

GEOMETRY

Unit 1: Basics of Geometry

Estimated Time: 14 days / Sept.

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.D.1.1 Analyze and/or use patterns or relations.</p> <p>M11.B.2.1 Use and/or compare measurements of angles.</p> <p>M11.B.2.2 Use and/or develop procedures to determine or describe measures of perimeter, circumference, area, surface area and/or volume. (May require conversions within the same system.)</p>	<p>M11.D.1.1.1 Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.</p> <p>M11.B.2.1.1 Measure and/or compare angles in degrees (up to 360°)</p>	<p>Finding and describing patterns</p> <p>Inductive reasoning</p> <p>Points, lines, and planes</p> <p>Sketching intersections</p> <p>Segments and their measures</p> <p>Angles and their measures</p>	<p>Define terminology</p> <p>Draw visual and number patterns</p> <p>Use patterns to make conjectures</p> <p>Identify points, lines, and planes</p> <p>Identify intersecting lines and planes</p> <p>Draw intersecting lines and planes</p> <p>Measure segments in customary and metric units</p> <p>Classifying angles</p> <p>Identifying parts of an angle</p> <p>Measuring angles with a protractor</p> <p>Draw angles</p> <p>Adding angle measures</p>	<p>McDougall Littell Geometry Concepts and Skills: Chapter 1</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · How do I know where to begin when solving a problem? · How does explaining my process help me to understand a problem's solution better? · How do I decide what strategy will work best in a given problem situation? · What do I do when I get stuck? · How do I know when a result is reasonable? · What is the relationship between solving problems and computation?

Vocabulary: conjecture, inductive reasoning, counterexample, undefined term, point, line, plane, postulate, collinear point, coplanar points, coplanar lines, segment, endpoint, ray, intersect, intersection, coordinate, distance, length, between, congruent segments, angle, sides of an angle, vertex of an angle, measure of an angle, degrees, congruent angles, acute angles, right angle, obtuse angle, straight angle

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Unit 2: Segments and Angles

Estimated Time: 13 days / Sept.-Oct.

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.C.1.2 Recognize and/or apply properties of angles, triangles and Quadrilaterals</p> <p>M11.C.1.3 Use properties of congruence, correspondence and similarity in problem-solving settings involving two- and three- dimensional figures.</p> <p>M11.B.2.1 Use and/or compare measurements of angles.</p> <p>M11.D.1.1 Analyze and/or use patterns or relations.</p>	<p>M11.C.1.2.2 Identify and/or use properties of quadrilaterals (e.g., parallel sides, diagonals, bisectors, congruent</p> <p>M11.C.1.2.1 Identify and/or use properties of triangles (e.g., medians, altitudes, angle bisectors, side/angle relationships, Triangle Inequality Theorem).</p> <p>M11.B.2.1.1 Measure and/or compare angles in degrees (up to 360°)</p> <p>M11.C.1.3.1 Identify and/or use properties of congruent and similar polygons or solids.</p>	<p>Understanding segment bisectors</p> <p>Understanding angle bisectors</p> <p>Complementary and supplementary angles</p> <p>Vertical angles</p> <p>Using if-then statements and deductive reasoning</p> <p>Using properties of equality and congruence</p>	<p>Define terminology</p> <p>Using algebra to find the midpoint of a segment</p> <p>To bisect an angle</p> <p>Using algebra to find angle measures</p> <p>Finding measures of complementary and supplementary angles and to be able to identify them</p> <p>Using algebra with vertical angles</p> <p>Apply laws of logic</p> <p>Use logical reasoning</p>	<p>McDougall Littell Geometry Concepts and Skills: Chapter 2</p> <p>Geometer sketchpad</p> <p>SAS in Schools</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · How do geometric models describe spatial relationships? · How are geometric figures and objects classified? · How do I use geometric relationships to analyze or solve problems? · How do I decide what tool will work best in any given problem situation? · How do the properties of lines and angles contribute to geometric understanding? · What role do lines and angles play in interpreting the world around us?

Vocabulary: midpoint, segment bisector, bisect, angle bisector, complementary angles, complement of an angle, supplementary angles, supplement of an angle, adjacent angles, theorem, vertical angles, linear pair, if-then statement, hypothesis, conclusion, deductive reasoning

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Unit 3: Parallel and Perpendicular Lines

Estimated Time: 15 days / Oct.-Nov.

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.B.2.1 Use and/or compare measurements of angles.</p> <p>M11.C.1.2 Recognize and/or apply properties of angles, triangles and quadrilaterals.</p>	<p>M11.B.2.1.1 Measure and/or compare angles in degrees (up to 360°)</p> <p>M11.C.1.2.2 Identify and/or use properties of quadrilaterals (e.g., parallel sides, diagonals, bisectors, congruent sides/angles and supplementary angles).</p>	<p>Understanding relationships between lines</p> <p>Using theorems about perpendicular lines</p> <p>Using angles formed by transversals</p> <p>Using parallel lines and transversals</p> <p>Showing lines are parallel</p> <p>Using translations</p>	<p>Identify parallel, perpendicular, and skew lines</p> <p>Identify relationships between lines and in space</p> <p>Use reasoning to find perpendicular lines</p> <p>Using algebra with perpendicular lines</p> <p>Use theorems about perpendicular lines</p> <p>Identify and describe angles formed by transversals</p> <p>Find measures of corresponding angles, alternate interior angles, alternate exterior angles and same-side interior angles</p> <p>Use algebra with angle relationships</p> <p>Identify parallel lines</p> <p>Construct parallel lines</p> <p>Use properties of parallel lines</p> <p>Identify and use translations</p> <p>Use coordinate notation</p> <p>Draw translated figures</p>	<p>McDougall Littell Geometry Concepts and Skills: Chapter 3</p> <p>Geometer sketchpad</p> <p>SAS in Schools</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · How do geometric models describe spatial relationships? · How are geometric figures and objects classified? · How do I use geometric relationships to analyze or solve problems? · How do I decide what tool will work best in any given problem situation? · How do the properties of lines and angles contribute to geometric understanding? · What role do lines and angles play in interpreting the world around us?

Vocabulary: parallel lines, perpendicular lines, skew lines, parallel planes, line perpendicular to a plane, transversal, corresponding angles, alternate interior angles, alternate exterior angles, same-side interior angles, converse, construction, translation, image, transformation

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Unit 4: Triangle Relationships

Estimated Time: 17 days / Nov.

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.B.2.1 Use and/or compare measurements of angles.</p> <p>M11.C.1.2 Recognize and/or apply properties of angles, triangles and quadrilaterals.</p> <p>M11.C.1.4 Solve problems involving right triangles using the Pythagorean Theorem.</p>	<p>M11.B.2.1.1 Measure and/or compare angles in degrees (up to 360°)</p> <p>M11.C.1.2.1 Identify and/or use properties of triangles (e.g., medians, altitudes, angle bisectors, side/angle relationships, Triangle Inequality Theorem)</p> <p>M11.C.1.2.2 Identify and/or use properties of quadrilaterals (e.g., parallel sides, diagonals, bisectors, congruent sides/angles and supplementary angles).</p> <p>M11.C.1.4.1 Find the measure of a side of a right triangle using the Pythagorean Theorem (Pythagorean Theorem included on the reference sheet).</p>	<p>Classifying triangles</p> <p>Angle measures of triangles</p> <p>Isosceles and equilateral triangles</p> <p>The Pythagorean theorem and the distance formula</p> <p>The converse of the Pythagorean theorem</p> <p>Medians of a triangle</p> <p>Triangles inequalities</p>	<p>Classify triangles by their sides and by their angles</p> <p>Identify the parts of a triangle</p> <p>Find angle measures in triangles</p> <p>Use properties of isosceles and equilateral triangles</p> <p>Construct equilateral triangles</p> <p>Find the length of a leg, a segment and a hypotenuse</p> <p>Classifying right triangles</p> <p>Identify medians in triangles</p> <p>Draw medians</p>	<p>McDougal Littell Geometry Concepts and Skills: Chapter 4</p> <p>Geometer sketchpad</p> <p>SAS in Schools</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · How do the properties of triangles contribute to geometric understanding? · Given that a geometric object has certain properties, what other properties can be inferred? · What is the relationship between angles and sides of an angle? · How can the Pythagorean Theorem be used to solve problems?

Vocabulary: triangle, equilateral triangle, isosceles triangle, scalene triangle, acute triangle, right triangle, obtuse triangle, vertex, corollary, interior angle, exterior angle, legs of an isosceles triangle, base of an isosceles triangle, base angles of an isosceles triangle, legs of a right triangle, hypotenuse, Pythagorean Theorem, Distance Formula, median of a triangle, centroid

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Unit 5: Congruent Triangles

Estimated Time: 19 days / Nov.-Dec.

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.B.2.1 Use and/or compare measurements of angles.</p> <p>M11.C.1.2 Recognize and/or apply properties of angles, triangles and quadrilaterals.</p>	<p>M11.B.2.1.1 Measure and/or compare angles in degrees (up to 360°)</p> <p>M11.C.1.2.1 Identify and/or use properties of triangles (e.g., medians, altitudes, angle bisectors, side/angle relationships, Triangle Inequality Theorem)</p> <p>M11.C.1.2.2 Identify and/or use properties of quadrilaterals (e.g., parallel sides, diagonals, bisectors, congruent sides/angles and supplementary angles).</p>	<p>Congruence and triangles</p> <p>Proving triangles are congruent: SSS and SAS</p> <p>Proving triangles are congruent: ASA and AAS</p> <p>Hypotenuse-Leg congruence theorem: HL</p> <p>Using congruent triangles</p> <p>Angle bisectors and perpendicular bisectors</p> <p>Reflections and symmetry</p>	<p>Identify congruent triangles and corresponding parts</p> <p>Write congruence statements</p> <p>Show triangles are congruent using SSS and SAS</p> <p>Write proofs</p> <p>Show triangles are congruent using ASA and AAS</p> <p>Use the HL theorem to summarize congruence postulates and theorems</p> <p>Show corresponding parts of a triangle are congruent</p> <p>Use logical reasoning in proofs</p> <p>Use angle bisectors and perpendicular bisectors</p>	<p>McDougal Littell Geometry Concepts and Skills: Chapter 5</p> <p>Geometer sketchpad</p> <p>SAS in Schools</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · How do the properties of triangles contribute to geometric understanding? · Given that a geometric object has certain properties, what other properties can be inferred? · What is the relationship between angles and sides of an angle?

Vocabulary: corresponding parts, congruent figures, proof, distance from a point to a line, equidistant, perpendicular bisector, reflection, line of symmetry

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Unit 6: Quadrilaterals

Estimated Time: 15 days / Dec.-Jan.

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.C.1.2 Recognize and/or apply properties of angles, triangles and quadrilaterals.</p> <p>M11.C.1.3 Use properties of congruence, correspondence and similarity in problem-solving settings involving two- and three- dimensional figures.</p>	<p>M11.C.1.3.1 Identify and/or use properties of congruent and similar polygons or solids.</p>	<p>Polygons</p> <p>Properties of parallelograms</p> <p>Showing quadrilaterals are parallelograms</p> <p>Rhombuses, rectangles, and squares</p> <p>Trapezoids</p> <p>Reasoning about special quadrilaterals</p>	<p>Identify and classify polygons</p> <p>Find angle measures of quadrilaterals</p> <p>Use properties of parallelograms</p> <p>Find segment lengths</p> <p>Show that a parallelogram is a quadrilateral</p> <p>Use properties of special types of parallelograms</p> <p>Use properties of trapezoids</p> <p>Find mid-segment of a trapezoid</p> <p>Identify special quadrilaterals based on limited information</p>	<p>McDougal Littell Geometry Concepts and Skills: Chapter 6</p> <p>Geometer sketchpad</p> <p>SAS in Schools</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · How are geometric shapes classified? · What patterns exist among polygons? · What makes a shape a polygon? · How do geometric models describe spatial relationships? · How are geometric shapes and objects classified? · How are quadrilaterals unique?

Vocabulary: polygon, side of a polygon, vertex of a polygon, diagonal of a polygon, parallelogram, rhombus, rectangle, square, trapezoid, bases of a trapezoid, legs of a trapezoid, base of a trapezoid, isosceles trapezoid, midpoint of a trapezoid

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Unit 7: Similarity

Estimated Time: 15 days / Jan.

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.A.2.1 Apply ratio and/or proportion in problem-solving situations.</p> <p>M11.C.1.2 Recognize and/or apply properties of angles, triangles and quadrilaterals.</p> <p>M11.C.1.3 Use properties of congruence, correspondence and similarity in problem-solving settings involving two- and three- dimensional figures.</p>	<p>M11.C.1.3.1 Identify and/or use properties of congruent and similar polygons or solids.</p>	<p>Ratio and proportion</p> <p>Similar polygons</p> <p>Showing triangles are similar: AA</p> <p>Showing triangles are similar: SSS and SAS</p> <p>Proportions and similar triangles</p> <p>Dilations</p>	<p>Use ratios and proportions</p> <p>Solve proportions</p> <p>Identify similar polygons</p> <p>Finding perimeters of similar polygons</p> <p>Show that two triangles are similar using AA similarity postulate</p> <p>Show two triangles are similar using SSS and SAS similarity theorems</p> <p>Find segments lengths</p> <p>Identify and draw dilations</p> <p>Find scale factors</p>	<p>McDougall Littell Geometry Concepts and Skill: Chapter 7</p> <p>Geometer sketchpad</p> <p>SAS in Schools</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · When and why do I use proportional comparisons? · How are similar figures described using ratios and proportions? · How is proportional reasoning of geometric figures used to solve problems?

Vocabulary: ratio of a to b , proportion, means of a proportion, extremes of a proportion, similar polygons, scale factor, mid-segment of a triangle, dilation, reduction, enlargement

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Unit 8: Polygons and Area

Estimated Time: 12 days / Jan.-Feb.

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.B.2.2 Use and/or develop procedures to determine or describe measures of perimeter, circumference, area, surface area and/or volume.</p>	<p>M11.B.2.2.3 Estimate area, perimeter or circumference of an irregular figure.</p>	<p>Classifying polygons</p> <p>Angles in polygons</p> <p>Area of squares and rectangles</p> <p>Area of triangles</p> <p>Area of parallelograms</p> <p>Area of trapezoids</p> <p>Circumference and area of circles</p>	<p>Describe polygons</p> <p>Identify convex, concave and regular polygons</p> <p>Find measures of interior and exterior angles of polygons</p> <p>Find the area of rectangles, squares and complex polygons</p> <p>Find the area of triangles</p> <p>Find area of parallelogram and rhombus</p> <p>Find area of a trapezoid</p> <p>Find the circumference and area of a circle</p> <p>Find area of a sector</p>	<p>McDougall Littell Geometry Concepts and Skills: Chapter 8</p> <p>Geometer sketchpad</p> <p>SAS in Schools</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · How does what I measure influence how I measure? · In what ways are the perimeter and area of a figure related? · How do the dimensions of a geometric figure affect its area? · What connections exist between the volume of different solids?

Vocabulary: convex, concave, equilateral, equiangular, regular, area, radius, diameter, circumference, sector, parallelogram, rhombus, trapezoid

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Unit 9: Surface Area and Volume

Estimated Time: 13 days / Feb.-Mar.

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.C.1 Analyze characteristics and properties of two- and three- dimensional geometric shapes and demonstrate understanding of geometric relationships.</p> <p>M11.B.2.2 Use and/or develop procedures to determine or describe measures of perimeter, circumference, area, surface area and/or volume.</p>	<p>M11.B.2.2.1 Calculate the surface area of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.</p> <p>M11.B.2.2.2 Calculate the volume of prisms, cylinders, cones, pyramids and/or spheres.</p> <p>M11.B.2.2.3 Estimate area, perimeter or circumference of an irregular figure.</p> <p>M11.B.2.2.4 Find the measurement of a missing length given the perimeter, circumference, area or volume.</p>	<p>Solid figures</p> <p>Surface area of prisms and cylinders</p> <p>Surface area of pyramids and cones</p> <p>Volume of prisms and cylinders</p> <p>Volume of pyramids and cones</p> <p>Surface area and volume of spheres</p>	<p>Identify and name solid figures</p> <p>Sketch a polyhedron</p> <p>Find the surface area of prisms and cylinders</p> <p>Find the surface areas of pyramids and cones</p> <p>Find the volumes of prisms and cylinders</p> <p>Compare volumes</p> <p>Find the volumes of pyramids and cones</p> <p>Find the surface area and volume of spheres</p>	<p>McDougall Littell Geometry Concepts and Skills</p> <p>Geometer sketchpad</p> <p>SAS in Schools</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · How does what I measure influence how I measure? · In what ways are the perimeter and area of a figure related? · How do the dimensions of a geometric figure affect its area? · What connections exist between the volume of different solids?

Vocabulary: solid, base, face, surface area, lateral face, lateral area, height, slant height, volume, hemisphere, polyhedron, edge, prism, cylinder, pyramid, cone, sphere

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Unit 10: Right Triangles and Trigonometry

Estimated Time: 15 days / Mar.-Apr.

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.A.1.1 Represent and/or use numbers in equivalent forms (e.g., integers, fractions, decimals, percents, square roots, exponents and scientific notation).</p> <p>M11.A.2.1 Apply ratio and/or proportion in problem-solving situations.</p>	<p>M11.A.1.1.3 Simplify square roots.</p> <p>M11.A.2.1.3 Identify and/or use proportional relationships in problem solving settings.</p> <p>M11.C.1.2.1 Identify and/or use properties of triangles</p> <p>M11.C.1.2.3 Identify and/or use properties of isosceles and equilateral Triangles</p>	<p>Simplifying square roots</p> <p>45-45-90 triangles</p> <p>30-60-90 triangles</p> <p>Tangent ratio</p> <p>Sine and cosine ratios</p> <p>Solving right triangles</p>	<p>Simplify square roots</p> <p>Find side lengths using square roots</p> <p>Multiply radicals</p> <p>Find the side lengths of a 45-45-90 triangle</p> <p>Find the side lengths of a 30-60-90 triangle</p> <p>Find tangent ratio</p> <p>Find the sine and cosine of an acute angle</p> <p>Use inverse tangent</p> <p>Find measures of acute angles</p>	<p>McDougal Littell Geometry Concepts and Skills: Chapter 10</p> <p>Geometer sketchpad</p> <p>SAS in Schools</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · How do the properties of triangles contribute to geometric understanding? · Given that a geometric object has certain properties, what other properties can be inferred? · What is the relationship between angles and sides of an angle? · How can the Pythagorean Theorem be used to solve problems?

Vocabulary: radical, radicand, 45-45-90 triangle, 30-60-90 triangle, trigonometric ratio, leg opposite an angle, leg adjacent to an angle, tangent, sine, cosine, solve a right triangle, inverse tangent, inverse sine, inverse cosine

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Unit 11: Circles

Estimated Time: 15 days / Apr.-May

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Assessments
<p>M11.C.1.1 Identify and/or use parts of circles and segments associated with circles.</p> <p>M11.C.1.2 Recognize and/or apply properties of angles, triangles and quadrilaterals.</p>	<p>M11.C.1.1.1 Identify and/or use the properties of a radius, diameter and/or tangent of a circle</p> <p>M11.C.1.1.2 Identify and/or use the properties of arcs, semicircles, inscribed angles and/or central angles.</p>	<p>Parts of a circle</p> <p>Properties of tangents</p> <p>Arcs and central angles</p> <p>Arcs and chords</p> <p>Inscribed angles and polygons</p> <p>Properties of chords</p> <p>Equations of circles</p> <p>Rotations</p>	<p>Identify segments and lines related to circles</p> <p>Use properties of a tangent to a circle</p> <p>Find radius of a circle</p> <p>Use properties of arcs and circles</p> <p>Identify congruent arcs</p> <p>Use properties of chords and circles</p> <p>Find the lengths of chords</p> <p>Find the center of a circle</p> <p>Find the measure of angles and chords</p> <p>Use properties of inscribed angles</p> <p>Find arc and angle measures</p> <p>Use properties of chords in a circle</p> <p>Write and graph the equation of a circle</p> <p>Identify rotations and rotational symmetry</p>	<p>McDougall Littell Geometry Concepts and Skills: Chapter 11</p> <p>Geometer sketchpad</p> <p>SAS in Schools</p>	<p>Oral assessment</p> <p>Written assessments in the form of but not limited to tests and quizzes</p> <p>Open-ended questions</p> <p>Ticket out</p> <p>Journal entries</p> <p>Projects</p> <p>Self assessment</p> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> · What experiences will lead me to discover the relationships in circles? · What characteristics make a circle unique as a geometric figure? · How can properties and relationships from other geometric figures be applied to circles? · Where does pi come from?

Vocabulary: chord, secant, tangent, minor arc, major arc, arc length, inscribed angle, intercepted arc, rotation, rotational symmetry, point of tangency, tangent segment, congruent circles, congruent arcs, inscribed, circumscribed, inscribed arc, semicircle, congruent circles, congruent arcs, center of rotation, angle of rotation, standard equation of a circle