Teacher: Marc Belfer Course: Geometry Period(s): 4 Week of: May 21- 25, 2018

	Standards	Goals	As a result of this lesson the student will be able to:	Instructional Strategies	What the teacher will do to ensure the student meets the goals:	Activities	The student will:	Homework & Assessment	Student achievement will be measured by:
Monday	GCI.2	angles, radii, among inscrib central angles circumscribed between radii circles. Use the relationships	among inscribed and chords; bed angles, s, and d angles; and and tangents to	examples in sr Cooperative le extended time of assignments directions as n group extender reduce number on or alternate assessments as Powerpoint No	structions to raphs using and illustrated mall groups. For completion so, rephrase eeded, small d learning, and or of questions forms of seneeded. Totes, ignments such cards, tes, and MDC dearning to	Alternati Openers: ElectiExampleExtra Ex Key Questions	m Activity:	Worksheet 10 HW: Pages 6	0-5 75- 676: 3- 18

Tuesday	All	Asses the students' knowledge of the South Carolina College and Career Ready Geometry Standards.	ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed.	Essential Question: TEAlternative Lesson Openers: Electronic ClassroomExamples 1–4: PEExtra Examples 1–4 with Key Questions: TEClassroom Activity: Web 2.0 Resources	Web 2.0 Resources
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ay			directions as needed, small		
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			Powerpoint Notes,		
			Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Project based learning to		
			ensure mastery of concepts.		

	GCI.2	Identify and describe	ESOL Accommodations:	Essential Question: TE	Worksheet 10-6
Wednesday	GCI.2	Identify and describe relationships among inscribed angles, radii, and chords; among inscribed angles, central angles, and circumscribed angles; and between radii and tangents to circles. Use those relationships to solve mathematical and real-world problems.	Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. Powerpoint Notes, Interactive assignments such as vocabulary cards,	Essential Question: TEAlternative Lesson Openers: Electronic ClassroomExamples 1–4: PEExtra Examples 1–4 with Key Questions: TEClassroom Activity: Worksheet 10-6	Worksheet 10-6 HW: Pages 684- 685: 3- 19
			activities.		
			Project based learning to ensure mastery of concepts.		

	GGPE.1	Understand that the standard	ESOL Accommodations:	Essential Question: TE Alternative Lesson	Worksheet 10-7
Thursday		equation of a circle is derived from the definition of a circle and the distance formula.	Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	Openers: Electronic Classroom Examples 1–4: PE Extra Examples 1–4 with Key Questions: TE Classroom Activity: Worksheet 10-7	HW: Pages 692- 693: 3- 26

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	GGPE.1	Understand that the standard	ESOL Accommodations:	Essential Question: TE	Chapter 10 Test
		equation of a circle is derived	Follow oral instructions to	Alternative Lesson	HW: Page 703: 1-24
		from the definition of a circle	design math graphs using	Openers: Electronic Classroom	
		and the distance formula.	manipulatives and illustrated	Examples 1–4: PE	
			examples in small groups.	Extra Examples 1–4 with	
			Cooperative learning,	Key Questions: TEClassroom Activity:	
	GCI.2	Identify and describe	extended time for completion		
	GC1.2	relationships among inscribed	of assignments, rephrase	Chapter 10 Test	
		angles, radii, and chords;	directions as needed, small		
			,		
		among inscribed angles,	group extended learning, and		
		central angles, and	reduce number of questions		
		circumscribed angles; and	on or alternate forms of		
Friday		between radii and tangents to	assessments as needed.		
Lig I		circles. Use those	Powerpoint Notes,		
Œ		relationships to solve	Interactive assignments such		
		mathematical and real-world	as vocabulary cards,		
		problems.	electronic games, and MDC		
			activities.		
	GCI.3	Construct the inscribed and	Project based learning to		
		circumscribed circles of a	ensure mastery of concepts.		
		triangle using a variety of			
		tools, including a compass, a			
		straightedge, and dynamic			
		geometry software, and prove			
		properties of angles for a			
		quadrilateral inscribed in a			
		circle.			

^{*} All plans are subject to change. Student progress will be monitored and adjustments will be made.