

	Standards	Lessons	Textbook Correlation
	<p>CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.Math.Content.HSG-C.2 Identify and describe relationships among inscribed angles, radii, and chords. <i>Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</i></p> <p>CCSS.Math.Content.HSG-C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p> <p>CCSS.Math.Content.HSG-C.4 (+) Construct a tangent line from a point outside a given circle to the circle.</p> <p>CCSS.Math.Content.HSG.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.</p> <p>CCSS.Math.Content.HSG.GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p>	<p>[9 days]</p>	<p>Pearson Chapter 12, do NOT teach 12-4</p>
	<p>CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.Math.Content.HSS.CP.A.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").</p> <p>CCSS.Math.Content.HSS.CP.A.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.</p> <p>CCSS.Math.Content.HSS.CP.A.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.</p> <p>CCSS.Math.Content.HSS.CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a</i></p>	<p>[7 days]</p>	<p>Pearson Chapter 13, do NOT teach 13-3, 13-7</p>

<p><i>randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i></p> <p>CCSS.Math.Content.HSS.CP.A.5</p> <p>Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i></p> <p>CCSS.Math.Content.HSS.CP.B.6</p> <p>Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.</p> <p>CCSS.Math.Content.HSS.CP.B.7</p> <p>Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.</p>		
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Grade 11: Circles

Grade 12: Probability

<p>Mathematical Practices:</p>	<p>Mathematical Practices</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
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Learning Statements:

- I can use properties of a tangent to a circle.
 - I can use congruent chords, arcs, and central angles.
 - I can use perpendicular bisectors to chords.
 - I can find the measure of an inscribed angle.
 - I can find the measure of an angle formed by a tangent and a chord.
 - I can write the equation of a circle.
 - I can find the center and radius of a circle.
 - I can draw and describe a locus.
 - I can calculate experimental and theoretical probability.
 - I can make and use frequency tables and probability distributions.
 - I can identify independent and dependent events.
 - I can find compound probabilities.
 - I can construct and use probability models.
 - I can understand and calculate conditional probabilities.
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Estimated 10 days during this quarter allotted for End of Year Testing, Final Exams, students pulled out for other EOY tests.