

Any standard **highlighted in yellow** has been determined by our WCSD teachers, district and state experts as essential for students to master.

<p>Strand 10.G.SRT: I can understand similarity in terms of similarity transformations (Standards G.SRT.1-3). I can prove theorems involving similarity (Standards G.SRT.4-5). I can define trigonometric ratios and solve problems involving right triangles (Standards G.SRT.6-8).</p>			
<p>Standard 10.G.SRT.1: I can verify experimentally the properties of dilations given by a center and a scale factor.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> I know a dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged. I know the dilation of a line segment is longer or shorter in the ratio given by the scale factor. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> verify, experimental, properties of dilations, center, scale factor, parallel line 	<p>Question Stems</p> <ul style="list-style-type: none"> What other math can you connect with this? Justify your answer 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
<p>Standard 10.G.SRT.2: I can use the definition of similarity in terms of similarity transformations to decide whether they are similar.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can explain using similarity transformations when given two figures. I know the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> similarity, similarity transformations, corresponding pairs of angles, proportionality 	<p>Question Stems</p> <ul style="list-style-type: none"> Explain your thinking. What other way could you solve this problem? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>

Standard 10.G.SRT.3: I can use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can use the properties of similarity transformations to establish the AA criterion for two triangles to be similar. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> properties of transformations, AA, triangles 	<p>Question Stems</p> <ul style="list-style-type: none"> How did you show your thinking? The math words that help someone understand what you did are..... 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
Standard 10.G.SRT.4: I can prove theorems about triangles.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can prove theorems about triangles. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> theorems, triangle 	<p>Question Stems</p> <ul style="list-style-type: none"> A question I had was..... 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
Standard 10.G.SRT.5: I can use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> congruence, similarity, criteria, triangles, geometric figures 	<p>Question Stems</p> <ul style="list-style-type: none"> What changes did you have to make to solve the problem? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
Standard 10.G.SRT.6: I understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> similarity, side ratios, right triangles, properties of angles, trigonometric ratios, acute angles 	<p>Question Stems</p> <ul style="list-style-type: none"> How would you explain _____ to a student in 8th grade? What questions arose as you worked? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>

Standard 10.G.SRT.7: I can explain and use the relationship between the sine and cosine of complementary angles.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can explain and use the relationship between the sine and cosine of complementary angles. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> relationship, sine, cosine, complementary angles 	<p>Question Stems</p> <ul style="list-style-type: none"> Justify your answer 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
Standard 10.G.SRT.8: I can use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> trigonometric ratios, Pythagorean Theorem, right triangle 	<p>Question Stems</p> <ul style="list-style-type: none"> How did you show your thinking? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>