

Common Core - Mathematics								
Domain: Similarity, Right Triangles and Trigonometry								
Trigonometric Ratios (define trigonometric ratios and solve problems involving right triangles) (G-SRT)								
High School								
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard. The student will:	Example Activities						
4.0	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>							
3.0	<p>The student will:</p> <ul style="list-style-type: none"> explain by similarity, side ratios in right triangles are properties of the acute angles of the right triangles, leading to definitions of trigonometric ratios (G-SRT.6) use the relationship between the sine and cosine of complementary angles (G-SRT.7) use trigonometric ratios and the Pythagorean theorem to solve right triangles in applied problems (G-SRT.8) <p>The student exhibits no major errors or omissions.</p>	<p><u>Trigonometric Ratio and Pythagorean Solving Circuit</u> – Students will participate in a problem solving circuit involving right triangle problems that require the use of either the trigonometric ratios or the Pythagorean Theorem. Students will be given a sheet of paper with all problems to be solved. The teacher will print each problem on an individual sheet of paper and post the problems on the wall around the classroom. Above each problem the teacher will tape the solution to one of the other problems from the set. All students will begin working at a different problem, as they solve the initial problem they will seek out that solution number posted around the room. The solution number will lead them to the next problem to work. This process will continue until the student correctly completes all posted problems. If a student’s solution is not found on the wall this alerts the student to the fact that they did not correctly solve the problem. The circuit embeds an immediate feedback feature that alerts the student to the accuracy of their work. The teacher will be circulating the room as students work to provide specific and immediate feedback to students as they solve the problems within the circuit.</p>						
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>							
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student will:</p> <ul style="list-style-type: none"> recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> sine, cosine, tangent (G-SRT.6) perform basic processes, such as: <ul style="list-style-type: none"> explaining the relationship between the sine and cosine of complementary ratios (G.SRT.7) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p><u>Marzano Vocabulary Template</u> – Students will be given key vocabulary such as sine, cosine, tangent ... Students will fill in the Marzano vocabulary template for each of the key words for the unit. The completed templates will be placed into the student’s interactive vocabulary notebooks.</p> <table border="1"> <tr> <td>Term:</td> <td>My Understanding 1 2 3 4</td> </tr> <tr> <td>My Definition:</td> <td>Visual Trigger:</td> </tr> <tr> <td>Samples of the Concept:</td> <td>Non-Examples:</td> </tr> </table>	Term:	My Understanding 1 2 3 4	My Definition:	Visual Trigger:	Samples of the Concept:	Non-Examples:
Term:	My Understanding 1 2 3 4							
My Definition:	Visual Trigger:							
Samples of the Concept:	Non-Examples:							
	<p>1.5 Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>							

Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content but not the 3.0 content	
Score 0.0	Even with help, no understanding or skill demonstrated.	