COURSE DESCRIPTION

Geometry Foundations SH is designed to provide foundational knowledge and intervention for students enrolled in or preparing to enroll in Common Core Geometry. This course serves not only as intervention, but also as support for students experiencing difficulty in mastering the core standards and academic language constraints of the Common Core Geometry course. Geometry Foundations SH is an elective mathematics course provided to students as a supplemental course to enhance the student's knowledge of prerequisite skills and academic language that is required in order to successfully access the standards-based Common Core Geometry course. This course addresses: making geometric constructions; experimenting with transformations in the plane; understanding congruence in terms of rigid motions. Students prove geometric theorems; understand similarity in terms of similarity transformations; prove theorems involving similarity; expressing geometric properties with equations; similarity, right triangles, and trigonometry; geometric measurement and dimension. Students would us know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. They will engage in conditional probability and rules of probability as well as use probability to make decisions.

COURSE SYLLABUS

The standards for this intervention course are taken primarily from the Common Core Grade 7 and Common Core Grade 8 math standards and support the major clusters defined in the LAUSD Curricular Maps for Common Core Geometry. Additionally, an immense element of this intervention course is an emphasis on student engagement with the Standards for Mathematical Practice on a daily basis. The structure of this course is divided into four separate, but coherent, units mirroring the Common Core Geometry course. The aim of this intervention course is to support Common Core Geometry and to provide explicit, systematic, and intensive instruction for at-risk populations. As teachers strive to assist struggling students to reach the Common Core State Standards' expectations, they must be able to accurately identify areas of student deficit and match students to an appropriate academic intervention plan. An expectation from the Common Core Geometry Foundations SH is to create evidence-based intervention plans that are customized to individual students, and that are also tied to specific Common Core Standards.

Students enrolled in this intervention course need to be assessed on an ongoing basis to determine their needs for support and intervention. Teachers are encouraged to adapt their instruction through ongoing formative assessments to provide genuine, differentiated instruction. The outcome of the initial and ongoing assessments are to analyze and identify key skills and concepts required for students to access the Common Core State Standards, compare those requirements to the student's existing skill set, and analyze any potential student deficits.

According to the California CCSS Mathematics Framework (November, 2013),

“Universal Access in education is a concept which utilizes strategies for planning for the widest variety of learners from the beginning of the lesson design and not ‘added on’ as an afterthought. Universal Access is not a set of curriculum materials or specific time set aside for additional assistance but rather a schema. For students to benefit from universal access, teachers may need assistance in planning instruction, differentiating curriculum, infusing Specially Designed Academic Instruction in English (SDAIE) techniques, using the California English Language Development Standards (CA ELD standards), and using grouping strategies effectively.”

Therefore, through careful planning for modifying curriculum, instruction, grouping, and assessment techniques, teachers are well prepared to adapt instruction to meet the needs of diverse learners in their classrooms.

Multi-tier Mathematics Interventions

Gersten et. al. (2009) in the Practice Guide “Assisting Students Struggling with Mathematics: RtI for Elementary and Middle School” presented evidence for the effectiveness of combinations of systematic and explicit instruction that include teacher demonstrations and think alouds early in the lesson, unit, or module; student verbalization of how a problem was solved; scaffolded practice; and immediate corrective feedback. In instruction that is systematic, concepts are introduced in a logical, coherent order and students have many opportunities to apply each concept. Below are the recommendations (Recommendations 3 and 4 received strong evidence rating). Teachers may consider using some of the strategies in “Improving Mathematical Problem Solving in Grades 4 Through 8” in teaching students problem solving.

Recommendation 1. Prepare problems and use them in whole-class instruction.

Recommendation 2*. Assist students in monitoring and reflecting on the problem-solving process.

Recommendation 3*. Teach students how to use visual representations.

Recommendation 4. Expose students to multiple problem-solving strategies.

Recommendation 5. Help students recognize and articulate mathematical concepts and notation.

*Strong Evidence.

Unit 1 Congruence Through Transformations		
Concepts/Clusters	**Standards to Support CC Geometry**	**Suggested Resources**
Make geometric constructions	7.G.2: Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	1. Math Open Reference: Online construction demonstrations. http://mathopenref.com/tocs/constructionstoc.html 2. Engage NY: Congruence, Proof, Constructions. 3. NCTM Illuminations: Maya Constructions. 1. Desmos 2. IXL 3. iReady
Experiment with transformations in the plane	8.G.1: Verify experimentally the properties of rotations, reflections, and translations: a) Lines are taken to lines, and line segments to line segments of the same length. b) Angles are taken to angles of the same measure. c) Parallel lines are taken to parallel lines. G-CO.4: Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallellines, and line segments.	1. MARS Task: Representing and Combining Transformations. 2. Engage NY: The Concept of Congruence. 3. NCTM Illuminations: Cyclic Figures. 4. NCTM Illuminations: Dihedral Figures. 5. Inside Mathematics: “Cut It Out” activity. 6. MARS Task: Aaron’s Designs. 7. Newark Public Schools: Similarity and Congruence Module. 4. Desmos 5. IXL 6. iReady

Understand congruence in terms of rigid motions	8.G.2: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. G-CO.5: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. G-CO.7: Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	1. Illustrative Mathematics: Congruent Segments. 2. Illustrative Mathematics: Congruent Rectangles. 3. Illustrative Mathematics: Congruent Triangles. 4. Desmos 5. IXL 6. iReady
Prove geometric theorems	8.G.3: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. G-CO.6: Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of	1. Illustrative Mathematics: Reflecting Reflections. 2. Illustrative Mathematics: Triangle Congruence with Coordinates. 3. Desmos 4. IXL 5. iReady

	rigid motions to decide if they are congruent.	

Examples of Essential Questions for the Unit	Standards for Mathematical Practice
1. Why is it important to draw a figure using accurate conditions? 2. How are geometric attributes of a shape affected when movement occurs? 3. What tools can be used to make geometric constructions? 4. What types of transformations can be done in a plane? 5. How can we use rigid motions to understand congruence? 6. Distinguish the difference between transformations that are rigid (preserve distance and angle measure) and those that are not (dilations). 7. How is visualization essential to the study of geometry? 8. How might the concept of rigid motion connect to the concept of congruence?	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
Performance Objectives for Unit 1 *Students will grow in their ability to*:	Guiding Questions for Implementing *Standards for Mathematical Practices #1 and #2*
1. Make geometric constructions. 2. Visually represent geometric figures. 3. Understand the characteristics of angles (and sides) that create triangles. 4. Construct triangles from three given side measures to determine when there is a unique triangle, more than one triangle, or no triangle. 5. Experiment with transformations in the plane. 6. Understand that transformations produce images of exactly the same size and shape as the pre-image. 7. Verify that congruence of angles are maintained through rotations, reflections, and translations. 8. Verify that when parallel lines are rotated, reflected or translated (each in the same way), they remain parallel lines.	1. How might you describe this problem in your own words? 2. What are some other problems that are similar to this problem? 3. What do you notice about …? 4. What information is given in the problem? 5. Share with me the steps you've used up to this point. 6. What are some other strategies you might try? 7. Which steps in the process are you confident about? 8. Describe what you have already tried. What might you change? 9. Describe the relationship between the two figures.

9. Use physical models, transparencies, patty paper, or geometry software to verify the properties of transformations. 10. Understand congruence in terms of rigid motions. 11. Examine figures to determine congruency by identifying a sequence of rigid transformations that map one figure directly onto the other. 12. Apply the concept of congruency to write statements of congruency. 13. Prove geometric theorems. 14. Understand that dilations are not forms of rigid transformations. 15. Understand that dilations either enlarge (if the scale factor is more than 1) or reduce (if the scale factor is less than 1) the size of a figure.	10. How is … related to …? 11. What is the relationship between … and …? 12. What properties might we use to find a solution? 13. How did you come to the decision that you needed to use …? 14. What might the numbers used in the problem represent? 15. What does this (figure, symbol, quantity, etc.) mean to you?

Unit 2
Similarity, Transformations, and Proofs

Concepts/Clusters	Standards to Support CC Geometry	Suggested Resources
Understand similarity in terms of similarity transformations.	7.G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. 8.G.4: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	1. Engage NY: Similarity. 2. NCTM Illuminations: In Your Shadow. 3. NCTM Illuminations: Inversions. 4. MARS Task: Photographs. 5. Desmos 6. IXL 7. iReady

<table>
<tr><td>Prove theorems involving similarity</td><td>8.G.5
Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</td><td>1. MARS Task: Finding Shortest Routes: The Schoolyard Problem.
2. MARS Task: Identifying Similar Triangles.
3. Illustrative Mathematics: Are They Similar?
4. NCTM Illuminations: Angle Sums.
5. Desmos
6. IXL
7. iReady</td></tr>
<tr><td colspan="2">Examples of Essential Questions for the Unit</td><td>Standards for Mathematical Practice</td></tr>
<tr><td colspan="2">1. How are congruence and similarity alike? How are they different?
2. What geometric attributes are considered when comparing two shapes?
3. What geometric attributes are considered when examining angles, lines, and triangles?
4. How can transformations help us understand similarity?
5. What strategies could be used to prove two figures similar?
6. What is the relationship between transformations that produce congruent figures and transformations that produce similar figures?</td><td>1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.</td></tr>
<tr><td colspan="2">Performance Objectives for Unit 2
Students will grow in their ability to:</td><td>Guiding Questions for Implementing
Standards for Mathematical Practices #3 and #4</td></tr>
<tr><td colspan="2">1. Understand similarity in terms of similarity transformations.
2. Describe similar figures using a sequence of transformations that preserve angle measures and have proportional sides.
3. Understand that similar figures are produced from dilations.
4. Apply the concept of similarity to write similarity statements.
5. Reproduce scaled figures on grid paper.</td><td>1. What mathematical evidence supports your thinking?
2. What made you choose that strategy?
3. How can you be sure that …?
4. How could you prove that …?
5. Will your approach still work if …?
6. What were you considering when …?</td></tr>
</table>

6. Understand that proportionality is a numerical relationship that forms a straight line on the coordinate graph. 7. Prove theorems involving similarity. 8. Identify angles created when parallel lines are cut by a transversal. 9. Justify that the sum of interior angles add up to 180o. 10. Justify that the exterior angle of a triangle is equal to the sum of the two remote interior angles	7. How did you decide on that strategy? 8. How did you test whether or not your approach is correct? 9. How did you decide what the problem was asking you to find? 10. Did you initially try a method that did not work? What hunches might you have for why it didn't work? 11. What is the same and what is different about …? 12. How might you demonstrate a counterexample? 13. What mathematical model might you construct to represent the problem? 14. What are some ways to represent the quantities? 15. Where do you see one of the quantities in the task in your solution? 16. What are some ways to visually represent …? 17. What might be an expression or equation that matches the … (diagram, figure, table, etc.)? 18. Would it help to create a mathematical model (diagram, graph, table, etc.)?

Unit 3
Expressing Geometric Properties with Equations

Concepts/Clusters	Standards to Support CC Geometry	Suggested Resources
Expressing Geometric Properties with Equations	8.EE.5: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance- time	MARS Tasks: 1. Modeling Car Skid Marks. 2. A Measure of Slope. 3. Real-Life Equations. 4. Interpreting Distance-Time Graphs. 5. Finding Shortest Routes: The Schoolyard Problem.

	equation to determine which of the two moving objects has greater speed. 8.EE.6: Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equations $y = mx$ for a line through the origin and the equation $y = mx+b$ for a line intercepting the vertical axis at b.	NCTM Illuminations: Fictional Stairs. NCTM: As the Crow Flies.

Examples of Essential Questions for the Unit 3	Standards for Mathematical Practice
1. Why are there multiple strategies for solving a linear equations? 2. What are some reasons to find the solution of a linear equation? 3. What strategies use coordinates to prove geometric theorems algebraically? 4. How might coordinate geometry be used to prove theorems algebraically?	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

Performance Objectives for Unit 3 *Students will grow in their ability to*:	Guiding Questions for Implementing *Standards for Mathematical Practices #5 and #6*
1. Express geometric properties with equations. 2. Interpret the unit rate of proportional relationships as the slope of the graph. 3. Graph proportional relationships. 4. Sketch and interpret graphs. 5. Determine unknown angle measures by writing and solving algebraic equations based on relationships between angles.	1. What mathematical tools could we use to visualize and represent the situation? 2. What information have we been given? 3. What do you know that is not stated explicitly in the problem? 4. What approach are you considering trying first?

6. Find the slope of a line. 7. Determine the y-intercept of a line. 8. Derive equations of the form $y = mx + b$ for a line through the origin. 9. Derive equations of the form $y = mx + b$ for a line intercepting the vertical axis at the y-intercept, b. 10. Identify characteristics of similar triangles.	5. In this situation, what might be helpful to use (a ruler, graph paper, number line, diagram, patty paper, calculator, manipulative, etc.)? 6. What can using a … show us that … may not? 7. What might it be helpful to use a …? 8. What mathematical terms apply in this situation? 9. How did you know your solution was reasonable? 10. Explain how you might show that your solution satisfies the problem. 11. Is there a more efficient strategy? 12. What symbols or mathematical notations are important in this problem? 13. What domain-specific language can you use to explain …? 14. How might you test your solution to see if it answers the problem?

Unit 4
Similarity, Right Triangles, Trigonometry and Probability

Concepts/Clusters	Standards to Support CC Geometry	Suggested Resources
Similarity, Right Triangles and Trigonometry	8.G.7: Apply the Pythagorean Theorem to determine side lengths in right triangle in real-world and mathematical problems in two and three dimensions. G-SRT.4: Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	7. MARS Task: The Pythagorean Theorem. 8. NCTM Illuminations: Corner to Corner. 9. Math Is Fun: Supplementary and Complementary. 10. XP Math: Complementary and Supplementary Angle Pairs Practice. 11. Engage NY: Introduction to Irrational Numbers Using Geometry. 12. Desmos 13. IXL 14. iReady

	G-SRT.8: Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. 7.G.5: Use facts about supplementary, complementary, vertical and adjacent angles in multi-step problems to write and solve simple equations for an unknown angle in a figure. G-SRT.5: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. G-SRT.6: Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	
Geometric Measurement and Dimension Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	6.G.4: Represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area of these figures applying these techniques in the context of solving real world mathematical problems. **8.G.9**: Know the formulas for the volumes of cones and cylinder, and spheres and use them to solve real world and mathematical problems.	MARS Task 1. Optimizing Security Cameras. 2. Optimizing: Packing It In. 3. Using Dimensions: Designing a Sports Bag. 4. The Area of a Circle. 5. Dan Meyer: The Ticket Roll. 6. Inside Mathematics: Polly Gone. 7. NCTM Illuminations: Popcorn, Anyone? 8. NCTM Illuminations: Popcorn Cylinders Anyone? 9. NCTM Illuminations: Cubed Cans. 10. Dan Meyer: Popcorn Picker.

	G-GPE: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	11. Engage NY: Module 5, Lesson 9: Examples of Functions from Geometry.
Conditional Probability and Rules of Probability	6. SP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the even occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely even, a probability around ½ indicates an even that is neither unlikely nor likely and a probability near 1 indicates a likely event. S-CP.1: Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).	1. MARS Task: Evaluating Statements about Probability. 2. MARS Task: Probability Games. 3. AAAS: Marble Mania 4. NCTM Illuminations: Random Drawing Tool 5. Engage NY: Statistics and Probability.
Using Probability to Make Decisions	7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams.	1. NCTM Illuminations: What Are My Chances? 2. NCTM ILLUMINATIONS: Sticks and Stones. 3. INSIDE MATHEMATICS: Fair Games. 4. INSIDE MATHEMATICS: Game Show. 5. College Preparatory Mathematics: Statistics Supplement.

	For an event described in everyday language (e.g., “rolling double sixes”), identify he outcomes in the sample space which compose the event. c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: if 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood? S-CP.2: Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. S-CP.3: Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	

Examples of Essential Questions for the Unit 4	Standards for Mathematical Practice
1. What is the connection between the distance formula and the Pythagorean Theorem?	1. Make sense of problems and persevere in solving them.

2. What is a strategy to determine with accuracy whether a given triangle is a right triangle? 3. What is a strategy to calculate with accuracy the distance between any two points? 4. What is the importance of 0 and 1 when examining the probability of an event? 5. What efficient strategies can be used to help determine the probability of a chance event? 6. What efficient strategies can be used to help determine the likeness of compound events to occur?	2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
Performance Objectives for Unit 4 *Students will grow in their ability to*:	Guiding Questions for Implementing *Standards for Mathematical Practices #7 and #8*
1. Define trigonometric ratios and solve problems involving right triangles. 2. Build capacity in knowing common Pythagorean Triples. 3. Know that 3-D figures can be represented by nets. 4. Apply prior knowledge of finding the area of rectangles and triangles to a net and combining the areas of each shape to represent the surface area of the 3D figure. 5. Solve real world problems involving surface area and nets. 6. Grasp geometric measurement and dimensions. 7. Understand the relationship between radius and diameter. 8. Understand that the ratio of circumference to diameter can be expressed as pi. 9. Informally derive the relationship between circumference and area of a circle. 10. Geometric measurement and dimensions 11. Understand that knowing the formula for volume refers to the relationship between the area of the base and the height of the figure. 12. Comprehend the relationship between the volume of a cylinder and that of a cone.	1. What observations have you made about …? 2. What do you notice when …? 3. What parts of the problem might you eliminate? 4. How would you know if … makes a pattern? 5. What useful ideas have we learned before that come in handy when solving this problem? 6. How does this relate to …? 7. In what ways might this problem connect to other mathematical concepts? 8. Will the same strategy work in other situations? 9. Is this always true, sometimes true, or never? 10. How would you prove that …? 11. What is happening in this situation? 12. Could we make a mathematical rule for …? 13. What mathematical consistencies do you notice? 14. What predictions or generalizations can this pattern support?

13. Solve real-world application problems. 14. Draw conclusions to determine that a greater likelihood occurs as the number of favorable outcomes approaches the total number of outcomes. 15. Know that probability is expressed as a number between 0 and 1. 16. Create visual representations of data. 17. Develop probability models to find the probability of events. 18. Use probability to make decisions. 19. Predict frequencies of outcomes. 20. Define and describe compound events. 21. Identify the outcomes in the sample space for a relevant event 22. Choose appropriate methods (such as organized lists, tables and tree diagrams) to represent sample spaces for compound events. 23. Compare experimental probability to theoretical probability.	

INSTRUCTIONAL STRATEGIES FOR IMPLEMENTING THE STANDARDS FOR MATHEMATICAL PRACTICES

SAMPLE TASKS TO SUPPORT CC GEOMETRY

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