiring different degrees of accuracy.</p> <p>58. Estimate the reasonableness of an answer involving rational numbers and/or percent in word problems.</p> <p>59. Solve problems rounding to an appropriate number of decimal places.</p>	<p>54. Establish the procedure for finding the solution to a multi-operational problem (standard order).</p> <p>55. Use calculator functions, such as the square root key, to find the value of rational and irrational numbers.</p> <p>56. Define ratio and percent and write examples of each.</p> <p>57. Make a list of real life situations where accuracy in computation is demanded. Make a list of real life situations where estimation in computation is acceptable.</p> <p>58. Examine word problems involving rational numbers and/or percent and determine whether the solution is reasonable.</p>	<ul style="list-style-type: none"> <li>• Teacher-made/commercial tests and worksheets.</li> <li>• Use of a calculator to find the value of rational and irrational numbers.</li> <li>• Math journal.</li> <li>• Homework assignments.</li> <li>• Classroom work.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/textbook components</li> <li>• Calculator</li> <li>• Internet</li> <li>• Math journal</li> </ul>

60. Describe appropriate uses of scientific calculator, pencil and paper, and mental math.

59. Establish rounding rules involving decimals.

60. Given several word problems, determine the appropriate tools for solving the problem.

Correctives – Teacher assistance; establish partners or small groups to rehearse the skills above.

Extensions – Access the Internet for additional activities; create real life problems that incorporate the skills above.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #3:** All students use measurement and estimation skills to solve theoretical and practical problems.

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<p><b>STANDARD 3</b></p> <p>45. Apply formulas and describe strategies for finding perimeter and circumference and areas of triangle, quadrilaterals, circle, and other polygons.</p> <p>46. Recognize use and appropriate measures of distance, rate, capacity, area, weight, mass, and angles in degrees in real-life situations.</p> <p>47. Differentiate and compare linear, area, and volume measures.</p> <p>48. Interpret and draw maps, drawings, and models to scale.</p> <p>49. Measure and construct angles using protractor.</p>	<p>45. Draw and label various sized and shaped polygons; determine perimeter and area using the appropriate formulas. Draw and label various sized circles; determine the circumference and area using the appropriate formulas. Calculate the perimeter and area of the classroom.</p> <p>46. Given several measurement word problems, draw the problem and determine the appropriate method of measurement.</p> <p>47. Given several problems involving linear, area, and volume measures, solve the problems and compare the answers.</p>	<ul style="list-style-type: none"> <li>• Teacher-made/commercial tests and worksheets.</li> <li>• Use of a calculator to find perimeter, area, circumference, and volume.</li> <li>• Math journal.</li> <li>• Use of a protractor to measure the number of degrees in an angle.</li> <li>• Use of a map to determine scale.</li> <li>• Homework assignments.</li> <li>• Classroom work.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/textbook components</li> <li>• Calculator</li> <li>• Protractor</li> <li>• Internet</li> <li>• Math journal</li> <li>• Map</li> </ul>

48. Find a map and determine its scale.

49. Determine the number of degrees in a given angle using a protractor.

Correctives – Teacher assistance; establish partners or small groups to rehearse the skills above.

Extensions – Access the Internet for additional activities; create real-life problems that incorporate the skills above.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #4:** All students use mathematical reasoning and make mathematical connections.

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<p><b>STANDARD 4</b></p> <p>24. Recognize and apply deductive and inductive reasoning.</p> <p>25. Create and write real world problems that use mathematical language and notation to represent ideas, demonstrate relationships within and among representation systems.</p> <p>26. Justify a strategy used to solve multi-step problems.</p>	<p>24. Play the game "Last Cube".</p> <ol style="list-style-type: none"> <li>1. Students form groups of two.</li> <li>2. Object of the game is not to take the last cube. The team that takes the last cube loses.</li> <li>3. Place 13 cubes in a pile between two teams. Decide which team goes first (the other team goes first the next time).</li> <li>4. Take turns removing one or two objects (no more than two) from the pile. Watch the moves carefully. Try to figure out a strategy to win. Play the game five times. Record your winning strategy in writing.</li> </ol> <p>25. Construct word problems by:</p> <ol style="list-style-type: none"> <li>1. Have students form groups of two.</li> <li>2. Teacher makes index cards with</li> </ol>	<ul style="list-style-type: none"> <li>• Math journal</li> <li>• Oral presentations</li> <li>• Classroom work</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Internet</li> <li>• Math journal</li> <li>• Index cards</li> <li>• 13 cubes</li> <li>• Overhead or blackboard</li> </ul>

a mathematical vocabulary word in the front and two numbers on the back.

3. Each team picks an index card and creates a word problem using the information on the card.

26. Divide class into groups of four. The class is given a multi-step problem. Each group solves the problem and defends their strategy by making a presentation at the blackboard or with the overhead.

Correctives – Teacher assistance.

Extensions – Access the Internet for additional activities.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #5:** All students formulate and solve problems, communicate the mathematical process used, and the reasons for using them.

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<p><b>STANDARD 5</b></p> <p>25. Create and write real-world problems that use a variety of strategies to solve the problem.</p> <p>26. Create a visual representation, illustration, scale drawing, diagram, of a problem and use it to solve the problem.</p> <p>27. Write and create real-life applications that demonstrate a connection, extension, and generalization to other concepts, problems, and circumstances in mathematics procedures.</p> <p>28. Create and justify appropriate strategies to solve a real-world problem.</p>	<p>27. Strategies used in problem solving are written on index cards by the teacher. The class divides into groups of four. The teacher gives a real-world problem and each group must solve the problem using his/her given strategy. Each group gives a presentation using the blackboard or the overhead.</p> <p>28. Draw or use a table/chart to solve a given word problem.</p> <p>29. Read a newspaper article and state a mathematical concept that correlates to the article.</p> <p>30. Students are given a list of problem-solving strategies. After reading a word problem, the students should</p>	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Math journal</li> <li>• Classroom work</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/textbook components</li> <li>• Internet</li> <li>• Math journal</li> <li>• Index cards</li> <li>• Newspaper</li> <li>• Blackboard or overhead</li> </ul>

pick a strategy to solve the problem  
and defend their choice orally.

Correctives – Teacher assistance.

Extensions – Access the Internet for  
additional activities.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #6:** All students make decisions based upon the collection, organization, analysis, and interpretation of statistical data.

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<p><b>STANDARD 6</b></p> <p>26. Assess data using mean, median, mode, range, and quartiles.</p> <p>27. Collect data and represent data using stem and leaf plot and box and whisker plots.</p> <p>28. Interpret and draw the scatter plot of two quantities and describe any relationship of the variables.</p> <p>29. Explain data displayed on a spreadsheet.</p> <p>30. Identify mean, median, mode, and range using scientific and graphing calculators.</p> <p>31. Examine examples of valid and invalid surveys and the sample used.</p>	<p>26. Use a calculator to find the mean, median, mode, range, and quartiles for a given set of data.</p> <p>27. Construct a stem and leaf plot and box and whisker plot for a given set of data.</p> <p>28. Construct a scatter plot for a given set of data.</p> <p>29. Identify the parts of a given spreadsheet.</p> <p>30. Use a calculator to find the mean, median, mode, and range for a given set of data.</p> <p>31. <u>Activity</u> – As a class, draw up and answer a lit of questions about how the students get to and from school.</p>	<ul style="list-style-type: none"> <li>• Teacher-made/commercial tests and worksheets.</li> <li>• Use of a calculator for finding the mean, median, mode, range, and quartiles.</li> <li>• Math journal.</li> <li>• Homework assignments.</li> <li>• Classroom work.</li> <li>• Classroom discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/textbook components</li> <li>• Calculator</li> <li>• Math journal</li> <li>• Internet</li> </ul>

Divide the class into groups of five. In each group, one student conducts a survey by asking the other four the list of questions. As a group, compile the results of the survey. Compare the results with the results of the other groups.

Correctives – Teacher assistance; establish partners or small groups to rehearse the skills above.

Extensions – Access the Internet for additional activities.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #7:** All students make predictions based upon the collection, organization, analyzing, and interpretation of statistical data and the application of probability.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 7</b></p> <p>30. Compare and contrast independent and dependent events and determine the probability of each.</p> <p>31. Conduct an experiment and discuss the difference between the experimental and theoretical probabilities.</p> <p>32. Write and solve a problem situation requiring probability in a real-world event.</p> <p>33. Design and conduct an experiment with dependent and independent events and determine the probability of each.</p>	<p>30. Define independent and dependent events. Make lists of the both kinds of events.</p> <p>31. Define the experimental and theoretical probability of having a tossed coin land on its head.</p> <p>32. Draw a checkerboard. Determine the theoretical probability that a coin tossed randomly onto this game board will land on a shaded square.</p> <p>33. Explore an African dice game involving the roll of two dice. “Eight is for Elephant” – An ancient African dice game matches numbers with animals. Suppose that a sum of 8 on a roll of two cubes stands for “elephant”. Answer these questions: 1. What is the probability that you</p>	<ul style="list-style-type: none"> <li>• Teacher-made/commercial tests and worksheets</li> <li>• Math journal</li> <li>• Homework assignments</li> <li>• Classroom work</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/textbook components</li> <li>• Dice</li> <li>• Internet</li> <li>• Math journal</li> </ul>

roll “elephant” on a roll of the cubes?

2. Suppose you roll the cubes one at a time? If you roll a 1 on the first cube, what is the probability of “elephant”?
3. If you roll a 4 on the first cube, what’s the probability of “elephant”?

Correctives – Teacher assistance; establish partners or small groups to rehearse the skills above.

Extensions – Access the Internet for additional activities.

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #8:** All students understand, demonstrate, and apply basic concepts of algebra to solve theoretical and practical problems.

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<p><b>STANDARD 8</b></p> <p>42. Create and describe a variety of patterns involving numbers, geometric shapes, and symbols.</p> <p>43. Represent algebraic expressions using concrete models (tiles, blocks).</p> <p>44. Graph and interpret equations and inequalities on a coordinate plane with and without graphics, calculators, and spreadsheets.</p> <p>45. Graph linear functions on coordinate plane.</p>	<p>42. Given a set of patterned numbers, geometric shapes, or symbols, continue the pattern.</p> <p>43. Use yellow algebra tiles to represent positive integers and red algebra tiles to represent negative integers to add integers. Remove yellow-red pairs. The number of tiles left is the sum.</p> <p>44. Using graph paper, draw and label the parts of the coordinate plane. Plot a list of ordered pairs.</p> <p>45. Using graph paper, draw a coordinate plane and then label and connect ordered pairs to form a straight line.</p>	<ul style="list-style-type: none"> <li>• Teacher-made/commercial tests and worksheets.</li> <li>• Use of algebra tiles to find the sum of positive and negative integers.</li> <li>• Use of graph paper to draw, label, and plot points on the coordinate plane.</li> <li>• Math journal.</li> <li>• Homework assignments.</li> <li>• Classroom work.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/textbook components</li> <li>• Yellow and red algebra tiles</li> <li>• Internet</li> <li>• Math journal</li> <li>• Graphing paper</li> </ul>

<p><u>Correctives</u> – Teacher assistance; establish partners or small groups to rehearse the skills above.</p>		
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<p><u>Extensions</u> – Access the Internet for additional activities.</p>		
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## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #9:** All students understand, demonstrate, and apply basic concepts of geometry to solve theoretical and practical problems.

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<p><b>STANDARD 9</b></p> <p>50. Draw and label figures incorporating perpendicular and parallel lines, perpendicular bisector and angle bisector, and transversals.</p> <p>51. Draw, label, and describe properties of angles, regular polygons, congruent and similar polygons.</p> <p>52. Define, describe, classify, and sketch triangles, quadrilaterals, circles, prisms, cylinders, and cones.</p> <p>53. Discover the ration using measures of circumference and diameters and various real circles.</p>	<p>50. Define and draw perpendicular and parallel lines, perpendicular and angle bisectors, and transversals.</p> <p>51. Define and draw types of angles; regular, congruent, and similar polygons.</p> <p>52. Define and draw types of triangles, quadrilaterals, circles, prisms, cylinders, and cones.</p> <p>53. Draw and label the parts of a circle; find the circumference and diameter of a circle.</p> <p><u>Correctives</u> – Teacher assistance; establish partners or small groups to rehearse the skills above.</p>	<ul style="list-style-type: none"> <li>• Teacher-made/commercial tests and worksheets</li> <li>• Math journal</li> <li>• Homework assignments</li> <li>• Classroom work</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/textbook components</li> <li>• Internet</li> <li>• Math journal</li> <li>• Geometry wall charts</li> </ul>

	<u>Extensions</u> – Access the Internet for additional activities.		
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## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #10:** All students understand, demonstrate, and apply basic concepts of trigonometry to solve theoretical and practical problems.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) 😊</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 10</b></p> <p>12. Create and explain relationships in similar right triangle.</p> <p>13. State the Pythagorean Theorem and apply it to real world problems.</p>	<p>12. Using tracing paper, trace two similar right triangles and lay one on top of the other to show the congruent corresponding angles.</p> <p>13. Draw a baseball diamond. Use the Pythagorean Theorem to calculate the distance from home plate to second base.</p> <p><u>Correctives</u> – Teacher assistance; establish partners or small groups to rehearse the skills above.</p> <p><u>Extensions</u> – Access the Internet for additional activities; create real-life problems that incorporate the skills above.</p>	<ul style="list-style-type: none"> <li>• Teacher-made/commercial tests and worksheets.</li> <li>• Math journal.</li> <li>• Use of tracing paper to trace similar figures.</li> <li>• Homework assignments.</li> <li>• Classroom work.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/textbook components</li> <li>• Tracing paper</li> <li>• Internet</li> <li>• Math journal</li> </ul>

## LEARNING STANDARDS AND CONTENT ACTIVITIES

*Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Academic Content Standard #11:** All students understand, demonstrate, and apply basic concepts of calculus to solve theoretical and practical problems.

<b>ESSENTIAL CONTENT PERFORMANCE STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS</b> <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) 😊</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 11</b></p> <p>31. Interpret minimum and maximum values represented in a variety of graphs.</p> <p>32. Compute and compare unit rates, ratios, and slopes in real-world situations.</p>	<p>31. Identify the lowest and highest set of data on a bar and line graph.</p> <p>32. From a line graph, form ratios to find the unit rate and slope.</p> <p><u>Correctives</u> – Teacher assistance; establish partners or small groups to rehearse the skills above.</p> <p><u>Extensions</u> – Access the Internet for additional activities.</p>	<ul style="list-style-type: none"> <li>• Teacher-made/commercial tests and worksheets</li> <li>• Math journal</li> <li>• Homework assignments</li> <li>• Classroom work</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/textbook components</li> <li>• Internet</li> <li>• Math journal</li> </ul>