

Integrating Technology into a Competency-based system for Personalized Learning

Juab School District

The WHY

**“Empowering our students
to discover and pursue
their dreams.”**

4: Highly Effective	3: Effective	2: Emerging	1: Minimal
<ul style="list-style-type: none"> <input type="checkbox"/> I use the JHS Canvas Shell for each course. <input type="checkbox"/> I identify essential standards of learning and learning objectives. <input type="checkbox"/> I have created rubrics that clearly communicate proficiency levels of learning based on my essential course standards and learning objectives. <input type="checkbox"/> My rubrics allow students to self-evaluate. <input type="checkbox"/> My rubrics use the common JHS 4-point scale 	<ul style="list-style-type: none"> <input type="checkbox"/> I use the JHS Canvas Shell for each course. <input type="checkbox"/> I identify essential standards of learning. <input type="checkbox"/> I have created rubrics that clearly communicate proficiency levels of learning based on my essential course standards. <input type="checkbox"/> My rubrics allow students to self-evaluate. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use the JHS Canvas Shell for each course. <input type="checkbox"/> I have identified essential standards of learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> I use the JHS Canvas Shell for each course.

Module 6: Similarity and Right Triangle Trigonometry

Standard	Level 1	Level 2	Level 3	Level 4
<p>6.1 Use features of similarity to construct similar shapes and prove whether two shapes are similar.</p>	<p>List the properties of similar objects. Construct a similar shape given a scale factor greater than 1 and a center of dilation. Determine whether or not two shapes are similar using features of dilations.</p>	<p>Construct a similar shape given a scale factor and center of dilation. Determine the scale factor given two similar shapes. Using the features of similarity, explain why two objects are or are not similar.</p>	<p>Use the features of similarity to construct similar shapes and prove whether two shapes are similar.</p>	<p>Construct similar shapes using the coordinate plane. Prove whether or not two shapes are similar using the coordinate plane.</p>
<p>6.2 Solve problems using features of similar objects.</p>	<p>Determine missing side and angle measurements for similar quadrilaterals and triangles when the side and angle measurements are numerical values.</p>	<p>Determine missing side and angle measurements for similar polygons by setting up a numerical proportion.</p>	<p>Determine all missing side and angle measurements for similar polygons given algebraic expressions.</p>	<p>Solve contextual problems using features of similarity.</p>
<p>6.3 Explain what trigonometric ratios are and why trigonometric ratios are equivalent for similar right triangles. Determine trigonometric ratios for right triangles.</p>	<p>Given an angle of reference, identify the opposite and adjacent legs as well as the hypotenuse. State the definition of a sine, cosine, and tangent ratio.</p>	<p>Given a triangle with all side lengths and angle measurements, determine all trigonometric ratios. Explain that the sine, cosine, and tangent are specific ratios for right triangles.</p>	<p>Explain what trigonometric ratios are and why they can be applied to right triangles. Determine all trigonometric ratios given a right triangle with two given side lengths. Determines missing angle measurements given two or more side lengths.</p>	<p>Explain what trigonometric ratios are and why they can be applied to right triangles. Explains why angle measurements can be determined given a right triangle and two or more side measurements. Proves trigonometric identities.</p>
<p>6.4 Applies trigonometric ratios to solving problems.</p>	<p>Given a triangle with one angle and one side measurement, determines the appropriate trigonometric ratio to use to solve for a missing side length.</p>	<p>Given a triangle with one angle and one side measurement, determines a specified missing side and angle measurement.</p>	<p>Applies trigonometric ratios to determine all missing side or angle measurements in right triangles.</p>	<p>Applies trigonometric ratios to solve a real-world problem involving right triangles.</p>

Learning is Always Ongoing

Reporting Term: Q3

Mode: Assignments

Final Grades

Student View



Q3 In Progress				pts: 100	Quadratic Func... 02/19/2016 pts: 4	5.1 Geometric ... 02/22/2016 pts: 4	5.4 Applying Pr... 02/22/2016 pts: 4	5.2 Proving Th... 02/27/2016 pts: 4	5.3 Proving Th... 02/27/2016 pts: 4	5.1 Geometric ... 03/10/2016 pts: 4	5.2 Triangle/Li... 03/10/2016 pts: 4	5.3 Parallelogr... 03/10/2016 pts: 4	5.4 Application... 03/10/2016 pts: 4	5.5 Congruent ... 03/10/2016 pts: 4	Module 5 Asse... 03/10/2016 pts: 100	Thinking Metac... 03/11/2016 pts: 4
Student...	(Q...	A	T													
Amy ...	C+	1	-	80	4	3.25	2.5	3	2.5	3	2.75	2.5	2	3	66.25	4
Chan...	A-	2	-	80	4	4	4	3.8	3	4	3.8	3	4	4	94	4
MaKa...	A	-	-	58	4	3.5	4	3.95	4	4	4	3.9	2.75	4	93.25	4
Kaitle...	B-	3	-	75	3	4	3.9	3.9	3	3.95	3.9	2.5	2.5	4	84.25	4
Tyree...	A	3	-	00	4	4	4	4	3.8	4	3.75	4	4	4	98.75	4
Dura...	A	1	-	00	4	4	4	3	3.5	4	4	3.75	4	4	98.75	4
Marin...	A	-	-	75	4	3.95	4	3	3.5	4	3.75	3.75	4	3.65	95.75	4
Alliso...	F	7	-	9.2	1	4	2	2.5	3.5	3.25	2.5	2	2	3	63.75	4
Jerick...	A-	-	-	75	4	4	3.9	3.5	2.75	4	4	4	2.75	4	78.75	4
Max ...	C	4	-	67	4	3.25	3	2.5	2.25	2.75	2.5	2.25	2.75	3.75	66.25	4
Hage...	A	1	-	58	4	4	4	4	4	4	4	4	4	4	100	4
Tann...	B+	-	-	83	3	4	4	3	3.5	4	3	3.25	3.5	3.75	87.5	4
Katie ...	B+	-	-	92	4	3.95	3.75	3.9	3.5	3.25	3	3.5	3.75	4	86.25	4
Asht...	A-	2	-	25	4	4	4	3.75	3.5	4	3.5	3.5	3.75	4	93.75	4
Tuck...	B+	-	-	00	3	4	4	3.75	3.5	4	3	3	4	4	90	4
Garla...	A-	-	-	42	4	4	3.5	4	3	4	4	4	3.5	4	85	4
Drake...	C+	-	-	17	4	4	1	2	3.5	4	2	3.5	1	4	67.5	4
Kysia ...	A	1	-	58	4	4	4	3.75	3.5	4	3.8	4	3.75	4	97.75	4
Carte...	A-	-	-	08	4	4	4	4	4	4	3.95	4	4	4	99.75	4
Lillian...	A	-	-	00	4	4	4	4	3.75	4	3.75	3.5	4	4	96.25	4
Kade...	A-	-	-	25	4	4	4	4	3.5	4	2.75	3.25	3.5	3.5	85	4
Natas...	A-	2	-	91	4	3.75	4	3.75	3.5	3.75	3.75	3.5	4	4	95	4
mean	B+	4			3.8	3.9	3.6	3.5	3.4	3.8	3.4	3.4	3.3	3.9	87.3	4
median	A-	67			4	4	4	3.75	3.5	4	3.75	3.5	3.75	4	90.88	4
mode		0			4	4	4	4	3.5	4	4	4	4	4		4

Use Technology to Personalize Learning

6. Similarity



Rubric.pdf	
6.1 Similar Object Construction	
6.2 Solving Problems with Similar Objects	
6.3 Define and Identify Trigonometric Ratios	
6.4 Solve Problems Using Trigonometric Ratios	
Answer Keys Similarity and Right Triangle Trigonometry	
AAAAAHHHHHHH!!!! HELP ME!!!	
How to Show Shapes are Similar	

0 pts

View All Pages

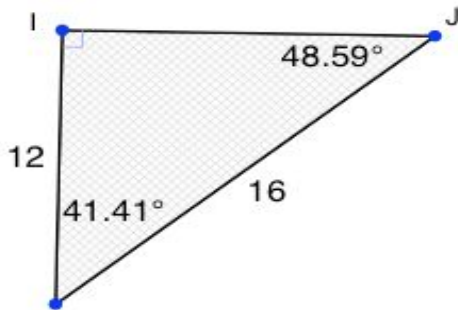
Published Edit

- Home
- Assignments
- Announcements
- Discussions
- Pages
- Quizzes
- Syllabus
- People
- Conferences
- Collaborations

6.3 Define and Identify Trigonometric Ratios

6b.1 Define and determine trigonometric ratios: sine, cosine, and tangent. **USOE G.SRT.6**

Module 6: Similarity and Right Triangle Trigonometry				
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Determine the missing angles of the right triangle.

First, we can pick an angle, say $\angle A$, as an angle of reference. From $\angle A$ we have an opposite leg and the hypotenuse. We are talking about the sine ratio. So

$$\text{if } \sin A = \frac{6}{23} \text{ then } \sin^{-1} \frac{6}{23} = A$$

$$\sin^{-1} \frac{6}{23} = 15.122^\circ$$

$$\angle A = 15.122^\circ \text{ and } \angle B = 90^\circ - 15.122^\circ = 74.878^\circ$$

Homework Helps

[Student Aids.docx](#)

[Student Aids.docx](#) -- How to Solve

[TrigRatiosSeven550x398.JPG](#)

Make the Standards Visible to Students

English 9 applies strategies for writing as well as understanding literary and informational texts. Various short stories, poetry, and informational texts enrich our year's study. Major works may include [The Book of Awesome](#), [Romeo and Juliet](#), [Fahrenheit 451](#), [The House on Mango Street](#), [Dr. Jekyll and Mr. Hyde](#), or [The Five People You Meet in Heaven](#).

K.Bassett

Course Standards

- Standard 1: [Writing](#)
- Standard 2: [Reading Literature](#)
- Standard 3: [Reading Informational](#)
- Standard 4: [Speaking and Listening](#)
- Standard 5: [Language](#)

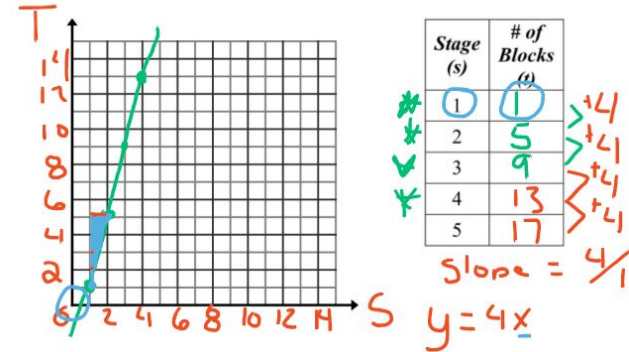


[Disclosure](#)  [PowerSchool](#)  | [JHS Homepage](#)  | [Modules](#) | [Other Link\(s\)](#)

Provide Interventions

- “Flipping” the classroom, (as needed)
 - Allows school time to work individually or in small groups with the teacher.
- Instructional Videos -
 - Student access to learning the standards.
- Multiple and Varied Approaches
- Open Student/Teacher Communication

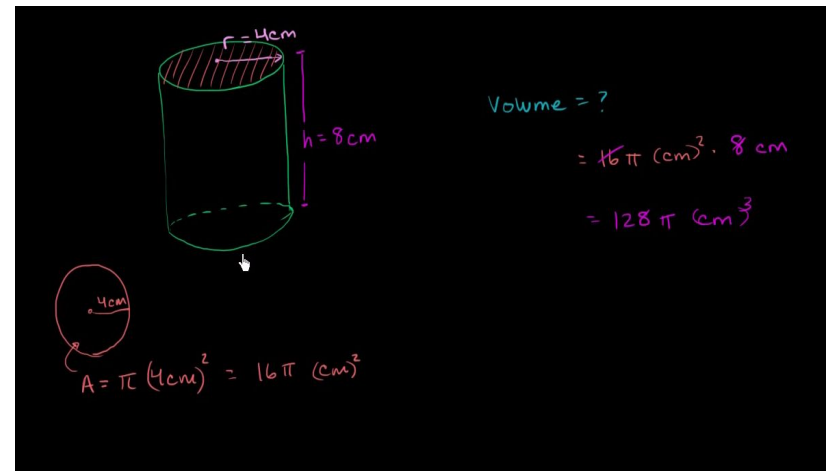
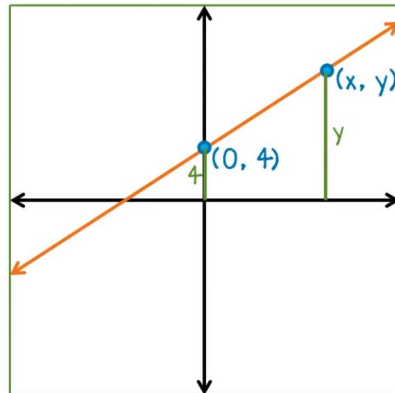
VIDEO HELP 2.2b Representations of a Linear Pattern



Core Lesson

Slope: $\frac{2}{3}$

$$\frac{y-4}{x} = \frac{2}{3}$$



YET

JUAB SCHOOL DISTRICT

PERSONALIZED LEARNING:
EMPOWERING OUR STUDENTS TO DISCOVER and PURSUE THEIR DREAMS.
JUAB PLAYBOOK

OUR VALUES STAY CONSTANT → CREATES TRUST



HOW WE GET THERE CAN BE LOOSER.

OUR VISION MATTERS

MEETING STUDENT NEEDS

WORKING WITH OUR COMMUNITY

GLOBAL 24 HOURS 365 DAYS

2 WAY COMMUNICATION

- HIGHER DEPTH of KNOWLEDGE
- ADVOCATES of MY OWN LEARNING
- CREATING NEW IDEAS
- APPLYING KNOWLEDGE
- ASKING QUESTIONS
- I AM DOING THIS... BECAUSE...
- ENGAGED
- EXCITED
- HAPPY
- EMPOWERMENT
- ORGANIZED CHAOS
- FOCUSED

WHAT I NEED WHEN I NEED

PROBLEM SOLVING REAL-WORLD PROBLEMS.

SEEKING INFORMATION

TECHNOLOGY drives EQU·A·L·I·Z·E·R.

BOARD and POLICY SUPPORT

CURRENT PLAYS

- SMALL GROUP
- 1:1
- INTERVENTION
- PEER TEACHING

FLEXIBLE SCHEDULING

STRONG SYSTEM FOR P.D and TEACHER EVALUATION

GOOD TECHNOLOGY and INFRASTRUCTURE

DATA INFORMED INSTRUCTURE

MOVING TOWARDS STANDARDS-BASED

to MASTERY

to COMPETENCY

2015-2016

PROVIDING GOOD PROFESSIONAL DEVELOPMENT

MORE STANDARDS at the ELEMENTARY LEVEL and CONTINUING at SECONDARY

CELEBRATING OUR SUCCESSES

ADAPT and STAY RELEVANT WITH OUR VISION

2017 - 18

CONTINUING PURSUE GREAT TECHNOLOGY

CONTINUING TO INVEST in TECHNOLOGY HUMAN CAPITAL, and P.D