Agendas for the Week: *March 18th – March 22nd , 2013 Geometry Honors – 5th Period*

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  | **Objective(s):** SWBAT  - Know and use the formula for the areas of regular polygons.  - Know and use the formulas for the circumferences and areas of circles that are derived from the perimeter and area formulas for regular polygons.  **NGSSS:**  MA.912.G.2.5 Explain the derivation and apply formulas for perimeter and area of polygons (triangles, quadrilaterals, pentagons, etc.) Use A= ½ aP  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**  **SECTION 11.4 & 11.5** | **Objective(s):** SWBAT  - Know and use the formulas for arc lengths and the areas of sectors of a circle.  - Find the ratio of the areas of two triangles. Understand and apply the relationship between scale factors, perimeters, and areas of similar triangles.  **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.4.4 Use properties of congruent and similar triangles to solve problems involving lengths and areas. **moderate**  **SECTION 11.6 & 11.7 (briefly)** | **Objective(s):** SWBAT  - Know and use the formula for the area of a trapezoid.  **NGSSS:**  Whole chapter  **REVIEW** | **Objective(s):** SWBAT  - Know and use the formula for the areas of regular polygons.  **NGSSS:**  Whole chapter  **REVIEW** | **Objective(s):** SWBAT  -  **NGSSS:**  Whole chapter  **TEST** |
| **P**  **L**  **A**  **N** | **Engage:** The teacher will begin by having the student groups meet back up and remind one another about yesterday’s task. The teacher informs the students that they will be asked to share how they answered each part of yesterday’s task with the class. This activates prior knowledge. The teacher calls on specific students to share their reasoning and answers. (A whole class discussion will occur.) Both teacher and students can ask clarifying questions of the presenting student. | Students will be presented with the challenge of finding the arc length and area of sectors. They will work together to answer questions 1-4 on page 453 in their textbook. We will then discuss their findings as a class. And take notes on what they found about arc length and area of sectors. | REVIEW – Teacher will make this.  Homework: Additional Review sheet (teacher is making this.) | REVIEW – Teacher will make this.  Homework: Additional Review sheet (teacher is making this.) | TEST – Teacher will make this.  Homework: EOC Review – found at the same website I sent last week. |
| **Explore**  The teacher will work with students and together we will go through number #22 on page 444 in textbook.  **Explain & Elaborate**  The teacher and students will explain each step as they explore. Students will do #17 on page 443 and then will share their work with the class.  This completes 11.4. We will then begin 11.5. We will probably be able to cover the notes for 11.5 Circumferences and Area of circles (since they have already learned this in middle school). | Students will answer white board questions during practice of arc length and area of sectors. I will show a problem on the projector and they will find the answer on their white board and hold it up. The questions will come from <http://www.kutasoftware.com/FreeWorksheets/Alg2Worksheets/Arc%20Length%20and%20Sector%20Area.pdf>  We will also include (briefly) the theorem in 11.7: If the scale factor of two similar figures is a:b, then 1) the ratio of the perimeters is a:b; 2) the ratio of the areas is a^2:b^2. |
| **Evaluate and Summary:**  Exit Slip for formative assessment: #21 page 444.  Homework: pg. 444 # 18-20. And pg. 449 # 1-34 multiples of 4. | **Evaluate and Summary:**  Exit Slip for formative assessment pg. 453 # 3.  Homework: pg. 453 # 1-30, multiples of 4. |
| **Resources:** | Textbook. | ELMO, textbook, whiteboards | Review Sheets | Review sheets | Tests |