

GRADE: _____

VENDOR: CORD Communications, Inc.

INSTRUCTIONAL MATERIALS: CORD Geometry, 2nd Edition

SUBJECT: Geometry

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COMMENTS: _____

**MATHEMATICS
SPECIFIC CRITERIA FOR CONTENT AND SKILLS
GEOMETRY AND APPLIED GEOMETRY**

Geometry is a course designed for students who have successfully completed the objectives for Algebra I. The study of geometry should include experiences and activities that foster in students a feeling for the value of geometry in their lives. Students should be encouraged to develop conjectures by inductive processes using manipulatives and computer software. Cooperative learning groups are particularly effective in allowing students to become proficient in analyzing conjectures and in formulating proofs. Emphasis should be placed on applications to the work place and everyday life and on connections to other branches of mathematics and other disciplines. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Applied Geometry is a course for students who have successfully completed the objectives of Algebra I. Upon completion of this course a geometry credit will be given. Applied Geometry will use manipulatives to enhance the understanding of geometric concepts and terminology. Working in groups will allow students to analyze applications of geometry in their lives and in the work place. Concepts will be taught using laboratory activities including the use of technology as a learning tool. The objectives for Applied Geometry will be the same as those for Geometry. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

The evaluation of all mathematics materials is based on separate criteria for three (3) categories:

- Category I: Standards Based Components
- Category II: Technology and Manipulatives
- Category III: Mathematics Content

In order to be approved and listed on the West Virginia Multiple List for Mathematics Materials, each category must be evaluated separately.

- Category I: Standards Based Components must meet 80% (4/5) of the criteria at "In-depth" and/or "Adequate."
- Category II: Technology and Manipulatives must also meet 80% (7/8) of the criteria at "In-depth" and/or "Adequate."
- Category III: Mathematics Content must meet 80% of the criteria at "In-depth" and/or "Adequate" for each grade level or course.

All materials at this grade level must (1) be research based and theory driven; (2) incorporate basic, accurate information that is developmentally appropriate; (3) use interactive activities that actively engage students; (4) provide students with opportunities to model and practice relevant skills; (5) develop higher order thinking opportunities; and (6) be based on national standards. The instructional materials should provide students with opportunities to

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	<i>I = In-depth</i>	<i>A = Adequate</i>	<i>M = Minimal</i>	<i>N = Nonexistent</i>		I	A	M

STANDARD 3: GEOMETRY

Pages 4-11	1.	identify and represent basic undefined terms and derive basic concepts of segments, rays, and angles (G.3.1)	___	___	___	___			
Pages 68-73, 74-79, 123-124, 136, 194, 198	2.	differentiate between inductive and deductive reasoning (G.3.2)	___	___	___	___			
Pages 69-72, 80-84, 85-88, 89-94, 109, 115-121, 123-137, 154, 155, 230, 235, 282, 327, 340, 344, 366, 371, 372, 680, TE 269	3.	use symbolic logic and Venn diagrams to represent the converse, inverse, and contrapositive of a conditional statement(G.3.3)	___	___	___	___			
Pages 69-72, 85-88, 89-94	4.	construct logical arguments in formal methods with direct and indirect reasoning (G.3.4)	___	___	___	___			
Pages 69-72, 85-88, 89-94	5.	construct logical arguments in informal methods with direct and indirect reasoning (G.3.4)	___	___	___	___			
Pages 23, 26-29, 30-34, 35, 43, 64, 75-76, 88, 103-109, 110-114	6.	apply definitions, theorems, and postulates related to such topics as complimentary, supplementary, vertical angles, and angles formed by perpendicular lines (G.3.5)	___	___	___	___			
Pages 30-34, 44-45, 52, 140-147, 148-154, 155-161, 164-165, 184-186, 186-187, 190-201, 212, 214, 220-221, 223, 230, 273-278, 284, 497-499, 563, 680	7.	explore the relationship between angles formed by two lines cut by a transversal when lines are and are not parallel, and use the results to develop methods to show parallelism (G.3.6)	___	___	___	___			

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Pages 341-347, 360, 369-371, 373-387, 391, 407, 411, 473, 474, 504, 512, 537, 545, 576, 631, 653, 656	13.	apply the Pythagorean Theorem and its converse in solving practical problems and in deriving the special right triangle relationships (G.3.11)				—	—	—	—
Pages 533-541, 542-549, 550-556, 565-567, 567-570, 571-579, 618, 625, 673, 697	14.	investigate measures of angles formed by chords, tangents, and secants of a circle and the relationship to its arcs (G.3.12)				—	—	—	—
Pages 162-170, 171-178, 179-183, 186-187, 188-189, 190-201, 210, 257, 259-261, 262-267, 268-272, 273-278, 279-284, 285-290, 291-292, 293-294, 294-296, 297-307, 330, 322, 340, 341-347, 352, 360, 420, 461, 463, 466, 469, 470, 472-473, 477-480, 513, 528, 529, 588, 604, 611, 631, 680, 696	15.	given a polygon, find angle measures of interior and exterior angles; find length of sides from given data; and use properties of regular polygons to find missing data (G.3.13)				—	—	—	—
Pages 694-697, 722, 729	16.	develop properties of tessellating figures and use those properties to tessellate the plane (G.3.14)				—	—	—	—

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Pages 4, 167 22. compare and contrast other geometries to Euclidean geometry (G.3.19) — — — —

Pages 460, 463, 464, 469, 470, 483, 485, 486, 504, 507-508, 509, 514, 515, 549, 556, 697 23. find or approximate the area of regions not defined by specific formulas (G.3.20) — — — —