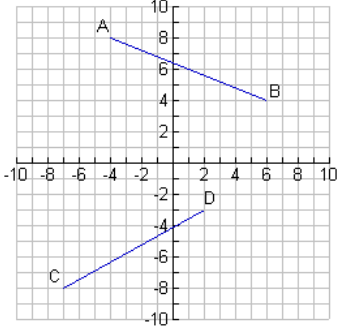
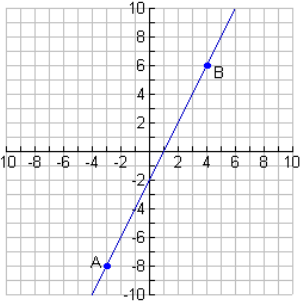
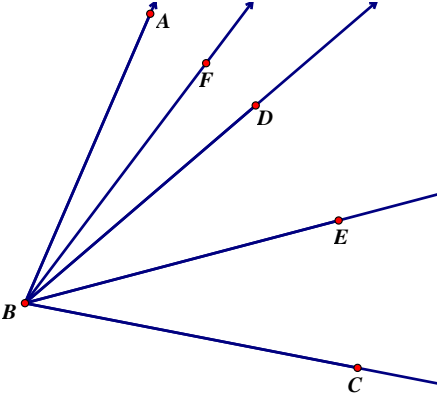


## TARGET 2E: UNDERSTANDING THE COORDINATE PLANE IN GEOMETRY

<p>1. I can find the midpoint of a line segment.</p>	<p>1. Determine the midpoint of segment AB and for segment CD in the graph below.</p>  <p>2. Determine the mid of the segment defined by the given ordered pairs A and B.</p> <p style="text-align: center;"> <math>A(-6, 1)</math>                      <math>A(12, -2)</math>  <math>B(8, -7)</math>                        <math>B(-15, -9)</math> </p>		
<p>2. I can determine the equation of a line given 2 points.</p>	<p>1. Determine the equation of line passing through the points A and B in the graph below. Leave answer in slope – intercept form.</p>  <p>2. Determine the equation of the line passing through the points (3,2) and (12,-5). Leave answer in slope – intercept form.</p>		

## TARGET: UNDERSTANDING CONNECTIONS IN MATHEMATICS

<p>1. I can find examples of using inductive and deductive reasoning in my life.</p>	<p>a. Think of an example of how you could use inductive reasoning to make conclusions about the following real-life scenarios:</p> <ul style="list-style-type: none"> <li>• How much sleep you need.</li> <li>• Running track.</li> <li>• Learning math.</li> </ul> <p>b. Think of an example of how you could use deductive reasoning to make conclusions about the following real-life scenarios:</p> <ul style="list-style-type: none"> <li>• How much sleep you need.</li> <li>• Coming home on time.</li> </ul> <p>Brushing your teeth.</p>		
<p>2. I can solve problems by reasoning with geometry and algebra</p>	<p>1. <math>\angle ABC</math> is trisected (cut into three equal parts) by <math>\overline{BD}</math> and <math>\overline{BE}</math>. <math>\angle ABD</math> is then bisected by <math>\overline{BF}</math>. If <math>m\angle ABC = 12x</math>, find <math>m\angle ABF</math>.</p>  <p>2. The points <math>A(-4,1)</math>, <math>B(3,5)</math> and <math>C(6,-2)</math> are the vertices of a triangle.</p> <ul style="list-style-type: none"> <li>• Determine the equation for the line containing segment the points A and C. Leave answer in slope – intercept form.</li> <li>• Determine the length of the longest side.</li> </ul>		

## TARGET: UNDERSTANDING CONNECTIONS IN MATHEMATICS

<p>2. I can solve problems by reasoning with geometry and algebra</p>	<p>3. Jake makes a conjecture that P is the midpoint of ST. He knows that <math>PS = 5x - 3</math> and <math>PT = 3x + 9</math>. He also knows that <math>ST = 54</math>. Use algebra to show whether Jake's conjecture is correct.</p>		
<p>3. I can describe the consequences of changing assumptions or using different definitions for a situation.</p>	<p>a. A trapezoid can be defined as "a quadrilateral with exactly one pair of parallel sides." OR a trapezoid can be defined as "a quadrilateral with at least one pair of parallel sides." Explain how changing the definition of a trapezoid affects the relationship of the trapezoid to other shapes.</p> <p>b. Officer Mark allows drivers to go 5 mph over the speed limit before pulling them over. Officer Dan allows drivers to go only 2 mph over the speed limit before pulling them over. What are some possible consequences of the two officers having different allowances for speeding drivers?</p>		