

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

Strand: Draw, construct, and describe geometrical figures, and describe the relationships between them. (7.G.1-3)			
Standard 7.G.1: Solve problems involving scale drawings of geometric figures, such as computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.			
<p>Learning Targets</p> <ul style="list-style-type: none"> Use a scale or scale factor to find a measurement. Find actual lengths and areas from a scale drawing, using a scale factor. Create multiple scale drawings from the original model or drawing, using different scales. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> scale, scale factor, scale drawing, enlarge, reduce 	<p>Question Stems</p> <ul style="list-style-type: none"> How might you show the differences and similarities? The hardest part of this concept is..... 	<p>Possible Assessments</p> <ul style="list-style-type: none"> District CFA Geometry Test 1 Form A District CFA Geometry Test 1 Form B
Standard 7.G.2: Draw (freehand, with ruler/protractor, and with technology) geometric shapes with given conditions.			
<p>Learning Targets</p> <ul style="list-style-type: none"> Draw precise geometric figures based on given conditions. Discover the conditions necessary for a set of angles (sum of 180°) or sides to make a triangle (Triangle Inequality Theorem) by exploring different combinations of sides and angles. Explore conditions that determine unique triangles, multiple triangles, or no triangles (foundational for future learning). 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> angle (\sphericalangle), angle measure ($m\angle$), acute, obtuse, right degrees ($^\circ$), polygon, vertex, line segment (side AB of $\triangle ABC$). 	<p>Question Stems</p> <ul style="list-style-type: none"> I solved the problem by... Explain to a young child or someone that wasn't involved.... What strategy did you use? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> District CFA Geometry Test 1 Form A District CFA Geometry Test 1 Form B

Strand: Draw, construct, and describe geometrical figures, and describe the relationships between them. (7.G.1-3)

Standard 7.G.3: Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
<ul style="list-style-type: none"> Describe the different ways to slice a 3D figure (i.e. vertical slice, horizontal slice, and angled slice). Describe the different 2D cross-sections that will result depending on how you slice the 3D figure. 	<ul style="list-style-type: none"> cube, right rectangular prism, right rectangular pyramid, cross-sections, two-dimensional figure (2D), three-dimensional figure (3D) 	<ul style="list-style-type: none"> What decisions can you make from the figures? How did you know where....? How could you record your discovery? 	<ul style="list-style-type: none"> District CFA Geometry Test 2 Form A District CFA Geometry Test 2 Form B

Strand: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (7.G.4-6)

Standard 7.G.4: Know the formulas for the area and circumference of a circle, and solve problems. Give an informal derivation of the relationship between the circumference and area of a circle.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
<ul style="list-style-type: none"> Use the formulas for area and circumference of a circle to solve problems. Know the relationship between diameter, circumference, and pi. Show and explain how the circumference and area of a circle are related. 	<ul style="list-style-type: none"> circumference, radius, diameter, center, area, pi (π) 	<ul style="list-style-type: none"> How did you know which....? What were the steps involved? 	<ul style="list-style-type: none"> District CFA Geometry Test 2 Form A District CFA Geometry Test 2 Form B

Strand: Draw, construct, and describe geometrical figures, and describe the relationships between them. (7.G.1-3)

Standard 7.G.5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write, and use them to solve simple equations for an unknown angle in a figure.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
<ul style="list-style-type: none"> Define and understand properties of supplementary, complementary, vertical and adjacent angles. Use properties of supplementary, complementary, vertical and adjacent angles to solve for unknown angles in a figure. Write and solve equations based on a diagram of intersecting lines with some known angle measures. 	<ul style="list-style-type: none"> supplementary, complementary, vertical angles, adjacent angles, intersecting lines 	<ul style="list-style-type: none"> What strategy did you use? What were the steps involved? What other math can you connect with this? 	<ul style="list-style-type: none"> District CFA Geometry Test 1 Form A District CFA Geometry Test 1 Form B

Standard 7.G.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
<ul style="list-style-type: none"> Decompose 2D composite shapes into triangles, quadrilaterals, and polygons to find the area. Decompose 3D composite shapes into cubes, and right prisms to find volume. Decompose 3D composite shapes whose faces are triangles, quadrilaterals, and polygons to find the surface area. Find volumes of cubes, right prisms, composite polyhedra. 	<ul style="list-style-type: none"> area, surface area, volume, slant height, base, altitude, height, polyhedra, polygons 	<ul style="list-style-type: none"> How else might you have solved the problem? I decided to..... Use math words that help someone understand what I did 	<ul style="list-style-type: none"> District CFA Geometry Test 2 Form A District CFA Geometry Test 2 Form B