



## El Dorado Union High School District 9th Grade Placement Criteria for Mathematics

Placement at this time is based on grades from previous course and end of course final exam results. In the future, 8<sup>th</sup> grade Smarter Balanced Assessment Consortium (SBAC) Summative Assessment scores will assist with student placement as well.

The El Dorado Union High School District (EDUHSD) requires middle school teachers to make initial placement recommendations in January for scheduling purposes. However, final middle school teacher recommendations will be submitted by June 1. Middle school teachers are asked to follow the placement criteria outlined below when submitting final recommendations. Parents wishing to appeal the middle school teacher's placement shall submit a written request detailing the grounds for appeal to the high school principal. The written appeal will be shared with the student's guidance counselor and the high school's mathematics department chair. The principal will make the final decision regarding placement.

### **Algebra Foundations**

This course is designed for students entering high school below grade level. This course will prepare students for success in our Algebra 1 course. Topics include math computation and pre-algebra concepts with a CA State Standards focus. This course is currently going through revision in order to best meet the needs of 9th grade students who have been enrolled in 8<sup>th</sup> grade CA State Standards math.

Textbook: **California Big Ideas Math Advanced 1**, Big Ideas Learning, LLC/ Holt-McDougal, 2015

#### Middle School Teacher Recommendation Criteria:

For students who failed to master 8<sup>th</sup> grade mathematics grade level standards and are entering high school with below grade level skills as measured by course marks and summative assessment results.

### **Algebra 1**

This course is designed for students at grade level. Topics in this course are CA State Standards based and include solving multi-step and absolute value equations, solving proportions, solving a system of equations algebraically, solving and graphing compound inequalities, solving and graphing absolute value inequalities and systems of inequalities, graphing linear equations and systems of linear equations, writing equations of lines between two points and of lines parallel and perpendicular to a line and a given point, simplifying exponential expressions, function notation, evaluating and graphing functions, multiplying and factoring polynomials, solving quadratic equations by factoring, the quadratic formula and completing the square, operations with rational expressions and constructing and analyzing box-and-whisker plots for a set of data.

Textbook: **Algebra 1**, Pearson, 2015-CA edition

#### Middle School Teacher Recommendation Criteria:

For students who have successfully mastered 8<sup>th</sup> grade mathematics grade level standards as measured by course marks and summative assessments.

## Geometry

This course is designed for students who completed a full Algebra 1 course in 8<sup>th</sup> grade. Topics in this course are CA State Standards based and include inductive and deductive reasoning, properties and proofs of parallel and perpendicular lines and congruent triangles, relationships with triangles, properties of polygons and quadrilaterals, similar shapes and proportional reasoning, trigonometry, transformations, properties of circles, finding area and perimeter of triangles, various quadrilaterals, regular polygons and circles, and finding the surface area and volume of prisms, pyramids, cones, cylinders, and spheres.

Textbook: **Geometry**, Pearson, 2012 edition

Middle School Teacher Recommendation Criteria:

Student earned a 75% or higher raw score on the EDUHSD Algebra 1 final.<sup>1</sup>

Student earned an 80% or higher end of year grade in a full Algebra 1 course as described above.

Student earned an 80% or higher average on Algebra 1 assessments throughout the year.

## Algebra 2 (UMHS only)

This course is designed for students who have completed full courses of both Algebra 1 and Geometry. Topics in this course are CA State Standards based and include linear and absolute value equations and inequalities, linear systems with two and three variables, linear programming, quadratic functions, polynomial functions, radical equations and rational exponents, exponential and logarithmic functions, rational functions, sequences and series, conic sections, probability and statistics, and introductory trigonometry including right triangle and special angle trigonometry, and laws of sines and cosines.

Textbook: **Algebra 2**, McGraw-Hill, 2014 edition

Middle School Teacher Recommendation Criteria:

Student earned an 80% or higher raw score on the EDUHSD Geometry final.<sup>2</sup>

Student earned an 85% or higher end of year grade in a full Geometry course as described above.

Student earned an 85% or higher average on summative assessments throughout the year.

## Advanced Algebra 2 (EDHS, ORHS, PHS)

This course is designed for students who have completed full courses of both Algebra 1 and Geometry. This course covers the same topics as Algebra 2 but in more depth to ensure students are prepared for Pre-Calculus. Topics in this course are CA State Standards based and include linear and absolute value equations and inequalities, linear systems with two and three variables, linear programming, graphs in three dimensions, quadratic functions and systems, polynomial functions, radical equations and rational exponents, exponential and logarithmic functions, rational functions, sequences and series, conic sections, probability and statistics, and introductory trigonometry including right triangle and special angle trigonometry, and laws of sines and cosines.

Textbook: **Algebra 2**, Pearson, 2012 edition

Middle School Teacher Recommendation Criteria:

Student earned an 80% or higher raw score on the EDUHSD Geometry final.<sup>2</sup>

Student earned an 85% or higher end of year grade in a full Geometry course as described above.

Student earned an 85% or higher average on summative assessments throughout the year.

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<sup>1</sup> To be administered at the end of 8<sup>th</sup> grade by the middle school Algebra 1 teacher

<sup>2</sup> To be administered at the end of 8<sup>th</sup> grade by the middle school Geometry teacher