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| **Year at a Glance** |
| **August** | **September** | **October** | **November** | **December** | **January** | **February** | **March** | **April** | **May** |
| SLA | 1.Tools of Geometry | 2. Lines and Angles | 3. Triangle Relationships | Break | 4.Quadrilaterals and Transformations | 5. Circles | 6. 2D and 3D  | 7. Probability |

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| **Time Frame** | **Unit Title** |
| 6 | [Unit 1](#Unit1): Tools of Geometry |
| 8 | [Unit 2](#uni2): Lines and Angles |
| **CA 1** |
| 18 | [Unit 3](#unit3): Triangle Relationships |
| **CA 2** |
| 9 | [Unit 4](#uni4): Quadrilaterals and Transformations |
| 7 | [Unit 5](#unit5): Circles |
| **CA3** |
| 12 | [Unit 6](#unit6): 2D and 3D Geometry |
| 6 | [Unit 7](#unit7): Probability |

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| **General Resources** |
| * Pearson Geometry textbook and online resources
* The National Library of Virtual Manipulatives <http://nlvm.usu.edu/>
* [Engage NY](https://www.engageny.org/resource/high-school-geometry)
* ixl.com <http://www.ixl.com/math/grade-6>
* RegentsPrep.org
* Emathinstruction.com
* Openmiddle.com
 | * Wyrmath.com
* Wodb.ca
* <http://www.projectsharetexas.org/resource-index>
* Estimation180.com
* Miss Calculate blog > link to Geometry resources
* Emathinstruction.com (aligned to common core, but listed by topic)
* [Interactive Math Glossary](http://jukebox.esc13.net/interactiveGlossary/HTML_files/_interactiveVocabularySearch.html)
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| **Notes** |
| * **TIME FRAME:** Unit time frames are approximate and subject to change dependent on data and scholars’ needs, as well as campus testing schedules.
* **TEKS:** All readiness TEKS are represented in bold text. Most supporting TEKS are represented where appropriate and deemed necessary.
* **MYP UP Stage 1:** Global contexts, key concepts, related concepts, and assessment criteria have been selected carefully to ensure Uplift meets IB requirements. If you choose to change any of these to personalize your units, please ensure you are assessing each global context, key concept, and related concept at least 1x per year and each assessment criteria at least 2x per year.
* **PERFORMANCE TASKS:** A minimum of 2 investigations and 2 real world projects are required. The first must be completed before Collaboration Day 2, and the second before the end of the year. You may choose to use the tasks detailed in the scope (indicated as investigations) or you may create your own, but the task must be assessed using MYP Criterion B, C, and D, depending on the assessment.
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| **REQUIRED** | **EXAMPLES**  |
| **Time Frame** | **Unit & Key Components** | [**TEKS**](#TEKS) | **CRS** | **MYP UP: Stage 1** | **Assessment(s)/MYP Objective(s)** | **Resources** |
| 6 Class Periods | **Un****it 1: Tools of Geometry*** Geometric vocabulary and notation
* Basic angle pairs
* Write conditional statements
* Assess the truth value of conditional statements and using counterexamples to disprove statements

CRS* Find the length of segments on a number line
* Find distance in terms of absolute value
* Estimate length of segments
* Calculate the length of segments
* Basic angles and their sums
 | G.4AG.4B**G.4C**G.4D**G.6A** | N 403N 404G 201G 202G 402 | **Global Context**Fairness and Development**Key Concept**Logic**Related Concepts**Change Justification Generalization**Statement of Inquiry**People with power and privilege create seemingly logical arguments to justify inequality.  | **Unit test (Criterion A)** | * Pearson textbook and online resources Topic 1, 2
* Protractors and rulers
* Construction Investigation: <http://mathequalslove.blogspot.com/2014/06/starting-to-dig-geometry.html>
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| **REQUIRED** | **EXAMPLES**  |
| **Time Frame** | **Unit & Key Components** | [**TEKS**](#TEKS) | **CRS** | **MYP UP: Stage 1** | **Assessment(s)/MYP Objective(s)** | **Resources** |
| 8 Class Periods | **Unit 2: Lines a****nd Angles*** Write and graph linear equations, including parallel and perpendicular lines
* Calculate distance and midpoint between points in the coordinate plane.
* Identify angles formed by parallel lines cut by a transversal and solve for their measures
* Constructions of angles, bisectors, and parallel lines

CRS* Locate points on the number line
* Find distance using a number line
* Find the length of segments on the coordinate plane
* Match simple and compound inequalities with number line graphs
* Match equations and graphs
* Calculate slope from equations
* Angles formed by parallel lines
* Locate points on the coordinate plane
* Special sums of angles
* Calculate slope from points
* Find midpoints
* Distance formula
* Slope from parallel or perpendicular lines
 | G.2A**G.2B****G.2C**G.4D**G.5A****G.6A** | N 203N 303N 403N 404N 405A 405A 504AF 503A 514G 301G 304G 401G 402G 406G 501G 510G 511G 605G 606 | **Global Context**Orientation in space and time**Key Concept**Form**Related Concepts**Space System**Statement of Inquiry**A community is shaped by the space it occupies and the people who are a part of it.  | Pre-Assessment around Algebra 1 skills **Unit test (Criterion A)****Tourism Brochure (Criterion C and D):****G:** Attract visitors to the city of Dallas**R:** Consultant for the Department of Tourism**A:** Tourists**S:** You are hired by the department of tourism to attract visitors to the city of Dallas by highlight its various communities and attractions. **P:** Create a tourism brochure including a map of your chosen neighborhood and a written description of the community. **Parallel/Perpendicular Line Investigation (Criterion B):** Scholars graph equations of lines (by hand or using technology) in order to explore the relationship between the slopes of parallel and perpendicular lines. [Recommended: 2 days to complete with review of graphing by hand first]**Angle Pair Investigation (Criterion B):** Scholars use protractors in order to explore the relationships between angle pairs formed by parallel lines and a transversal.  | * Pearson textbook and online resources Topic 3, 7
* Desmos or Geogebra graphing software
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| **REQUIRED** | **EXAMPLES**  |
| **Time Frame** | **Unit & Key Components** | [**TEKS**](#TEKS) | **CRS** | **MYP UP: Stage 1** | **Assessment(s)/MYP Objective(s)** | **Resources** |
| 18 Class Periods | **U****nit 3: Triangle Relationships*** Classify triangles and apply properties of triangles to identify shapes and solve for missing angle measures or side lengths
	+ Triangle Inequality Theorem
	+ Triangle Sum Theorem
	+ Midsegments and Medians
* Prove triangles congruent with SAS, SSS, AAS, ASA, and HL
* Use CPCTC to prove congruent side length and angle measures
* Prove triangles are similar
* Solve for missing sides using proportions
* Operate with and simplify radicals
* Recognize Pythagorean triples and apply the Pythagorean Theorem
* Apply Special Right Triangle relationships
* Use Trigonometric Ratios and their inverses to solve for side lengths and angle measures

CRS* Special sums of angles
* Symmetry of isosceles triangles – sides and angles
* Write proportions
* Use scale factors
* Pythagorean Triples
* Write sine, cosine, and tan as right triangle ratios
* Pythagorean Theorem
* Special Right Triangles
* Basic Trig Ratios
 | **G.5A**G.5D**G.6B**G.6CG.6DG.7A**G.7B**G.8AG.8B**G.9A****G.9B** | G 402G 404G 501G 503G 508G 509G 602G 603G 604G 703AF 502 | **Global Context**Globalization and sustainability**Key Concept**Logic**Related Concepts**MeasurementJustificationSpace**Statement of Inquiry**Rules and relationships impact the way we approach problems and make decisions. | **Unit Test or multiple quizzes (Criterion A)****Indirect Measurement Lab for Similarity (Criterion B):** Scholars measures their own heights and shadows in order to find the height of unknown objects, such as flagpoles or buildings. **Lawyer Proof Project (Criterion C and D):** Scholars take on the role of a lawyer trying to prove a pair of triangles guilty of congruence. Scholars create a written proof and present their argument to the class. **Triangle Explorations (Criterion B):** * Scholars explore the triangle inequality theorem
* Scholars explore the Triangle Sum Theorem and measures of angles of triangles
* Scholars explore midsegments to derive the three properties
* Scholars derive special right triangle relationships by applying the Pythagorean Theorem to different sized squares and equilateral triangles
 | * Pearson textbook and online resources Topic 4, 5, 9, 10
* Geometer’s Sketchpad for exploring congruent and similar triangles
* Cut and paste activity with proofs by Illuminations <https://illuminations.nctm.org/Lesson.aspx?id=2561>
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| **REQUIRED** | **EXAMPLES**  |
| **Time Frame** | **Unit & Key Components** | [**TEKS**](#TEKS) | **CRS** | **MYP UP: Stage 1** | **Assessment(s)/MYP Objective(s)** | **Resources** |
| 8 Class Periods | **U****nit 4: Quadrilaterals and Transformations*** Classify quadrilaterals based on their properties
* Calculate the measures of interior and exterior angles in polygons
* Use simple and composite transformations (translations, reflections, rotations, and dilations) to find the coordinates of images and pre-images on the coordinate plane
* Describe transformations in words and with algebraic representations

CRS* Translations
* Lines of Symmetry
* Calculate slope
* Find the coordinates of a rotation 180⁰
* Coordinates of rotations (x-axis, y-axis, y = x)
* Scale factors
 | G.3A**G.3B**G.3CG.3D**G.5A**G.6E | G 407G 502G 510G 512G 607G 703 | **Global Context**Identities and Relationships**Key Concept**Relationships**Related Concepts**SpaceChangeRepresentation**Statement of Inquiry**How we represent ourselves is shaped by our culture and close relationships. | **Unit Test ( Criterion A)****Quadrilateral Instagram Project (Criterion C):** Scholars create a profile for a quadrilateral of their choosing, explaining the characteristics of their shape, connections to other quadrilaterals, and applications in the real world.**Polygon Angle Exploration (Criterion B):** Scholars create a table of angle measures and the number of sides in a polygon in order to derive the formulas for interior and exterior angles. **Quadrilaterals Investigation (Criterion B and C):** Scholars measure the side lengths, angle measures, and diagonal lengths/angles using rulers and protractors of parallelograms, rectangles, rhombuses, and squares to create a list of their properties. Scholars verify their findings by applying properties to classify shapes or verify conditional statements using language and drawings. **Transformation Art Project (Criterion C and D):** Scholars choose a piece of artwork which includes multiple rigid and non-rigid transformations. Scholars map their artwork onto a coordinate plane and choose portions to describe using algebraic representations and academic vocabulary. Scholars also describe the significance of the transformations in artwork, connecting what they have learned in their art courses.  | * Pearson textbook and online resources Topic 6, 8
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| **REQUIRED** | **EXAMPLES**  |
| **Time Frame** | **Unit & Key Components** | [**TEKS**](#TEKS) | **CRS** | **MYP UP: Stage 1** | **Assessment(s)/MYP Objective(s)** | **Resources** |
| 6 Class Periods | **Unit 5: Cir****cles*** Identify different segments, arcs, and angles in circles
* Review solving for circumference and area
* Apply proportional reasoning to solve for arc length and sector area
* Calculate the measures of angles in circles
* Calculate the lengths of special segments (chords, secants, tangents) in circles
* Graph circles on the coordinate plane and write the equations of circles given a graph or information

CRS* Area of circles
* Circumference
* Relationships among arcs, angles, and distances in circles
* Scale factors
 | G.12AG.12BG.12CG.12DG.12E | G 507G 701G 703 | **Global Context**Orientation in space and time**Key Concept**Relationships**Related Concepts**MeasurementRepresentationSystem**Statement of Inquiry**Exploration leads to discoveries which have a lasting impact on the future. | **Circle Explorations (Criterion B and C):** Scholars explore the relationships between segments and/or angles within and outside of circles in order to generate rules. They verify these rules using various examples and explain their findings in a report using both pictures, calculations, and writing.  | * Pearson textbook and online resources Topic 11, 12
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| **REQUIRED** | **EXAMPLES**  |
| **Time Frame** | **Unit & Key Components** | [**TEKS**](#TEKS) | **CRS** | **MYP UP: Stage 1** | **Assessment(s)/MYP Objective(s)** | **Resources** |
| 14 Class Periods | **Unit 6: 2D and 3D Geometry*** Calculate the perimeter and area of individual and composite figures
* Calculate the area of regular polygons
* Connect representations of 2D and 3D figures,
* Calculate surface area, lateral area, and volume of individual and composite solids
* Determine the effect of changing dimensions on area, perimeter, surface area, and volume

CRS* Manipulate expressions and equations (Given V=Bh, solve for h)
* Perimeter and area of rectangles and triangles
* Computer perimeter with unknown side lengths
* Scale factors
* Apply geometric formulas
* Use relationships involving area, perimeter, and volume to compute another measure (ie. SA for a cube given volume)
 | G.10A **G.10B**G.11A**G.11B****G.11C****G.11D**G.13B | A 601G 302G 303G 403G 405G 505G 506G 601 G 702G 703 | **Global Context**Personal and cultural expression**Key Concept**Form**Related Concepts**MeasurementSpaceRepresentation**Statement of Inquiry**Models helps us explore and explain nature. | **Unit Test (Criterion A)****Changing Dimensions Lab (Criterion B and C):** Scholars investigate the effect on area, perimeter, surface area, and volume based on a change in linear dimensions. Scholars explain the process of determining the change in dimensions and the “rules” for how a scale factor changes the area/perimeter/SA/volume.**Home Redesign Project (Criterion C and D):** Scholars apply area, perimeter, volume, and surface area formulas in order to design their dream home. Scholars create a floor plan with the measurements for key rooms and pieces of furniture within those rooms. They calculate the amount of flooring and wall treatments as well as water for their pool, if applicable. [Recommended: 2.5 days to complete. Day 1: (1/2 lesson) Introduce ProjectDay 2: Project work day to start floor plan and calculate area/perimeterDay 3: Start Phase 2 of project- pick flooring, wallpaper, and paint.] | * Pearson textbook and online resources Topic 13, 14
* Differentiate between isometric and orthographic drawings

<http://nohnergeometry2.weebly.com/121-isometric-and-orthographic-drawings.html> |

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| **REQUIRED** | **EXAMPLES**  |
| **Time Frame** | **Unit & Key Components** | [**TEKS**](#TEKS) | **CRS** | **MYP UP: Stage 1** | **Assessment(s)/MYP Objective(s)** | **Resources** |
| 6 Class Periods | **Unit 7: Probability*** Calculate probabilities of independent events with and without replacement
* Calculate conditional probability
* Calculate probabilities using area models
* Use permutations and combinations in problem solving (using a list or diagram, not a formula)

CRS* Calculate simple geometric probabilities
* Probability of an event and its complement
* Probability of simple events
* Simple counting techniques
* Venn Diagrams in counting
* Sample spaces
* Conditional and joint probability, including in real-world situations
 | G.13AG.13B**G.13C**G.13DG.13E | G 601S 305S 403S 404S 503S 604S 605S 606S 704 | **Global Context**Fairness and Development**Key Concept**Logic**Related Concepts**EquivalencePatternJustification**Statement of Inquiry**It is human nature to be more optimistic than what the data shows.  | **Probability Project** **(Criterion C and D):** Have scholars research a real-world situation (ie. winning the Super Bowl) and determine associated probabilities, making sure to consider independent and dependent events. Scholars present their findings in a written paper and presentation. **State Fair Game Design Project (Criterion C and D):** Scholars design a State Fair game which meets a set of criteria (provided by the teacher) around the likelihood of winning the game. They calculate the expected profits to the Fair based on the theoretical probability of winning and losing their game. Scholars present their findings using a model of their game, calculations and a written description. They may pitch their game to the founders of the State Fair.  | * Pearson textbook and online resources Topic 15
* Physical items, such as dice, spinners, cards, and coins, to demonstrate probability situations
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| **G****eometry TEKS** |
| G.1A – apply mathematics to problems arising in everyday life, society, and the workplace | G.1B – use a problem‐solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem solvingprocess and the reasonableness of the solution | G.1C – select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems | G.1D – communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate | G.1E – create and use representations to organize,record, and communicatemathematical ideas | G.1F – analyze mathematical relationships to connect and communicate mathematical ideas  | G.1G – display, explain, and justify mathematical ideas and arguments using precisemathematical language in written or oral communication |
| G.2(A) – determine the coordinates of a point that is a given fractional distance less than one from one end of a line segment to the other in one- and two-dimensional coordinate systems, including finding the midpoint | G.8(A) – prove theorems about similar triangles, including the Triangle Proportionality theorem, and apply these theorems to solve problems |
| **G.2(B) - derive and use the distance, slope, and midpoint formulas to verify geometric relationships, including congruence of segments and parallelism or perpendicularity of pairs of lines** | G.8(B) – identify and apply the relationships that exist when an altitude is drawn to the hypotenuse of a right triangle, including the geometric mean, to solve problems |
| **G.2(C) – determine an equation of a line parallel or perpendicular to a given line that passes through a given point** | **G.9(A) – determine the lengths of sides and measures of angles in a right triangle by applying the trigonometric ratios sine, cosine, and tangent to solve problems**  |
| G.3(A) – describe and perform transformations of figures in a plane using coordinate notation | **G.9(B) – apply the relationships in special right triangles 30-60-90 and 4-45-90 and apply the Pythagorean Theorem, including Pythagorean triples, to solve problems** |
| **G.3(B) – determine the pre-image of a given two-dimensional figure under a composition of rigid transformations, a composition of non-rigid transformations, and a composition of both including dilations where the center can be any point in the plane**  | G.10(A) – identify the shapes of two-dimensional cross-sections or prisms, pyramids, cylinders, cones, and spheres and identify three-dimensional objects generated by rotations of two-dimensional shapes |
| G.3(C) – identify the sequence of transformations that will carry a given pre-image onto an image on and off the coordinate plane | **G.10(B) – determine and describe how changes in the linear dimensions of a shape affect its perimeter, area, surface area, or volume, including proportional and non-proportional dimensional change** |
| G.3(D) – identify and distinguish between reflectional and rotational symmetry in a plane figure | G.11(A) – apply the formula for the area of regular polygons to solve problems |
| G.4(A) – distinguish between undefined terms, definitions, postulates, conjectures, and theorems | **G.11(B) – determine the area of composite two-dimensional figures comprised of a combination of triangles, parallelograms, trapezoids, kites, regular polygons, or sectors of circles to solve problems using appropriate units of measure** |
| G.4(B) – identify and determine the validity of the converse, inverse, and contrapositive of a conditional statement and recognize the connection between a biconditional statement and a true conditional statement with a true converse | **G.11(C) – apply the formulas for the total and lateral surface area of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units or measure** |
| **G.4(C) – verify that a conjecture is false using a counterexample**  | **G.11(D) – apply the formulas for the volume of three-dimensional figures, including prisms, pyramids, cones, cylinders, spheres, and composite figures, to solve problems using appropriate units of measure** |
| G.4(D) – compare geometric relationships between Euclidean and spherical geometries, including parallel lines and the sum of angles in a triangle | G.12(A) – apply theorems about circles, including relationships among angles, radii, chords, tangents, and secants, to solve non-contextual problems |
| **G.5(A) – investigate patterns to make conjectures about geometric relationships, including angles formed by parallel lines cut by a transversal, criteria required for triangle congruence, special segments of triangles, diagonals of quadrilaterals, interior and exterior angles of polygons, and special segments and angles of circles choosing from a variety of tools** | G.12(B) – apply the proportional relationship between the measures of an arc length of a circle and the circumference of the circle to solve problems |
| G.5(B) – construct congruent segments, congruent angles, a segment bisector, an angle bisector, perpendicular lines, the perpendicular bisector of a line segment, and a line parallel to a given line through a point not on the line using a compass and a straightedge | G.12(C) – apply the proportional relationship between the measure of the area of a sector and the area of the circle to solve problems |
| G.5(C) – use the constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors to make conjectures about geometric relationships | G.12(D) – describe radian measures of an angle as the ratio of the length of an arc intercepted by a central angle and the radius of the circle  |
| **G.6(A) – verify theorems about angles formed by the intersection of lines and line segments, including vertical angles, and angles formed by parallel lines cut by a transversal and prove equidistance between the endpoints of a segment and points on its perpendicular bisector and apply these relationships to solve problems** | G.12(E) – show that the equation of a circle with center at the origin and radius r is x2 + y2 = r2 and determine the equation for the graph of a circle with radius r and center (h, k), (x-h)2 + (y-k)2 = r2 |
| **G.6(B) – prove two triangles are congruent by applying SAS, ASA, SSS, AAS, and HL congruence conditions** | G.13(A) – develop strategies to use permutations and combinations to solve contextual problems |
| G.6(C) – apply the definition of congruence, in terms of rigid transformations, to identify their corresponding sides and angles | G.13(B) – determine probabilities based on area to solve contextual problems |
| G.6(D) – verify theorems about the relationships in triangles, including proof of the Pythagorean Theorem, the sum of interior angles, base angles of an isosceles triangles, midsegm/ents, and medians, and apply these relationships to solve problems | **G.13(C) – identify whether two events are independent and compute the probability of the two events occurring together with or without replacement** |
| G.6(E) – prove a quadrilateral is a parallelogram, rectangle, square, or rhombus using opposite sides, opposite angles, or diagonals and apply these relationships to solve problems | G.13(D) – apply conditional probability in contextual problems |
| G.7(A) – apply the definition of similarity in terms of a dilation to identify similar figures and their proportional sides and the congruent corresponding sides | G.13(E) – apply independence in contextual problems |
| **G.7(B) – apply the Angle-Angle criterion to verify similar triangles and apply the proportionality of the corresponding sides to solve problems** |  |

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| **August 2018****Keep in mind:** * **MAP Testing Window: 8/20—9/21**

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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  | **31****Collaboration Day** **Kick Off** | **1** | **2** | **3** | **4** |
| **5** | **6** | **7****First Day of School** | **8****SLA**  | **9** | **10** | **11** |
| **12** | **13****Unit 1: Tools of Geometry** | **14** | **15** | **16** | **17** | **18** |
| **19** | **20****Unit 1: Tools of Geometry** | **21** | **22** | **23** | **24** | **25** |
| **26** | **27** | **28****Unit 2: Lines and Angles** | **29** | **30** | **31** |  |

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| **September 2018****Keep in mind:** * **MAP Testing Window: 8/20—9/21**
* **CA 1 Testing Window: 9/24-10/3**

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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  |  |  | **1** |
| **2** | **3****HOLIIDAY** | **4****Unit 2: Lines and Angles** | **5** | **6** | **7****EPAS Testing (HS)** | **8** |
| **9** | **10** | **11****Unit 2: Lines and Angles** | **12** | **13** | **14** | **15** |
| **16** | **17** | **18****Unit 2: Lines and Angles** | **19** | **20** | **21** | **22** |
| **23** | **24****CA 1 Testing** | **25** | **26** | **27** | **28** | **29** |
| **30** |  |  |  |  |  |  |

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| **October 2018****Keep in mind:** * **CA 1 Testing Window: 9/24-10/3**
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  | **1****CA 1 Testing** | **2** | **3** | **4** **End of Quarter 1** | **5****Collaboration Day 1** | **6** |
| **7** | **8****HOLIDAY** | **9****Unit 3: Triangle Relationships** | **10** | **11** | **12** | **13** |
| **14** | **15** | **16****Unit 3: Triangle Relationships** | **17** | **18** | **19** | **20** |
| **21** | **22** | **23** | **24****SCHOLAR HALF DAY****Unit 3: Triangle Relationships** | **25** | **26** | **27** |
| **28** | **29****Unit 3: Triangle Relationships** | **30** | **31** |  |  |  |

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| **November 2018****Keep in mind:**  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  | **Unit 3: Triangle Relationships** | **1** | **2** | **3** |
| **4** | **5** | **6****Unit 3: Triangle Relationships** | **7** | **8** | **9** | **10** |
| **11** | **12****Unit 3: Triangle Relationships** | **13** | **14** | **15** | **16** | **17** |
| **18** | **19****FALL BREAK** | **20****FALL BREAK** | **21****FALL BREAK** | **22****FALL BREAK** | **23****FALL BREAK** | **24** |
| **25** | **26****Unit 3: Triangle Relationships** | **27** | **28** | **29** | **30** |  |

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| **December 2018****Keep in mind:** * **EOC Retesting Window: 12/3-12/6**
* **CA 2 Testing Window: 12/10-12/19**
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  |  |  | **1** |
| **2** | **3** **Unit 3: Triangle Relationships** | **4** | **5** | **6** | **7** | **8** |
| **9** | **10****CA 2 Testing** | **11** | **12** | **13** | **14** | **15** |
| **16** | **17****SCHOLAR HALF DAY** | **18****SCHOLAR HALF DAY** | **19****SCHOLAR HALF DAY****CA 2 Testing** | **20****End of Quarter 2****SCHOLAR HALF DAY** | **21****WINTER BREAK** | **22** |
| **23** | **24****WINTER BREAK** | **25****WINTER BREAK** | **26****WINTER BREAK** | **27****WINTER BREAK** | **28****WINTER BREAK** | **29** |
| **30** | **31****WINTER BREAK** |  |  |  |  |  |

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| **January 2019****Keep in mind:** * **MAP Testing Window: 1/17-2/22**
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| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  | **1****WINTER BREAK** | **2****WINTER BREAK** | **3****WINTER BREAK** | **4****WINTER BREAK** | **5** |
| **6** | **7****Collaboration Day 2** | **8****Campus PD** | **9****First Day of Semester 2** | **10****Unit 4: Quadrilaterals** | **11** | **12** |
| **13** | **14** | **15****Unit 4: Quadrilaterals and Transformations** | **16** | **17** | **18** | **19** |
| **20** | **21****HOLIDAY****Unit 4: Quadrilaterals and Transformations** | **22** | **23** | **24** | **25** | **26** |
| **27** | **28****Unit 4: Quadrilaterals and Transformations** | **29** | **30** | **31** |  |  |
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| **February 2019****Keep in mind:** * **MAP Testing Window: 1/17-2/22**
* **CA 3 Testing Window: 2/19-3/1**
* **TELPAS Window: 2/25-4/5**
 |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  | **Unit 4: Quadrilaterlas** | **1** | **2** |
| **3** | **4****Unit 5: Circles** | **5** | **6** | **7****EPAS Testing (HS)** | **8** | **9** |
| **10** | **11** | **12****Unit 5: Circles** | **13** | **14** | **15** | **16** |
| **17** | **18****HOLIDAY** | **19** | **20****Unit 5: Circles** | **21** | **22** | **23** |
| **24** | **25****CA 3 Testing** | **26****Unit 5: Circles** | **27** | **28** |  |  |

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| **March 2019****Keep in mind:** * **CA 3 Testing Window: 2/19-3/1**
* **TELPAS Window: 2/25-4/5**
 |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  | **CA 3 Testing** | **1** | **2** |
| **3** | **4****CA 3 Testing** | **5** | **6** | **7****End of Quarter 3** | **8****Collaboration Day 3** | **9** |
| **10** | **11****SPRING BREAK** | **12****SPRING BREAK** | **13****SPRING BREAK** | **14****SPRING BREAK** | **15****SPRING BREAK** | **16** |
| **17** | **18** | **19** | **20** | **21****Unit 6: 2D and 3D Geometry** | **22** | **23** |
| **24** | **25****Unit 6: 2D and 3D Geometry** | **26** | **27****SCHOLAR HALF DAY** | **28** | **29****HOLIDAY****Bad Weather Make-Up** | **30** |

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| **April 2019****Keep in mind:** * **TELPAS Window: 2/25-4/5**

  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| **31** | **1** | **2****ACT Testing****Unit 6: 2D and 3D Geometry** | **3** | **4** | **5** | **6** |
| **7** | **8****Unit 6: 2D and 3D Geometry** | **9 7th Writing STAAR****8th Math STAAR****English I EOC** | **10** **8th Reading STAAR** | **11****English II EOC** | **12** | **13** |
| **14** | **15****Unit 6: 2D and 3D Geometry** | **16** | **17** | **18** | **19****HOLIDAY****Bad Weather Make-Up** | **20** |
| **21** | **22** | **23****Unit 6: 2D and 3D Geometry** | **24****ACT Make-Up** | **25** | **26** | **27** |
| **28** | **29** | **30** |  |  |  |  |

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| **May 2019****Keep in mind:** * **Senior Finals/CA 4 Testing Window 5/13-5/15**
* **High School CA 4 Testing Window 5/20-5/23**

  |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  | **Unit 7: Probability** | **1** | **2** | **3** | **4** |
| **5** | **6****Biology EOC****Unit 7: Probability** | **7****Algebra I EOC** | **8****US History EOC** | **9** | **10** | **11** |
| **12** | **13** | **14****Unit 7: Probability****6th/7th Math STAAR** | **15****8th Science STAAR** | **16****8th Humanities STAAR** | **17** | **18** |
| **19** | **20** | **21****SCHOLAR HALF DAY** | **22****SCHOLAR HALF DAY****CA 4 Testing / Finals Week** | **23****SCHOLAR HALF DAY** | **24****SCHOLAR HALF DAY****Last Day of School** | **25** |
| **276** | **28****HOLIDAY** | **28****Campus PD** | **29** | **30** | **31** |  |
|  |  |  |  |  |  |  |