Agendas for the Week: *March 11th – March 15th, 2013 Geometry Regular – 6th Period*

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  | **Objective(s):** SWBAT-Identify and use parts of circles. -Solve problems involving the circumference of a circle. -Identify the central angles, major arcs, minor arcs, and semicircles, and find their measures. -Find arc lengths-Recognize are use relationships between arcs and chords.-Recognize and use relationships between arcs, chords, and diameters. -Find the measures of inscribed angles.-Find the measures of angles inscribed polygons. **NGSSS:**MA.912.G.6.2 Define and identify: circumference, radius, diameter, arc, arc length, chord, secant, tangent and concentric circles. **Low**MA.912.G.6.5 Solve real world problems using measures of circumference, arc length, and areas of circles and sectors. **High**MA.912.6.4 Determine and use measures of arcs and related angles (central, inscribed, and intersections of secants and tangents). **Moderate** **REVIEW on 10.1 – 10.4** | **Objective(s):** SWBAT-Identify and use parts of circles. -Solve problems involving the circumference of a circle. -Identify the central angles, major arcs, minor arcs, and semicircles, and find their measures. -Find arc lengths-Recognize are use relationships between arcs and chords.-Recognize and use relationships between arcs, chords, and diameters. -Find the measures of inscribed angles.-Find the measures of angles inscribed polygons. **NGSSS:**MA.912.G.6.2 Define and identify: circumference, radius, diameter, arc, arc length, chord, secant, tangent and concentric circles. **Low**MA.912.G.6.5 Solve real world problems using measures of circumference, arc length, and areas of circles and sectors. **High**MA.912.6.4 Determine and use measures of arcs and related angles (central, inscribed, and intersections of secants and tangents). **Moderate** **TEST on 10.1 – 10.4** | **Objective(s):** SWBAT-Use properties of tangents. -Solve problems involving circumscribed polygons. **NGSSS:**MA.912.G.6.2 Define and identify: circumference, radius, diameter, arc, arc length, chord, secant, tangent and concentric circles. **Low**MA.912.6.4 Determine and use measures of arcs and related angles (central, inscribed, and intersections of secants and tangents). **Moderate** **New Vocabulary**TangentPoint of tangencyCommon tangent**SECTION 10.5** | **Objective(s): SWBAT****-**Find measures of angles formed by lines intersecting on or inside a circle. -Find measures of angles formed by lines intersecting outside the circle. **NGSSS:** MA.912.G.6.2 Define and identify: circumference, radius, diameter, arc, arc length, chord, secant, tangent and concentric circles. **Low**MA.912.6.4 Determine and use measures of arcs and related angles (central, inscribed, and intersections of secants and tangents). **Moderate** **New Vocabulary**Secant**SECTION 10.6** | **Objective(s):** SWBAT-Find measures of segments that intersect in the interior of a circle. -Find the measures of segments that intersect in the exterior of a circle. **NGSSS:**MA.912.G.4.5 Apply theorems involving segments divided proportionally. **Moderate**MA.912.6.4 Determine and use measures of arcs and related angles (central, inscribed, and intersections of secants and tangents). **Moderate** **New Vocabulary**Chord segmentSecant segmentExternal secant segmentTangent segment**SECTION 10.7 (Part 1 of 2)** |
| **P****L****A****N** | The teacher will provide a review in which we will use the white boards to go through. (The teacher is making this.) | The teacher will take review questions at the beginning of the period. The students will spend the remainder of the period testing on sections 10.1-10.4.  | **Engage:** Teacher will share different idioms with students and ask if they know what they mean.When something is **worth its weight in gold**, it is extremely valuable.If you **get hitched**, you get married.If someone **goes off on a tangent**, they change the subject completely in the middle of a conversation or talk. | **Engage:** The teacher will review the results of the previous day’s exit ticket. | **Engage:** The teacher will review the results of the previous day’s exit ticket. |
| **Explore:** Students will be given worksheets with circles drawn and be asked to draw examples of lines that only touch the circle at one point (tangent lines) Students will then be asked to draw in the radius of the circle from the center of the circle to the one point where their tangent line touches the circle. Students will use their knowledge about right triangles to identify if a line is tangent to a circle and how to find the missing values when you have a tangent. Students will return to their circles page and this time draw two tangents to the same circle. Tangents that meet at a common external point. Students will formulate a theorem about these two tangents. **Explain:** Students will share their findings with one another and then as a whole class discussion after each part of the explore. **Elaborate:**Students will work in their WB on page 131.  | **Explore:** Students will explore theorem 10.12, 10.13, 10.14.10.12 – If two secants or chords intersect in the interior of a circle, then the measure of an angle formed is one half the sum of the measure of the arcs intercepted by the angle and its vertical angle. 10.13 – If a secant and a tangent intersect at the point of tangency, then the measure of each angle formed is one half the measure of its intercepted arc. 10.14 – If two secants, a secant and a tangent, or two tangents intersect in the exterior of a circle, then the measure of the angle formed is one half the difference of the measures of the intercepted arcs.  **Explain:** Students will share their findings with one another and then as a whole class discussion after each part of the explore. **Elaborate:** Students will work in their WB on page 133.  | **Explore:** Students will explore theorem 10.15, 10.16. 10.15 – If two chords intersect in a circle, then the products of the lengths of the chord segments are equal. 10.16 – If two secants intersect in the exterior of a circle, then the product of the measures of one secant segment and its external secant segment is equal to the product of the measures of the other secants and its external secant segment. **Explain:** Students will share their findings with one another and then as a whole class discussion after each part of the explore. **Elaborate:** Students will work in their WB on page 135.  |
| **Evaluate and Summary:**Homework: The students will complete a review worksheet. (The teacher is creating this.) | **Evaluate and Summary:**Homework: Optional EOC Extra Credit Sheet.  | **Evaluate and Summary:**Exit Slip for formative assessmentHomework: WB pg. 132 all | **Evaluate and Summary:**Exit Slip for formative assessmentHomework: WB pg. 134 all | **Evaluate and Summary:**Exit Slip for formative assessmentHomework: WB pg. 136 |
| **Resources:** | ELMO, Student Workbook, Student Worksheets | ELMO, Student Workbook, Student Worksheets | ELMO, Student Workbook, Student Worksheets | ELMO, Student Workbook, Student Worksheets | ELMO, Student Workbook, Student Worksheets |