

## ***What questions will we ask ourselves?***

### **Unit 3: Geometry**

- How are angle relationships used?
- How do line relationships affect angle relationships?
- How are areas of rectangles, parallelograms, triangles, trapezoids, and circles related?
- How can formulas be developed using models?
- How does the movement of a geometric figure affect its attributes?
- How are two-dimensional and three-dimensional figures related?

### ***Why are we learning this?***

### **Unit 3: Geometry**

- To understand the relationships that exist among the angles, sides, lengths, perimeters, and areas of two-dimensional figures.
- To understand that figures can change position and maintain the same attributes on a coordinate plane.
- To understand that geometric relationships exist between two-dimensional and three-dimensional figures.

## ***How will we learn these things?***

### **Unit 3: Geometry**

- By drawing circles, angles, triangles, and quadrilaterals, based on given measurements using a variety of tools and methods.
- By measuring angles in triangles.
- By defining and identifying adjacent, complementary, and supplementary angles.
- By determining the measures of angles using estimation and direct and indirect measurements.
- By using a variety of triangles and quadrilaterals to determine the sum of the measures of their interior angles.
- By identifying and describing diagonal lines or line segments.
- By developing and using formulas to areas of polygons and circles.
- By determining the relationship between the diameter and circumference of a circle.
- By estimating and computing the circumference and area of a circle.
- By identifying and predicting the affect of combining and dividing geometric shapes into other shapes.
- By graphing ordered pairs in the four quadrants of a coordinate plane.
- By drawing and analyzing geometric figures on a coordinate plane.
- By giving coordinates and graphing geometric figures that are the result of reflections, translations, and rotations, on a coordinate plane.
- By identifying congruent and similar figures.
- By making a model of a three-dimensional figure from a two-dimensional drawing.
- By making a two-dimensional drawing of a three-dimensional figure.

### ***Important Vocabulary***

Obtuse Angle	Interior Angle	Reflection	Parallelogram
Acute Angle	Diagonal	Translation	Trapezoid
Right Angle	Similar	Rotation	Diameter
Adjacent Angles	Congruent	Coordinate Plane	Circumference
Complementary Angles	Quadrant	Quadrilateral	Pi ( $\pi$ ) $\approx$ (3.14)
Supplementary Angles			

### ***Important Dates***

Friday, February 11 <sup>th</sup> – Unit 2CD Reassessment	Friday, March 25 <sup>th</sup> – Unit 3 “End of Unit” Assessment
March 9 <sup>th</sup> /10 <sup>th</sup> – MSA Reading	Friday, April 1 <sup>st</sup> – Unit 3 Reassessment
March 15 <sup>th</sup> /16 <sup>th</sup> – MSA Math	Wednesday, March 30 <sup>th</sup> – End of the 3 <sup>rd</sup> Marking Period
Friday, March 18 <sup>th</sup> – “GEOSCAPE” Project Due	

