

Coplanar Counterexample Deductive reasoning			
Mathematical Practices	Vocabulary		
<div><div><input type="checkbox"/> Make sense of problems and persevere in solving them.</div><div><input type="checkbox"/> Reason abstractly and quantitatively.</div><div><input type="checkbox"/> Construct viable arguments and critique the reasoning of others.</div><div><input type="checkbox"/> Model with mathematics.</div><div><input type="checkbox"/> Use appropriate tools strategically.</div><div><input type="checkbox"/> Attend to precision.</div><div><input type="checkbox"/> Look for and make use of structure.</div><div><input type="checkbox"/> Look for and express regularity in repeated reasoning.</div></div>	<div>Algebra Modules 1-3</div> <div>Accuracy</div> <div>Algebraic expression</div> <div>Coefficient</div> <div>Compound statement</div> <div>Compound inequality</div> <div>Continuous graph</div> <div>Conversion factor</div> <div>Dependent variable</div> <div>Dimensional analysis</div> <div>Discrete graph</div> <div>Distributive property</div> <div>Domain</div> <div>Equation</div> <div>Equivalent expressions</div> <div>Expression</div> <div>Function notation</div> <div>Function rule</div> <div>Independent variable</div> <div>Inequality</div> <div>Intersection</div> <div>Literal equations</div>	<div>Numerical expression</div> <div>Precision</div> <div>Properties of Equality</div> <div>Proportion</div> <div>Range</div> <div>Rate</div> <div>Ratio</div> <div>Relation</div> <div>Scale drawing/model</div> <div>Solution of an equation</div> <div>Significant digits</div> <div>Terms</div> <div>Vertical line test</div> <div>Geometry Module 1</div> <div>Acute angle</div> <div>Angle</div> <div>Conjecture</div> <div>Collinear</div> <div>Conditional statement</div> <div>Coplanar</div>	<div>Counterexample</div> <div>Deductive reasoning</div> <div>Degrees</div> <div>Inductive reasoning</div> <div>Line</div> <div>Linear pair</div> <div>Line segment</div> <div>Obtuse angle</div> <div>Parallel</div> <div>Plane</div> <div>Point</div> <div>Postulate</div> <div>Ray</div> <div>Right angle</div> <div>Sides</div> <div>Image</div> <div>Preimage</div> <div>Rigid motion</div> <div>Straight angle</div> <div>Theorum</div> <div>Transformation</div> <div>Vertex</div>
Prerequisites			
<div><div><div>• Generate scientific questions about the world based on observation.</div><div>• Design and conduct simple investigations (collecting and recording data).</div><div>• Use sources of information to help solve problems.</div><div>• Construct charts, graphs, and prepare summaries of observations.</div><div>• Write and follow procedures in the form of step by step instructions, recipes, formulas, flow diagrams, and sketches.</div><div>• Evaluate the strengths and weaknesses of claims, arguments, or data.</div><div>• Describe limitations in personal knowledge.</div><div>• Show how common themes of science, mathematics, and technology apply in real-world contexts.</div><div>• Recognize the contributions made in science by cultures and individuals of diverse backgrounds.</div></div></div>			



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Camela Diaz
*Interim Assistant Director
 for Student Learning*

Delsa Chapman
*Executive Director for
 Student Learning*

Many thanks to...
 the teachers and administrators
 who helped develop and revise
 the Pacing Guides.

The Mathematics Pacing Guide is based on the Common Core State Standards, and **I CAN** statements are tailored to the needs of the students in the Lansing School District. For easy access to the actual state standards as well as supporting information and resources visit the official Common Core website at: www.corestandards.org.



Geometry • First Quarter

Pacing Guide

Go Math! Algebra Units 1 and 2, Modules 1-3
Go Math! Geometry Unit 1, Modules 1-2



Mathematics

Introduction to Your Mathematics Pacing Guide

This Mathematics Pacing Guide has been aligned to the Go Math! Series for this grade level. Please teach the units and concepts with fidelity in the order that they have been laid out.

We will review the pacing guide at the end of the year and adjust accordingly.

The following tips may be helpful as you use the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- Incorporate the enclosed research-based instructional practices.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Become familiar with sequencing at previous and subsequent grade levels.
- The website, www.corestandards.org, can be used to find more information and to better understand Common Core State Standards.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Revised 11.19

Algebra Unit 1: Quantities and Modeling

Algebra Unit 2: Understanding Functions

Module 1: Quantitative Reasoning

1.1: A.REI.1

Solving Equations

- ☐ **I CAN** demonstrate the correct steps used to solve a simple problem.

1.2: N.Q.2

Modeling Quantities

- ☐ **I CAN** use the correct quantities when modeling a problem.

1.3: N.Q.3

Reporting with Precision and Accuracy

- ☐ **I CAN** determine an appropriate level of accuracy to assign to a quantity.

Module 2: Algebraic Models

2.1: A.SSE.1

Modeling with Expressions

- ☐ **I CAN** identify the coefficients in an expression.

2.2: A.CED.1

Creating and Solving Equations

- ☐ **I CAN** create linear inequalities in one variable to solve problems.

2.3: A.CED.4

Solving for a Variable

- ☐ **I CAN** rearrange a formula to correctly solve for a variable.

2.4: A.CED.3

Creating and Solving Inequalities

- ☐ **I CAN** create and solve an inequality that represents a real world situation.

2.5: A.CED.1

Creating and Solving Compound Inequalities

- ☐ **I CAN** use compound linear inequalities to solve problems.

Module 3: Functions and Models

3.1: F.IF.4

Graphing Relationships

- ☐ **I CAN** sketch a graph from a verbal description of the relationship of the points.

3.2: F.IF.1

Understanding Relations and Functions

- ☐ **I CAN** demonstrate that a function must have exactly one y-value for every x-value.

3.3: F.IF.2

Modeling with Functions

- ☐ **I CAN** interpret statements that use function notation.

3.4: F.IF.1

Graphing Functions

- ☐ **I CAN** show that x-values are the domain and the y-values are the range.

Unit 1: Transformations and Congruence

Module 1: Tools of Geometry

G.CO.1

Segment Length and Midpoints

- ☐ **I CAN** construct a segment and find the measure of its length.

G.CO.1

Angle Measures and Angle Bisectors

- ☐ **I CAN** construct an angle and find the measure.

G.CO.9

Reasoning and Proof

- ☐ **I CAN** prove theorems about lines and angles.

Module 2: Transformations of Symmetry

G.CO.4

Translations

- ☐ **I CAN** create a definition of translation in terms of angles, circles, perpendicular lines, parallel lines, and segments.

G.CO.4

Reflections

- ☐ **I CAN** create a definition of reflection in terms of angles, circles, perpendicular lines, parallel lines, and segments.

G.CO.4

Rotations

- ☐ **I CAN** create a definition of rotation in terms of angles, circles, perpendicular lines, parallel lines, and segments.

G.CO.3

Investigating Symmetry

- ☐ **I CAN** compare transformations that preserve distance and angles to those that do not.

Module 3: Congruent Figures

G.CO.5

Sequences of Transformations

- ☐ **I CAN** apply more than one transformation to a figure.

G.CO.6

Proving Figures are Congruent Using Rigid Motions

- ☐ **I CAN** use the definition of congruence to decide if two figures are congruent in terms of rigid motions.

G.CO.7

Corresponding Parts of Congruent Figures are Congruent

- ☐ **I CAN** use two congruent triangles and rigid motions to show corresponding sides and angles are congruent.

Mathematical Practices		Vocabulary	
<div><div><input type="checkbox"/> Make sense of problems and persevere in solving them.</div><div><input type="checkbox"/> Reason abstractly and quantitatively.</div><div><input type="checkbox"/> Construct viable arguments and critique the reasoning of others.</div><div><input type="checkbox"/> Model with mathematics.</div><div><input type="checkbox"/> Use appropriate tools strategically.</div><div><input type="checkbox"/> Attend to precision.</div><div><input type="checkbox"/> Look for and make use of structure.</div><div><input type="checkbox"/> Look for and express regularity in repeated reasoning.</div></div>	<div><div><div><div>Module 4</div><div>Alternate interior angles</div><div>Converse</div><div>Corresponding angles</div><div>Flow proof</div><div>Indirect proof</div><div>Perpendicular bisector</div><div>Same-side interior angles</div><div>Slope</div><div>Transversal</div><div>Vertical angles</div></div><div><div>Module 6</div><div>Hypotenuse</div><div>Leg</div><div>Pythagorean theorem</div></div></div><div><div><div>Module 7</div><div>Auxiliary line</div><div>Base</div><div>Base angles</div><div>Exterior angle</div><div>Interior angle</div><div>Isosceles triangle</div><div>Remote interior angle</div><div>Vertex angle</div></div><div><div>Module 8</div><div>Altitude</div><div>Centroid</div><div>Circumcenter</div><div>Circumcircle</div><div>Circumscribed</div><div>Concurrency</div><div>Incenter</div></div></div><div><div>Incircle</div><div>Inscribed</div><div>Median</div><div>Midsegment</div><div>Orthocenter</div><div>Point of concurrency</div><div>Module 11</div><div>Center of dilation</div><div>Dilation</div><div>Similar</div><div>Similarity transformation</div><div>Module 12</div><div>Complementary</div><div>Geometric mean</div><div>Indirect measurement</div><div>Supplementary</div></div></div>		
	Prerequisites		
<div><div><div><div><div>• Generate scientific questions about the world based on observation.</div><div>• Design and conduct simple investigations (collecting and recording data).</div><div>• Use sources of information to help solve problems.</div><div>• Construct charts, graphs, and prepare summaries of observations.</div><div>• Write and follow procedures in the form of step by step instructions, recipes, formulas, flow diagrams, and sketches.</div><div>• Evaluate the strengths and weaknesses of claims, arguments, or data.</div><div>• Describe limitations in personal knowledge.</div><div>• Show how common themes of science, mathematics, and technology apply in real-world contexts.</div><div>• Recognize the contributions made in science by cultures and individuals of diverse backgrounds.</div></div></div></div></div>			



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Camela Diaz
*Interim Assistant Director
 for Student Learning*

Delsa Chapman
*Executive Director for
 Student Learning*

Many thanks to...
 the teachers and administrators
 who helped develop and revise
 the Pacing Guides.

The Mathematics Pacing Guide is based on the Common Core State Standards, and **I CAN** statements are tailored to the needs of the students in the Lansing School District. For easy access to the actual state standards as well as supporting information and resources visit the official Common Core website at: www.corestandards.org.



Geometry • Second Quarter

Pacing Guide

Go Math! Units 2 and 4, Modules 4, 6, 7, 8, 11, 12



Mathematics

Introduction to Your Mathematics Pacing Guide

This Mathematics Pacing Guide has been aligned to the Go Math! Series for this grade level. Please teach the units and concepts with fidelity in the order that they have been laid out.

We will review the pacing guide at the end of the year and adjust accordingly.

The following tips may be helpful as you use the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- Incorporate the enclosed research-based instructional practices.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Become familiar with sequencing at previous and subsequent grade levels.
- The website, www.corestandards.org, can be used to find more information and to better understand Common Core State Standards.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Revised 11.19

Unit 2: Lines, Angles, and Triangles

Module 4: Lines and Angles

G.CO.9

Angles Formed by Intersecting Lines

- ☐ **I CAN** prove that vertical angles are congruent.

G.CO.9

Transversals and Parallel Lines

- ☐ **I CAN** prove that corresponding angles are congruent when two parallel lines are crossed by a transversal.

G.CO.9

Proving Lines are Parallel

- ☐ **I CAN** prove that two lines are parallel.

G.CO.9

Perpendicular Lines

- ☐ **I CAN** prove that points on a perpendicular bisector of a line segment are equidistant from the endpoints of the segment.

G.CO.5

Equations of Parallel and Perpendicular Lines

- ☐ **I CAN** that the slopes of parallel lines are equal and perpendicular lines are negative multiplicative inverses of each other.

Module 6: Applications of Triangle Congruence

G.SRT.5

Hypotenuse Leg Triangle Congruence

- ☐ **I CAN** use Hypotenuse Leg theorem to prove two triangles are congruent.

Module 7: Properties of Triangles

G.CO.10

Interior and Exterior Angles

- ☐ **I CAN** prove that the measures of the interior angles of a triangle add to 180 degrees.

G.CO.10

Isosceles and Equilateral Triangles

- ☐ **I CAN** prove that the base angles of an isosceles triangle are congruent.

G.SRT.5

Triangle Inequalities

- ☐ **I CAN** use inequality criteria for triangles to prove relationships among triangles.

Unit 4: Similarity

Module 8: Special Segments in Triangles

G.C.3 Perpendicular Bisectors of Triangles

- ☐ **I CAN** construct the perpendicular bisectors of a triangle.

G.C.3 Angle Bisectors of Triangles

- ☐ **I CAN** construct the angle bisectors of a triangle.

G.CO.10 Medians and Altitudes of Triangles

- ☐ **I CAN** prove that the segment joining the midpoints of two sides of a triangle is half the length of the third side.

G.CO.10 Midsegments of Triangles

- ☐ **I CAN** construct midsegments for each of the sides of a triangle.

Module 11: Similarity and Transformations

G.SRT.1 Dilations

- ☐ **I CAN** identify a dilation given by its center and scale factor.

G.SRT.2 Proving Figures Are Similar Using Transformations

- ☐ **I CAN** the definition of similarity with transformations to decide if two figures are similar.

G.SRT.2 Corresponding Parts of Similar Figures

- ☐ **I CAN** explain using transformations that the meaning of similarity of triangles is the equality of corresponding pairs of angles and the proportionality of all corresponding sides.

G.SRT.3 Angle, Angle Similarity of Triangles

- ☐ **I CAN** use the properties of similarity transformations to establish AA for similarity to prove two triangles are similar.

Module 12: Using Similar Triangles

G.SRT.4 Triangle Proportionality Theorem

- ☐ **I CAN** prove that a line parallel to one side of a triangle divides the other two sides proportionally.

G.GPE.6 Subdividing a Segment in a Given Ratio

- ☐ **I CAN** find the point on a directed line segment that partitions the given segment into a given ratio.

G.SRT.5 Using Proportional Relationships

- ☐ **I CAN** use similarity criteria for triangles to solve problems.

G.SRT.4 Similarity in Right Triangles

- ☐ **I CAN** I can prove that two triangles are similar by using the Pythagorean Theorem.

Mathematical Practices	Vocabulary	
<div><div><input type="checkbox"/> Make sense of problems and persevere in solving them.</div><div><input type="checkbox"/> Reason abstractly and quantitatively.</div><div><input type="checkbox"/> Construct viable arguments and critique the reasoning of others.</div><div><input type="checkbox"/> Model with mathematics.</div><div><input type="checkbox"/> Use appropriate tools strategically.</div><div><input type="checkbox"/> Attend to precision.</div><div><input type="checkbox"/> Look for and make use of structure.</div><div><input type="checkbox"/> Look for and express regularity in repeated reasoning.</div></div>	<div><div>Module 13</div><div>Adjacent</div><div>Cosine</div><div>Hypotenuse</div><div>Inverse trigonometric ratio</div><div>Opposite</div><div>Parallel</div><div>Perpendicular</div><div>Pythagorean triple</div><div>Sine</div><div>Slo</div><div>“Socatoa”</div><div>Tangent</div><div>Trigonometric ratio</div></div>	<div><div>Module 21</div><div>Combination</div><div>Complement</div><div>Element</div><div>Empty set</div><div>Fundamental counting principal</div><div>Intersection</div><div>Mutually exclusive events</div><div>n factorial</div><div>Overlapping events</div><div>Permutation</div><div>Subset</div><div>Theoretical probability</div><div>Union</div><div>Universal set</div><div>Module 22</div><div>Dependent events</div></div>
Prerequisites		
<div><div><div>• Generate scientific questions about the world based on observation.</div><div>• Design and conduct simple investigations (collecting and recording data).</div><div>• Use sources of information to help solve problems.</div><div>• Construct charts, graphs, and prepare summaries of observations.</div><div>• Write and follow procedures in the form of step by step instructions, recipes, formulas, flow diagrams, and sketches.</div><div>• Evaluate the strengths and weaknesses of claims, arguments, or data.</div><div>• Describe limitations in personal knowledge.</div><div>• Show how common themes of science, mathematics, and technology apply in real-world contexts.</div><div>• Recognize the contributions made in science by cultures and individuals of diverse backgrounds.</div></div></div>		



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Camela Diaz
*Interim Assistant Director
 for Student Learning*

Delsa Chapman
*Executive Director for
 Student Learning*

Many thanks to...
 the teachers and administrators
 who helped develop and revise
 the Pacing Guides.

The Mathematics Pacing Guide is based on the Common Core State Standards, and **I CAN** statements are tailored to the needs of the students in the Lansing School District. For easy access to the actual state standards as well as supporting information and resources visit the official Common Core website at: www.corestandards.org.



Geometry • Third Quarter Pacing Guide

Go Math! Units 5 and 6, Modules 9-13, 21-23



Mathematics

Introduction to Your Mathematics Pacing Guide

This Mathematics Pacing Guide has been aligned to the Go Math! Series for this grade level. Please teach the units and concepts with fidelity in the order that they have been laid out.

We will review the pacing guide at the end of the year and adjust accordingly.

The following tips may be helpful as you use the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- Incorporate the enclosed research-based instructional practices.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Become familiar with sequencing at previous and subsequent grade levels.
- The website, www.corestandards.org, can be used to find more information and to better understand Common Core State Standards.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Revised 11.19

Geometry		Mathematics
Unit 5: Trigonometry with Right Angles		
<p>Module 9: Properties of Quadrilaterals</p> <p>G.SRT.9.5</p> <p><input type="checkbox"/> I CAN use congruence criteria for triangles to solve problems and to prove relationships.</p> <p>Module 10: Coordinate Proof Using Slope and Distance</p> <p>G.GPE.10.1</p> <p><input type="checkbox"/> I CAN prove the slope criteria for parallel lines and use them to solve geometric problems.</p> <p>G.SRT.10.2</p> <p><input type="checkbox"/> I CAN prove the slope criteria for perpendicular lines and use them to solve geometric problems.</p>	<p>Module 13: Trigonometry with Right Triangles</p> <p>G.SRT.6 Tangent Ration</p> <p><input type="checkbox"/> I CAN use the ratios of side lengths of right triangles to find properties of the angles in the triangle.</p> <p>G.SRT.6 Sine and Cosine Ratios</p> <p><input type="checkbox"/> I CAN define the sine and cosine ratio for acute angles of right triangles.</p> <p>G.SRT.8 Special Right Triangles</p> <p><input type="checkbox"/> I CAN use the sine, cosine, and tangent ratio to solve applied problems involving right triangles.</p> <p>G.SRT.8 Problem Solving with Trigonometry</p> <p><input type="checkbox"/> I CAN use the Pythagorean Theorem to solve applied problems involving right triangles.</p>	<p>Module 21: Introduction to Probability</p> <p>S.CP.4 Mutually Exclusive Events</p> <p><input type="checkbox"/> I CAN construct and interpret two-way tables of data when events are mutually exclusive.</p>

Unit 8: Probability

<p>Introduction to</p> <p>Disjoint and Overlapping</p> <p>Use two-way frequency two categories are object.</p>	<p>Module 22: Conditional Probability and Independence of Events</p> <p>S.CP.4 Conditional Probability</p> <p><input type="checkbox"/> I CAN use a two-way frequency table as a sample space to determine if the events are Independent.</p>	<p>Module 23: Probability and Decision Making</p> <p>S.CP.4 Analyzing Decisions</p> <p><input type="checkbox"/> I CAN find the probability of A and B (two independent events) occurring together.</p>
--	--	--

Mathematical Practices		Vocabulary	
<input type="checkbox"/> Make sense of problems and persevere in solving them. <input type="checkbox"/> Reason abstractly and quantitatively. <input type="checkbox"/> Construct viable arguments and critique the reasoning of others. <input type="checkbox"/> Model with mathematics. <input type="checkbox"/> Use appropriate tools strategically. <input type="checkbox"/> Attend to precision. <input type="checkbox"/> Look for and make use of structure. <input type="checkbox"/> Look for and express regularity in repeated reasoning.		Module 15 Adjacent arcs Central angle Chord Circumscribed angle External secant segment Inscribed angle Major arc Minor arc Point of tangency Secant segment Semicircle Tangent Tangent segment	Module 16 Arc Arc Length Area Circumference Radian measure Sector Module 18 Cone Cross section Oblique cylinder Oblique prism Pyramid Right cylinder Right Prism Sphere
		Module 19 Faces Lateral area Net Regular pyramid Right cone Surface area	Module 20 Constraints Density Scale factor
Prerequisites			
<ul style="list-style-type: none"> • Generate scientific questions about the world based on observation. • Design and conduct simple investigations (collecting and recording data). • Use sources of information to help solve problems. • Construct charts, graphs, and prepare summaries of observations. • Write and follow procedures in the form of step by step instructions, recipes, formulas, flow diagrams, and sketches. • Evaluate the strengths and weaknesses of claims, arguments, or data. • Describe limitations in personal knowledge. • Show how common themes of science, mathematics, and technology apply in real-world contexts. • Recognize the contributions made in science by cultures and individuals of diverse backgrounds. 			



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Camela Diaz
*Interim Assistant Director
 for Student Learning*

Delsa Chapman
*Executive Director for
 Student Learning*

Many thanks to...
 the teachers and administrators
 who helped develop and revise
 the Pacing Guides.

The Mathematics Pacing Guide is based on the Common Core State Standards, and **I CAN** statements are tailored to the needs of the students in the Lansing School District. For easy access to the actual state standards as well as supporting information and resources visit the official Common Core website at: www.corestandards.org.



Geometry • Fourth Quarter

Pacing Guide

Go Math! Units 6-7, Modules 15, 16, 18-20



Mathematics

Introduction to Your Mathematics Pacing Guide

This Mathematics Pacing Guide has been aligned to the Go Math! Series for this grade level. Please teach the units and concepts with fidelity in the order that they have been laid out.

We will review the pacing guide at the end of the year and adjust accordingly.

The following tips may be helpful as you use the Pacing Guide:

- Introduce 9-week content skills according to the Pacing Guide.
- Incorporate the enclosed research-based instructional practices.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Become familiar with sequencing at previous and subsequent grade levels.
- The website, www.corestandards.org, can be used to find more information and to better understand Common Core State Standards.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Revised 11.19

Unit 6: Properties of Circles

Module 15: Angles and Segments in Circles

G.C.2

Central Angles and Inscribed Angles

- ☐ **I CAN** identify inscribed angles in circles.

G.C.3

Angles in Inscribed Quadrilaterals

- ☐ **I CAN** use permutations to compute probabilities of compound events.

G.C.2

Tangents and Circumscribed Angles

- ☐ **I CAN** identify a tangent to a circle.

G.C.2

Segment Relationships in Circles

- ☐ **I CAN** identify chords of a circle.

G.C.2

Angle Relationships in Circles

- ☐ **I CAN** identify the relationships between the measures and locations of central, inscribed, and circumscribed angles.

Module 16: Arc Length and Sector Area

G.C.5

Sector Area

- ☐ **I CAN** find the area of a sector of a circle.

Unit 7: Measurement and Modeling in Two and Three Dimensions

Module 18: Volume Formulas

G.GMD.1

Volume of Prisms and Cylinders

- ☐ **I CAN** give an informal argument about the formula for the volume of a cylinder.

G.GMD.1

Volume of Pyramids

- ☐ **I CAN** give an informal argument about the formula for the volume of a pyramid.

G.GMD.1

Volume of Cones

- ☐ **I CAN** give an informal argument about the formula for the volume of a cone.

G.GMD.2

Volume of Spheres

- ☐ **I CAN** give an informal argument about the formula for the volume of a sphere.

Module 19: Visualizing Solids

G.MG.1

Surface Area of Prisms and Cylinders

- ☐ **I CAN** find the surface area of a prism or cylinder.

G.MG.1

Surface Area of Pyramids and Cones

- ☐ **I CAN** find the surface area of pyramids and cones.

G.MG.1

Surface Area of Spheres

- ☐ **I CAN** find the surface area of a sphere

Module 20: Modeling and Problem Solving

G.MG.1

Modeling and Density

- ☐ **I CAN** apply density in area and volume situations.

G.MG.1

Problem Solving with Constraints

- ☐ **I CAN** apply geometry methods to solve design problems.