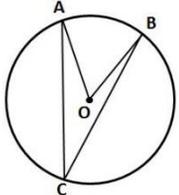
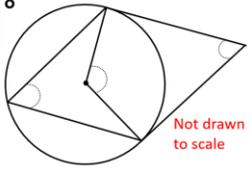
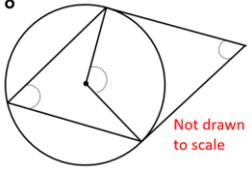
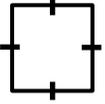
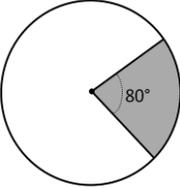
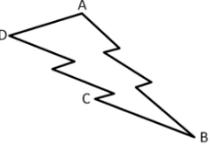
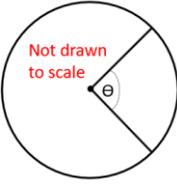
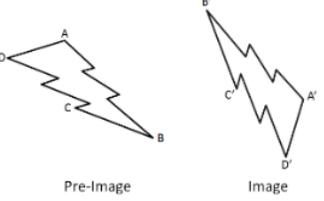
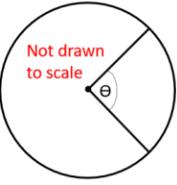


# Depth of Knowledge Matrix – Geometry (Integrated 2)

Topic	Equation of a Circle	Central, Inscribed, & Circumscribed Angles	Perpendicular Lines	Area on a Coordinate Plane
CCSS Stand.	<ul style="list-style-type: none"> <li>G-MG.1</li> </ul>	<ul style="list-style-type: none"> <li>G-C.2</li> </ul>	<ul style="list-style-type: none"> <li>G-GPE.5</li> </ul>	<ul style="list-style-type: none"> <li>G-GPE.7</li> </ul>
DOK 1 Example	Write the equation of a circle with a radius of 7 units.	If the measure of angle AOB is $40^\circ$ , what is the measure of angle ACB? 	Determine whether the lines are perpendicular. $3x + 4y = 7$ $y = \frac{2}{3}x + 5$	Find the area of the triangle with vertices at $(-4, -1)$ , $(-2, 5)$ , and $(3, -3)$
DOK 2 Example	Using the digits 1 to 9 at most two times each, place a digit in each box to make two circles: one with an area of less than 100 units <sup>2</sup> and one with more than 100 units <sup>2</sup> . $\square x^2 + \square y^2 = \square$	Using the digits 0 to 9 at most one time each, place a digit in each box two times: once where the central angle is greater than $130^\circ$ and once where it is less than $130^\circ$ . You may reuse all the digits each time. central angle measure = $\square\square\square^\circ$ inscribed angle measure = $\square\square\square^\circ$ circumscribed angle measure = $\square\square\square^\circ$ 	Using the digits 0 to 9 at most one time each, fill in the boxes to create two perpendicular lines. $y = \frac{\square}{\square}x + \square$ $\square x + \square y = \square$	Using the integers -9 to 9 at most one time each, fill in the boxes to create coordinates that represent the vertices of two triangles: one with an area of less than 55 units <sup>2</sup> and one with an area of more than 55 units <sup>2</sup> . You may reuse all the integers each time. $A: (\square, \square)$ $B: (\square, \square)$ $C: (\square, \square)$
DOK 3 Example	Using the digits 1 to 9 at most two times each, place a digit in each box to make a circle with the least possible area. $\square x^2 + \square y^2 = \square$	Using the digits 0 to 9 at most one time each, place a digit in each box so that the central angle has the greatest possible value. central angle measure = $\square\square\square^\circ$ inscribed angle measure = $\square\square\square^\circ$ circumscribed angle measure = $\square\square\square^\circ$ 	Using the digits 0 to 9 at most one time each, fill in the boxes to create two perpendicular lines whose solution is as close to the origin as possible. $y = \frac{\square}{\square}x + \square$ $\square x + \square y = \square$	Using the integers -9 to 9 at most one time each, fill in the boxes to create coordinates that represent the vertices of the triangle with the smallest possible area. $A: (\square, \square)$ $B: (\square, \square)$ $C: (\square, \square)$

# Depth of Knowledge Matrix – Geometry (Integrated 2)

Topic	Geometric Proofs	Midpoint of a Line Segment	Sector Area	Transformations
CCSS Stand.	<ul style="list-style-type: none"> <li>G-CO.11</li> </ul>	<ul style="list-style-type: none"> <li>G-GPE.6</li> </ul>	<ul style="list-style-type: none"> <li>G-C.5</li> </ul>	<ul style="list-style-type: none"> <li>G-CO.5</li> </ul>
DOK 1 Example	<p>Add one geometric marking to demonstrate the quadrilateral is a square.</p> 	<p>Find the midpoint of the line segment with the given endpoints.</p> <p><math>(3, -2)</math> and <math>(5, 5)</math></p>	<p>Find the area of the shaded region.</p> 	<p>Rotate the image below <math>90^\circ</math> counterclockwise about point D and reflect it across a horizontal line.</p> 
DOK 2 Example	<p>Using exactly five geometric markings to show that a quadrilateral is a square.</p>	<p>Using the integers <math>-9</math> to <math>9</math> at most one time each, place a digit in each box to create endpoints for two different line segments whose midpoint is <math>(1, 3)</math>. One line segment should have a positive slope, and the other should have a negative slope. You may reuse all the integers for each line segment.</p> <p><math>(\square, \square)</math> and <math>(\square, \square)</math></p>	<p>Using the digits <math>0</math> to <math>9</math> at most one time each, place a digit in each box so that the radius and angle measure result in the sector area.</p> <p>radius = <math>\square</math> units</p> <p><math>\Theta = \square</math></p> <p>sector area = <math>\square \pi</math> units<sup>2</sup></p> 	<p>List three sequences of transformations that take pre-image ABCD to image A'B'C'D'.</p> 
DOK 3 Example	<p>What is the least number of geometric markings needed to demonstrate that a quadrilateral is a square?</p>	<p>Using the integers <math>-9</math> to <math>9</math> at most one time each, place a digit in each box to create endpoints for the longest possible line segment whose midpoint is <math>(1, 3)</math>.</p> <p><math>(\square, \square)</math> and <math>(\square, \square)</math></p>	<p>Using the digits <math>0</math> to <math>9</math> at most one time each, place a digit in each box so that the radius and angle measure result in the sector area is as close to <math>60</math> units<sup>2</sup> as possible.</p> <p>radius = <math>\square</math> units</p> <p><math>\Theta = \square</math></p> <p>sector area = <math>\square \pi</math> units<sup>2</sup></p> 	<p>What is the fewest number of transformations needed to take pre-image ABCD to image A'B'C'D'?</p> 