



# CW High School

## Geometry A

### 1. Beginning Geometry (20.00%)

#### Learning Targets

#### 1.1 I can apply the Pythagorean Theorem to solve for any distance in a real world problem involving right triangles.

Learning Target	Descriptor	Definition
4	Proficient	I can apply the Pythagorean Theorem to solve for any distance in a real world problem involving right triangles.
3	Developing	I can use the converse of the theorem to determine if three given lengths will form a right triangle.
2	Basic	I can find the length of any missing side of a right triangle by applying the Pythagorean Theorem.
1	Minimal	I can identify the legs and hypotenuse of a right triangle.
0	No Evidence	No evidence shown.


#### 1.2 I can apply the Midpoint Formula to find the coordinates of a missing endpoint within the context of a story problem.

Learning Target	Descriptor	Definition
4	Proficient	I can apply the Midpoint Formula to find the coordinates of a missing endpoint within the context of a story problem.
3	Developing	I can generate a missing endpoint of a line segment using the Midpoint Formula when directly instructed to do so.
2	Basic	I can use the Midpoint Formula in direct applications when given the two end points.
1	Minimal	I can identify when I need to use the Midpoint Formula to find the center of a line segment.
0	No Evidence	No evidence shown.

#### 1.3 I can select and solve the proper formula to find the distance between two endpoints in a real world application problem.

Learning Target	Descriptor	Definition
4	Proficient	I can select and solve the proper formula to find the distance between two endpoints in a real world application problem.
3	Developing	I can calculate the distance between two endpoints using the Distance Formula when asked to find the length of a line segment.
2	Basic	I can correctly identify $(x_1, y_1)$ and $(x_2, y_2)$ and put them into the proper places of the Distance Formula.
1	Minimal	I can identify when I need to use the Distance Formula to find the length of a line segment.
0	No Evidence	No evidence shown.

### 2. Line and Angle Relationships (20.00%)

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2.1 I can prove pairs of lines are either parallel or perpendicular to each other by calculating and interpreting their slopes.

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Learning Target	Descriptor	Definition
4	Proficient	I can prove pairs of lines are either parallel or perpendicular to each other by calculating and interpreting their slopes.
3	Developing	I can write the equation of a line which will be either parallel or perpendicular to a given line, with a specified y-intercept.
2	Basic	I can compute the slope of a line using the slope formula and generate a slope which will be perpendicular to the line.
1	Minimal	I can compute the slope of a line using the slope formula.
0	No Evidence	No evidence shown.

2.2 I can identify supplementary, complementary, and vertical angles when presented in a multiple angle diagram and use their definitions to solve for missing angle measurements when given algebraic expressions.

Learning Target	Descriptor	Definition
4	Proficient	I can identify supplementary, complementary, and vertical angles when presented in a multiple angle diagram and use their definitions to solve for missing angle measurements when given algebraic expressions.
3	Developing	I can identify supplementary, complementary, and vertical angles when presented in a multiple angle diagram and use their definitions to solve for missing angle measurements when given direct angle measurements.
2	Basic	I can identify supplementary, complementary, and vertical angles when presented in a single angle relationship diagram and use their definitions to solve for missing angle measurements when given direct angle measurements.
1	Minimal	I can identify vertical angles, complementary angles, and linear pairs of angles.
0	No Evidence	No evidence shown.

2.3 I can utilize the angle relationships to find angle measurements given algebraic expressions in multiple angle situations.

Learning Target	Descriptor	Definition
4	Proficient	I can utilize the angle relationships to find angle measurements given algebraic expressions in multiple angle situations.
3	Developing	I can solve for angle relationships when only one is presented at a time given algebraic expressions.
2	Basic	I can solve for angle relationships when only one is presented at a time and when given a direct angle measurement.
1	Minimal	I can solve for relationships which require angles to be set equal to each other.
0	No Evidence	No evidence shown.



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4 I can identify and name all 8 angle pairs present when transversals cross sets of parallel lines.

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Learning Target	Descriptor	Definition
4	Proficient	I can identify and name all 8 angle pairs present when transversals cross sets of parallel lines.
3	Developing	I can identify and name Corresponding Angles, Consecutive (Same-Side) Interior Angles, and Consecutive (Same-Side) Exterior Angles when transversals cross sets of parallel lines.
2	Basic	I can identify and name Alternate Interior Angles and Alternate Exterior Angles when transversals cross sets of parallel lines.
1	Minimal	I can identify and name Linear Pairs and Vertical Angles when transversals cross sets of parallel lines.
0	No Evidence	No evidence shown.



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### 3. Transformations (20.00%)

#### Learning Targets

3.1 I can draw the rotation of a figure about the origin of a graph. I can draw the reflection of a figure across a diagonal line.

Learning Target	Descriptor	Definition
4	Proficient	I can draw the rotation of a figure about the origin of a graph. I can draw the reflection of a figure across a diagonal line.
3	Developing	I can determine the translation vector used to move a figure from one location to another, when given a diagram.
2	Basic	I can draw the translation of a figure using a translation vector.
1	Minimal	I can draw the reflection of a figure across either the x or y-axis
0	No Evidence	No evidence shown.

3.2 I can utilize diagrams to determine if a dilation is an enlargement or reduction and provide the proper scale factor which describes the dilation by calculating the lengths of corresponding sides.

Learning Target	Descriptor	Definition
4	Proficient	I can utilize diagrams to determine if a dilation is an enlargement or reduction and provide the proper scale factor which describes the dilation by calculating the lengths of corresponding sides.
3	Developing	I can derive the proper scale factor between objects which have either been enlarged or reduced, when given the lengths of two corresponding sides.
2	Basic	I can use a scale factor to dilate the vertices of a figure and draw both the original and copy on a coordinate grid.
1	Minimal	I can determine if an object has been enlarged or reduced based on a diagram.
0	No Evidence	No evidence shown.

3.3 I can determine if a figure has linear and/or rotational symmetry, draw in all lines of symmetry, and determine the order and magnitude of the rotation.

Learning Target	Descriptor	Definition
4	Proficient	I can determine if a figure has linear and/or rotational symmetry, draw in all lines of symmetry, and determine the order and magnitude of the rotation.
3	Developing	I can determine if a figure has rotational symmetry and calculate the magnitude of the rotation.
2	Basic	I can determine if a figure has rotational symmetry and calculate the order of rotation.
1	Minimal	I can demonstrate the linear symmetry of a figure by drawing in all the lines of symmetry for that figure.



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

#### 4. Circles (20.00%)

##### Learning Targets

##### 4.1 I can I can identify all the major components of a circle including lines segments, angles, and arcs.

Learning Target	Descriptor	Definition
4	Proficient	I can I can identify all the major components of a circle including lines segments, angles, and arcs.
3	Developing	I can identify chords, secants, and tangents.
2	Basic	I can differentiate between central and inscribed angles.
1	Minimal	I can differentiate between the diameter and radius of a circle.
0	No Evidence	No evidence shown.

##### 4.2 I can utilize the measure of the central angle of a circle to calculate the length of an inscribed arc.

Learning Target	Descriptor	Definition
4	Proficient	I can utilize the measure of the central angle of a circle to calculate the length of an inscribed arc.
3	Developing	I can utilize the the relationships between central and inscribed angles and their corresponding arcs when given multiple angles in the same diagram.
2	Basic	I can compute the measure of an inscribed angle given the corresponding arc and compute the measure of the arc given the corresponding inscribed angle.
1	Minimal	I can compute the measure of a central angle given the corresponding arc and compute the measure of the arc given the corresponding central angle.
0	No Evidence	No evidence shown.

##### 4.3 I can compute the area of circles and sectors given the circumference of the circle.

Learning Target	Descriptor	Definition
4	Proficient	I can compute the area of circles and sectors given the circumference of the circle.
3	Developing	I can compute the area of a sector given the measure of the negative space or diameter.
2	Basic	I can compute the area of a sector given the measure of the central angle and radius.
1	Minimal	I can compute the area of a circle given either the radius or the diameter.


  
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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

#### 4.4 I can derive the equation of a circle given the center and a point on the circumference of the circle.

Learning Target	Descriptor	Definition
4	Proficient	I can derive the equation of a circle given the center and a point on the circumference of the circle.
3	Developing	I can derive the equation of a circle from a diagram on the Cartesian plane.
2	Basic	I can derive the equation of a circle given the length of the radius and the center at a point (h,k).
1	Minimal	I can identify the center of a circle and the length of its radius from the equation.
0	No Evidence	No evidence shown.

#### 5. Radical Numbers and Exponents (20.00%)


##### Learning Targets

5.1 I can select and apply the proper Law of Exponents needed to simplify a rational expression which contains coefficients without having negative exponents.

Learning Target	Descriptor	Definition
4	Proficient	I can select and apply the proper Law of Exponents needed to simplify a rational expression which contains coefficients without having negative exponents.
3	Developing	I can apply the Quotient Law to reduce a rational expression involving monomials when there are no coefficients. I can apply the Product and Power Laws when the monomials have coefficients.
2	Basic	I can apply the Power Law to raise an exponent to a power.
1	Minimal	I can apply the Product Law to multiply monomials with multiple variables.
0	No Evidence	No evidence shown.

#### 5.2 I can reduce a radical expression which contains numbers and variables raised to various powers.

Learning Target	Descriptor	Definition
4	Proficient	I can reduce a radical expression which contains numbers and variables raised to various powers.
3	Developing	I can reduce a radical expression which contains variables raised to various powers.
2	Basic	I can multiply two or more radical numbers together and then simplify the product to the simplest form.
1	Minimal	I can use the multiples of the perfect square numbers to factor and reduce a radical number to its simplest form.


  
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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

**5.3 I can simplify a fraction which has a radical number in the numerator and denominator by multiplying by a version of one and reducing it to the simplest form.**

Learning Target	Descriptor	Definition
4	Proficient	I can simplify a fraction which has a radical number in the numerator and denominator by multiplying by a version of one and reducing it to the simplest form.
3	Developing	I can simplify a fraction which has a radical number in the denominator by multiplying by a version of one and reducing it to the simplest form.
2	Basic	I can simplify a fraction which has a radical number in the numerator and denominator by multiplying by a version of one when no further reducing is needed.
1	Minimal	I can simplify a fraction which has a radical number in the denominator by multiplying by a version of one when no further reducing is needed.
0	No Evidence	No evidence shown.

Submitted on 7/29/2022 by