Content: MATHEMATICS – ADVANCED GEOMETRY						
Topic: Unit 12 Surface Area and Volume 5days						
Content (What do your students need to KNOW?)	**Demonstrators** (What do your students need to be able to DO?)	**Assessment** (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	**Activities** (HOW will you teach it?)	**Resources** (What MATERIALS will you need?)	**Differentiation** (How will you reach the DIVERSITY of learners?)	**Literacy Connection** (How will you use READING and WRITING with this material?)
MA-H-2.2.6 Students will calculate surface area and volume of rectangular prisms, pyramids, cylinders, cones, and spheres in problem settings using given formulas. **MA-H-2.3.4** Students will understand how a change in one or more dimensions of a geometric shape affects perimeter, area, volume, or surface area. **MA-H-2.2.2** Students will classify two-dimensional and three-dimensional geometric figures according to their characteristics such as lengths of sides; angle measures; and number of sides, faces, edges, and vertices. Students will describe the intersection of a plane with a three-dimensional geometric figure.	**Academic Expectations** **1.5 - 1.9** Students use mathematical ideas and procedures to communicate, reason, and solve problems. **2.10** Students understand measurement concepts and use measurements appropriately and accurately. **2.9** Students understand space and dimensionality concepts and use them appropriately and accurately. **Program of Studies** **M-H-G-17** Students will use perimeter, circumference, and area of planar regions to determine volume and surface area of solids. **Program of Studies** **M-H-G-16** Students will use relationships among one-, two-, and three-dimensional measures **M-H-G-11** Students will use properties of other polygon **M-H-G-12** Students will use properties of circles, arcs, chords, central angles,			Competency Assurance: • Bug and Cube • Shipping Canned Food • Cylinder		

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	inscribed angles, and concentric circles s.					