

## **MATHEMATICS DEPARTMENT**

## **GEOMETRY (H): COURSE #311**

### **Contact Information**

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### **The Department's Educational Philosophy**

The study of mathematics will enhance the ability of all students to problem solve and to reason. Through a strong standardized departmental program that emphasizes problem solving, communicating, reasoning and proof, making connections, and using representations, students will develop self-confidence and a positive attitude towards mathematics.

Our curriculum matches that of the Massachusetts Mathematics Curriculum Framework, and we are philosophically aligned with the National Council of Teachers of Mathematics Standards.

### **Guiding Principles**

- Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.
- Effective mathematics programs focus on problem solving and require teachers who have a deep knowledge of the discipline.
- Technology is an essential tool in a mathematics education, and all students should gain facility in using it where advantageous.
- All students should have a high-quality mathematics program.
- Assessment of student learning in mathematics should take many forms to inform instruction and learning.
- All students should understand the basic structure of mathematics.
- All students should recognize that the techniques of mathematics are reflections of its theory and structure.
- All students should gain facility in applying mathematical skills and concepts.
- All students should understand the role of inductive and deductive reasoning in mathematic and real life situations.

## **GEOMETRY (H): COURSE #311**

**Course Frequency:** Full-year course, five times per week

**Credits Offered:** Five

**Prerequisites:** C- in Algebra I

### **Background to the Curriculum**

This courses use the 2000 edition of the Jurgensen, Brown, and Jurgensen textbook, Geometry, published by Houghton Mifflin. Previous editions of this book by these authors have been used for approximately the past forty years. This text matches the 2000 edition of the National Council of Teachers of mathematics curriculum standards, as well as the 2000 edition of the Massachusetts State Framework recommendations for a high school geometry course. The course is, therefore, aligned with national and state guidelines. Teachers bring in other material where eppropriate and make minor changes as to the specific sections taught each year after consultation with the RDL.

### **Core Topics/Question/Concepts/Skills**

Deductive reasoning  
Parallel lines and planes  
Congruent and similar triangles  
Quadrilaterals  
Geometric inequalities  
Right triangles  
Circles  
Areas of plane figures  
Solid Geometry  
Coordinate Geometry  
Introduction to Transformations

## Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] identify points, lines, and planes	Geometry.G.1
2] apply theorems about segments, angles, and parallel lines	Geometry.G.2
3] write complex geometric proofs	Geometry.G.2
4] apply the Parallel Postulate	Geometry.G.2
5] identify the hypothesis and conclusion of a statement and form the converse, inverse, contrapositive	Geometry.G.2
6] prove two triangles are congruent	Geometry.G.2
7] identify medians, altitudes, perpendicular bisectors, and all points of concurrency	Geometry.G.12
8] classify the types of quadrilaterals	Geometry.G.1
9] state and prove properties of quadrilaterals	Geometry.G.2
10] prove triangles are similar	Geometry.G.2
11] apply the Pythagorean Theorem	Geometry.G.7
12] apply properties of special right triangles	Geometry.G.8
13] understand the terminology of geometry within a circle	Geometry.G.6
14] perform calculations for arcs, angle, segments within a circle	Geometry.G.6
15] perform a variety of constructions and their supporting proofs	Geometry.G.4
16] apply areas formulae for triangles, quadrilaterals, polygons, and circles	Geometry.M.1
17] apply formulae from solid geometry to find surface areas and volumes	Geometry.M.2
18] contrast inductive and deductive reasoning	Geometry.G.2
19] apply principles of mathematical logic	Geometry.G.2
20] write truth tables to verify propositions	Geometry.G.2
21] apply inequality theorems	Geometry.G.10
22] illustrate locus for given conditions	Geometry.G.16
23] use trigonometric ratios	Geometry.G.9
24] apply techniques from coordinate geometry	Geometry.G.11
25] write coordinate geometry proofs	Geometry.G.12
26] distinguish between different types of transformations	Geometry.G.15
27] justify all steps within a proof for most theorems	Geometry.G.2
28] recognize and work with vectors	Geometry.G.18

### **Assessment**

Students are generally assessed by in-class tests and quizzes, which are administered regularly throughout a marking period. Generally, two quizzes are equivalent to a test. The students' attitude, effort, and quality of homework preparation will also impact their term grade to a small degree. Teachers informally assess students every day by asking pivotal questions, as well as questions involving mechanics or concepts, and the students' term grades may be positively affected to a small degree based on their responses.

A standardized midyear examination and final examination are administered to all students in this course in order to assess their long-term retention of the course material.

### **Technology Learning Objectives Addressed in This Course**

**(This section is for faculty and administrative reference; students and parents may disregard.)**

1] Geometer's Sketchpad computer software to perform analyses of concepts learned	
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### **Materials and Resources**

Teachers use other texts for supplementary ideas, such as Discovering Geometry by Michael Serra, and also current mathematical periodicals, such as "Mathematics Teacher." Review materials that match both departmental examinations are used by all teachers of the course.