

CHAPTER 2: GEOMETRY



End-of-Unit Summative Assessment

Performance-Based Assessment

Propose a street map to city planners for an expansion project using purposeful lines and angles.



Integrated Objective

What should students know or do by the end of the lesson?

Describe the position of lines (streets) and angles on their city map.

Exit Ticket Prompt

Justify the placement of two of the lines and angles on your street map.

Model Response

I drew two one-way streets that were parallel to each other, because they create a smoother traffic flow and more green space between the one-way streets. I created an obtuse angle in the northwest corner because it makes a large space for a public park at the edge of the city.

Integrated Objective

Thinking verb + content + language use (by . . .)

Justify the placement of the lines and angles on your street map by using the names of lines and angles and the structure *I drew* ____, *because* ____.



Establish Comprehensible Input

Scaffold(s)
Background,
Sensory, Graphic,
Interactive,
Linguistic

Linguistic: Draw and label lines and angles on the board.

Background: Show basic street maps from students' home towns and local cities as models.



Structure Academic Output

Scaffold(s)
Word, Sentence,
Organization,
and Context
Dimension

Sentence: Model how to justify the placement of lines and angles, and provide sentence frames.