

# Process Standards Rubric

## Geometry

Expectations	Exercise																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Drill Sheet 1	Drill Sheet 2	Review A	Review B	Review C	
<b>GOAL 1: Problem Solving</b> Instructional programs from pre-kindergarten through grade 12 should enable all students to: <ul style="list-style-type: none"> <li>• build new mathematical knowledge through problem solving;</li> <li>• solve problems that arise in mathematics and in other contexts;</li> <li>• apply and adapt a variety of appropriate strategies to solve problems;</li> <li>• monitor and reflect on the process of mathematical problem solving.</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>GOAL 2: Reasoning &amp; Proof</b> <ul style="list-style-type: none"> <li>• recognize reasoning and proof as fundamental aspects of mathematics;</li> <li>• make and investigate mathematical conjectures;</li> <li>• develop and evaluate mathematical arguments and proofs;</li> <li>• select and use various types of reasoning and methods of proof.</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>GOAL 3: Communication</b> <ul style="list-style-type: none"> <li>• organize and consolidate their mathematical thinking through communication;</li> <li>• communicate their mathematical thinking coherently and clearly to peers, teachers, and others;</li> <li>• analyze and evaluate the mathematical thinking and strategies of others;</li> <li>• use the language of mathematics to express mathematical ideas precisely.</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>GOAL 4: Connections</b> <ul style="list-style-type: none"> <li>• recognize and use connections among mathematical ideas;</li> <li>• understand how mathematical ideas interconnect and build on one another to produce a coherent whole;</li> <li>• recognize and apply mathematics in contexts outside of mathematics.</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>GOAL 5: Representation</b> <ul style="list-style-type: none"> <li>• create and use representations to organize, record, and communicate mathematical ideas;</li> <li>• select, apply, and translate among mathematical representations to solve problems;</li> <li>• use representations to model and interpret physical, social, and mathematical phenomena.</li> </ul>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

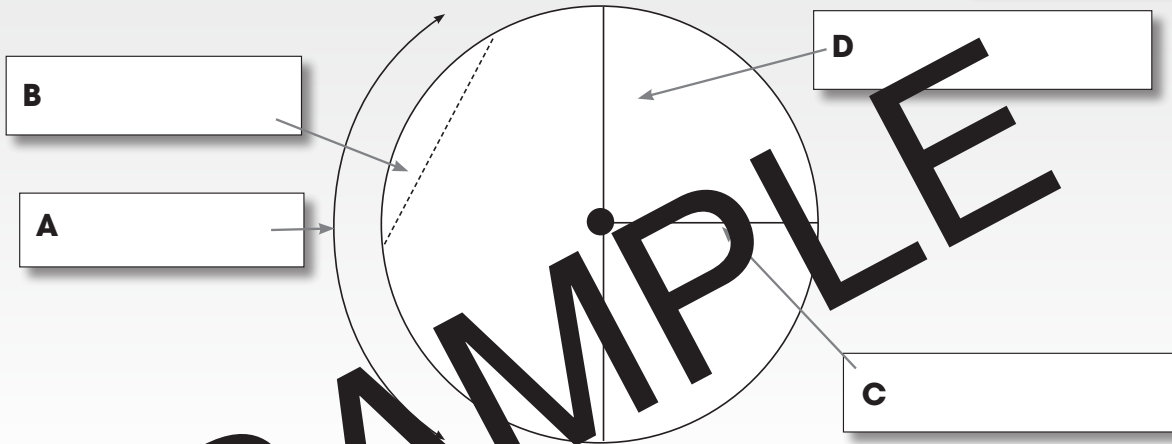


# Task Sheet 7

## Parts of a Circle

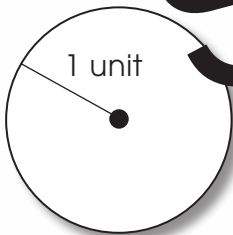
7) Label each part of the circle.

- **Circumference:** distance around the outside of a circle
- **Diameter:** distance across the circle through the center point
- **Radius:** half of the diameter
- **Chord:** a line segment that joins two parts of the circumference



The radius is  $\frac{1}{2}$  of the diameter. Find the radius and diameter of each circle below.

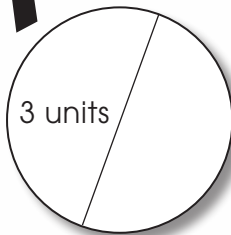
e)



Radius: \_\_\_ units

Diameter: \_\_\_ units

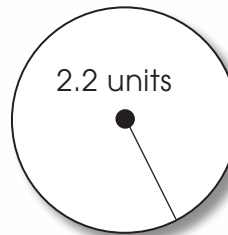
f)



Radius: \_\_\_ units

Diameter: \_\_\_ units

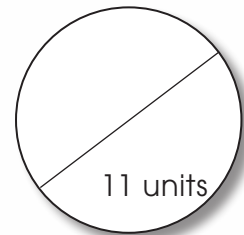
g)



Radius: \_\_\_ units

Diameter: \_\_\_ units

h)



Radius: \_\_\_ units

Diameter: \_\_\_ units

### Reflection

Explain how all diameters are chords, but not all chords are diameters.

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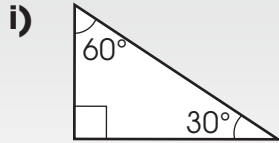
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NAME: \_\_\_\_\_

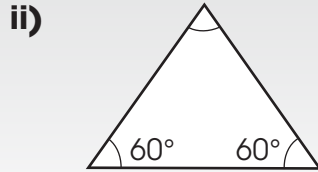


# Review B

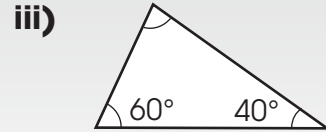
a) Find the missing angle.



\_\_\_\_\_°



\_\_\_\_\_°



\_\_\_\_\_°

b) What are the differences between equilateral, isosceles, and scalene triangles?

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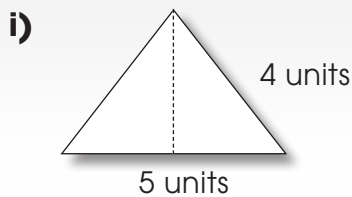
c) What are the differences between right, obtuse, and acute triangles?

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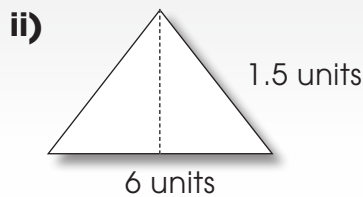
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d) What is the formula for finding the area of a triangle? \_\_\_\_\_

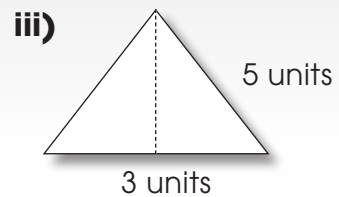
e) Find the area of the following triangles below.



\_\_\_\_\_ square units



\_\_\_\_\_ square units



\_\_\_\_\_ square units

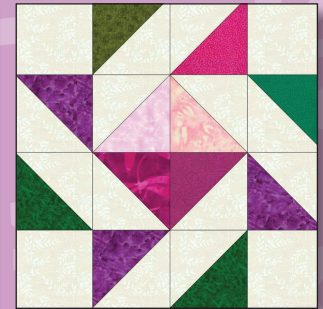
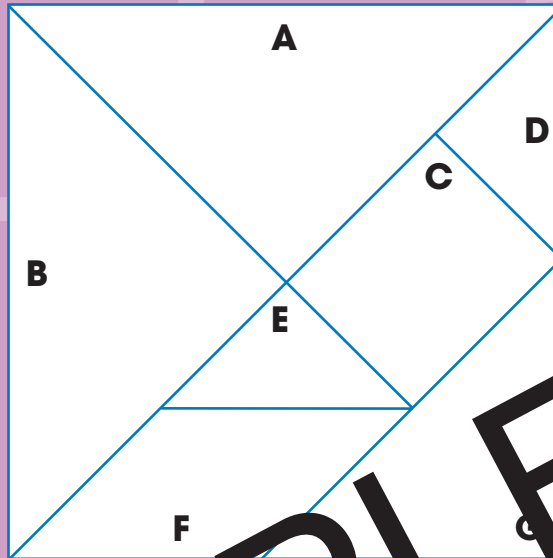
SAMPLE

# Tangrams



a) Label the shape of each tangram piece.

A	
B	
C	
D	
E	
F	
G	



b) Cut apart the seven tangram pieces. Use two or more pieces to create the following shapes. Indicate the individual shapes/pieces used to create each shape.

Trapezoid	
Parallelogram	
Rectangle	
Square	
Triangle	