Geometry: Turner, 2018-2019

Month(s)	Topic/Theme/Chapter/Unit	Essential Questions	Common Core and/or State Standard	SLE	Assessments (Formative & Summative - Varying Types)
First Trimester: Sep-Nov	Congruence Geometry: Chapter 1 Chapter 2 Chapter 3 Chapter 4 Teacher Resources Inductive reasoning, Points, Lines, Planes, Measuring Segments, Measuring Angles, Basic Constructions. Conditional Statements, Biconditionals, Deductive Reasoning, Reasoning in Algebra. Parallel and Perpendicular Lines, Angle-Sum Theorems, Slopes of Parallel and Perpendicular Lines. Congruent Figures, Triangle Congruence, Isosceles, Equilateral, and Right Triangles.	How can we show our thinking in a logical ordered manner? How can we create precise geometric functions with just a compass and straightedge? How can we use logic to prove/disprove mathematical statements? How can we solve for missing angles when just using theorems? What does it mean for a figure to be congruent to another figure?	CCSS.MATH.CONTENT.HSG.CO.A.1 CCSS.MATH.CONTENT.HSG.CO.A.2 CCSS.MATH.CONTENT.HSG.CO.A.3 CCSS.MATH.CONTENT.HSG.CO.A.4 CCSS.MATH.CONTENT.HSG.CO.A.5 CCSS.MATH.CONTENT.HSG.CO.B.6 CCSS.MATH.CONTENT.HSG.CO.B.7 CCSS.MATH.CONTENT.HSG.CO.B.8 CCSS.MATH.CONTENT.HSG.CO.C.9 CCSS.MATH.CONTENT.HSG.CO.C.10 CCSS.MATH.CONTENT.HSG.CO.C.11 CCSS.MATH.CONTENT.HSG.CO.D.12 CCSS.MATH.CONTENT.HSG.CO.D.13	Ask questions and explore new learning opportunities Listen attentively and communicate ideas clearly Use technology responsibly and effectively Develop effective and responsible study habits Practice problem solving and critical thinking	Formative Assessment Quizzes throughout all chapters Formative Assessment Quizzes on homework problems throughout all chapters Informal formative assessments using various projects Formal Summative Assessments (Tests) on various chapters Informal formative exit tickets and cooperative group work throughout section

Second Trimester: Dec-Mar	Similarity, Right Triangles, and Trigonometry Geometry: Chapter 5 Chapter 6 Chapter 7 Chapter 8 Teacher Resources Midsegments, Bisectors, inverses, contrapositives, indirect reasoning. Special parallelograms, trapezoids, kites, proofs. Similar Polygons, Proving Similar Triangles and Right Triangles. Pythagorean Theorem, Special Right Triangles, Tangent, Sine, Cosine.	How can we use logic to prove/disprove mathematical statements? What information do we need to prove that polygons are similar? What information do we need to prove that triangles are similar? How can we find missing sides and angles of triangles?	CCSS.MATH.CONTENT.HSG.SRT.A.1 CCSS.MATH.CONTENT.HSG.SRT.A.1.A CCSS.MATH.CONTENT.HSG.SRT.A.1.B CCSS.MATH.CONTENT.HSG.SRT.A.2 CCSS.MATH.CONTENT.HSG.SRT.A.3 CCSS.MATH.CONTENT.HSG.SRT.B.4 *CCSS.MATH.CONTENT.HSG.SRT.B.5* CCSS.MATH.CONTENT.HSG.SRT.C.6 CCSS.MATH.CONTENT.HSG.SRT.C.7 CCSS.MATH.CONTENT.HSG.SRT.C.8	Ask questions and explore new learning opportunities Collaborate and engage with others respectfully Practice problem solving and critical thinking Use technology responsibly and effectively	Formative Assessment Quizzes throughout all chapters Formative Assessment Quizzes on homework problems throughout all chapters Informal formative assessments using various projects Formal Summative Assessments (Tests) on various chapters Informal formative exit tickets and cooperative group work throughout section
Third Trimester: Mar-Jun	Circles, Geometric Properties, Geometric Measurement and Dimension, Modeling with Geometry Geometry: Chapter 9 Chapter 10 Chapter 11 Chapter 12 Teacher Resources	How can we use transformations in real life? How does the coordinate plane relate to shapes? How can we use the information of area and surface area in the real world?	CCSS.MATH.CONTENT.HSG.C.A.1 CCSS.MATH.CONTENT.HSG.C.A.2 CCSS.MATH.CONTENT.HSG.C.A.3 CCSS.MATH.CONTENT.HSG.C.B.5 CCSS.MATH.CONT	Listen attentively and communicate ideas clearly Develop effective and responsible study habits Practice problem solving and critical thinking	Formative Assessment Quizzes throughout all chapters Formative Assessment Quizzes on homework problems throughout all chapters Informal formative assessments using various projects Formal Summative Assessments

	Translations, Reflections, Rotations, Dilations, Tessellations. Areas of Regular Polygons, Trig and Areas, Circles and Arcs. Surface Area of prisms, Cylinders, Pyramids, Cones, Spheres. Tangent lines, Chords, Arcs, Inscribed Angles, Locus.		ENT.HSG.GPE.A.1 CCSS.MATH.CONTENT.HSG.GPE.A.2 CCSS.MATH.CONTENT.HSG.GPE.B.4 *CCSS.MATH.CONTENT.HSG.GPE.B.5* CCSS.MATH.CONTENT.HSG.GPE.B.6 CCSS.MATH.CONTENT.HSG.GPE.B.7 CCSS.MATH.CONTENT.HSG.GMD.A.1 CCSS.MATH.CONTENT.HSG.GMD.A.3 CCSS.MATH.CONTENT.HSG.GMD.B.4 CCSS.MATH.CONTENT.HSG.MG.A.1 CCSS.MATH.CONTENT.HSG.MG.A.2 CCSS.MATH.CONTENT.HSG.MG.A.3	Strive to do our best	(Tests) on various chapters Informal formative exit tickets and cooperative group work throughout section End of the year summative assessment that will cover the majority of topics

Two Types of Assessment:

Formative Assessment occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative Assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and content based on student understanding and performance. Formative Assessment can be as informal as observing the learner's work or as formal as a written test. Formative Assessment is the most powerful type of assessment for improving student understanding and performance.
Examples: a very interactive class discussion; a warm-up, closure, or exit slip; a on-the-spot performance; a quiz.

Summative Assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. Thus, Summative Assessment tends to have the least impact on improving an individual student's understanding or performance. Students/parents can use the results of Summative Assessments to see where the student's performance lies compared to either a standard (MEAP/MME) or to a group of students (usually a grade-level group, such as all 6th graders nationally, such as Iowa Tests or ACT). Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's students.
Examples: End of unit exams, major cumulative projects, research projects, and performances/presentations