**Edwards Syllabus ☺ 2017-2018 ☺ Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☺ Block\_\_\_\_\_\_**

**Geometry Honors Unit 7 – Polygons & Quadrilatarals**

**HOMEWORK WORKSHEET POLICY:** *In order to receive a 3, you must attempt each problem & FULLY correct in a RED pen.*

**IXL QUIZ POLICY:** *If you choose to do an IXL as a quiz grade, you must write the IXL number & final score with detailed work for at least 10 problems in order for the quiz grade to count! You have until the end of the unit to turn these in for a grade.*

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| **DATE** | **DAILY LEARNING TARGETS & OBJECTIVES** | | **INDEPENDENT PRACTICE (HOMEWORK)** | | | **GRADE** | |
| Tuesday,  Feb. 20  ***Day 00*** | **Test on Unit 6 –** Right Triangles | | Unit 07, Day 01 Angles of Polygons Notes | | |  | |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | | | | |
| Thursday,  Feb. 22  ***Day 01*** | Angles of Polygons | | Day 01 Angles of Polygons Skills Practice  **IXL G.2, G.3, & G.4** | | |  | |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | | | | |
| Monday, February 26  ***Day 02*** | Parallelograms/Tests of Parallelograms | | Day 02 Parallelograms Skills Practice  **IXL N.4 & N.5** | | |  | |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | | | | |
| Wednesday,  February 28  ***Day 03*** | Rectangles | | Day 03 Rectangles Skills Practice  **IXL N.7** | | |  | |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | | | | |
| Friday,  March 2  ***Day 04*** | Rhombi & Squares  ***Progress Reports Issued March 2!*** | | Day 04 Rhombi & Squares Skills Practice  **IXL N.6** | | |  | |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | | | | |
| Tuesday,  March 6  ***Day 05*** | Compare and Contrast Parallelograms | | Day 05 Review Worksheet  **IXL N.2** | | |  | |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | | | | |
| Thursday,  March 8  ***Day 06*** | Trapezoids and Kites | | Day 06 Trapezoids & Kites Skills Practice  **IXL N.8 & N.9** | |  | | |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | | | | |
| Monday,  March 12  ***Day 07*** | Unit 7 Review | | Day 07 Unit 7 Review Worksheet  **IXL N.10** | | | |  |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | | | | |
| Wednesday,  March 14  ***Day 08*** | **Unit 7 Test**  ***March 14 is π Day!*** | | **TOTAL POINTS:** |  | | | |
| L. Target? | Emoji | What Questions do you still have? | What were your AHA Moments? | | | | |

**UNIT 7: POLYGONS AND QUADRILATERALS**

**LEARNING TARGETS: Keep an eye on these throughout the unit, making sure you retain them all!**

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| **Target 1:** I CAN determine the measures of the angles and/or sides of any convex polygon, regular or irregular. |
| **Target 2:** I CAN classify any quadrilateral according to its properties. |
| **Target 3:** I CAN apply the properties of all quadrilaterals to find missing sides, angles, medians, and diagonals. |
| Target 4: I CAN classify a quadrilateral using coordinate and algebraic proofs. |

**ENDURING UNDERSTANDINGS: Polygons represent a hierarchy of closed-sided figures.**

1. Polygons are classified by the number of angles and sides.
2. There is a relationship between the number of sides and the angle measures of a polygon.
3. Each quadrilateral has its own unique characteristics.

**ESSENTIAL QUESTIONS: How are polygons evident in the real world?**

1. How are polygons classified?
2. As the number of sides increase in a convex polygon, what changes will occur?
3. What are the characteristics of each type of quadrilaterals?

**SOL Objectives (2009):**

G.9 The student will verify characteristics of quadrilaterals and use properties of quadrilaterals to solve real-world problems.

G.10 The student will solve real-world problems involving angles of polygons.

**G.2** The student will use the relationships between angles formed by two lines cut by a transversal to

a) determine whether two lines are parallel;

b) verify the parallelism, using algebraic and coordinate methods as well as deductive proofs; and

c) solve real-world problems involving angles formed when parallel lines are cut by a transversal.