## UNIT OF STUDY

Title: Unit 6 weeks	Subject	/Course:	SC Math	Length: 2
Topic: Languag		Grade ALS AND EXP		Designer: D. Rye
<ul><li>Apply co angles.</li><li>Define p</li><li>Define the angles.</li></ul>	NCEPTS/UNDERSTANDING ncepts and skills to determoint.  The different angles.  The and identify the differer	ining	<ul> <li>Ho an</li> <li>WI</li> <li>Us the following relation</li> <li>the cirrelation</li> </ul>	hat is a right angle? by do you determine an obtuse gle from an acute angle? hat is a ray? hat is a point? se a circle, fold it is half, discuss e related fraction (one-half), then d it in half again and discuss the ated fraction. This is ¼ of the cle and a circle contains 360° so e angle contains 90° and is called a ht angle.
LG.1.G.2 Describ	NING EXPECTATIONS:  De relationships derived fro or figural patterns.	m		
<ul> <li>Vocabulatines, para obtuse, respective description</li> <li>Distingui</li> <li>Identify and identify and identification.</li> </ul>	ARATIVE KNOWLEDGE –  ary words: line segment, ir rallel lines, point, line, ray, right angle. sh between a point and a raline segment. Intersecting lines. arallel lines.	nee itersecting acute,	<ul><li>Sketch and rec</li><li>Descrik ray.</li></ul>	EDURAL KNOWLEDGE – What I  the shapes of a triangle, square, ctangle. be the difference in a point and a ncepts and skills to name angles.

## UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy) Unit 6 Open Response (application)

Other Evidence of Learning:

ClassroomTeacher Observation

ACTIVITIES AND LEARNING EXPERIENCES	Resources				
<ul> <li>4 Step Vocabulary</li> <li>Model different angles on board.</li> <li>Games <a href="www.mathplaygroud.com">www.mathplaygroud.com</a>.</li> <li>Guided practice.</li> <li>Student lead board work.</li> </ul>	<ul> <li>Calculator</li> <li>Activity worksheets</li> <li>Portfolio workbook</li> </ul>				
Career Connections					
Builder, Architect					

Traditional Assessments:

• Unit 6 Quiz

Unit 6 Test