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	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.	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. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE _____Classroom Activity: Worksheet 10-5	Worksheet 10-5 HW: Pages 675- 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. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE _____Classroom Activity: Web 2.0 Resources	Web 2.0 Resources

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.	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. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE _____Classroom Activity: Worksheet 10-6	Worksheet 10-6 HW: Pages 684- 685: 3- 19

Thursday	GGPE.1	Understand that the standard equation of a circle is derived from the definition of a circle and the distance formula.	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. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE _____Classroom Activity: Worksheet 10-7	Worksheet 10-7 HW: Pages 692- 693: 3- 26

Friday	GGPE.1 GCI.2 GCI.3	Understand that the standard equation of a circle is derived from the definition of a circle and the distance formula. 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. Construct the inscribed and circumscribed circles of a 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.	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. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE _____Classroom Activity: Chapter 10 Test	Chapter 10 Test HW: Page 703: 1- 24

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