

## **MATHEMATICS DEPARTMENT**

## **GEOMETRY (CP): COURSE #323**

### **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 (CP): COURSE #323**

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

**Credits Offered:** Five

**Prerequisites:** C- in Algebra I

### **Background to the Curriculum**

This course uses the 2000 edition of the Glencoe textbook, Geometry. The Glencoe textbook series has been used since 1995 for the College Preparatory level. Before 1995, the Holt textbook series was used for approximately 20 years. This text matches both the 2000 edition of the National Council of Teachers of Mathematics Curriculum Standards and 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 materials where appropriate and make minor changes to the specific sections taught each year, after consultation with the RDL.

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

Reasoning and proof

Parallel lines

Congruent and similar triangles

Quadrilaterals

Right triangles and trigonometry

Circles

Area of plane figures

Solid 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 short 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	Geometry.G.2
6] prove two triangles are congruent	Geometry.G.2
7] use corresponding parts of congruent triangles	Geometry.G.2
8] identify medians, altitudes, perpendicular bisectors	Geometry.G.12
9] classify the types of quadrilaterals	Geometry.G.1
10] state and use properties of quadrilaterals	Geometry.G.1
11] prove triangles are similar	Geometry.G.2
12] use corresponding parts of similar triangles	Geometry.G.5
13] apply the Pythagorean Theorem	Geometry.G.7
14] apply properties of special right triangles	Geometry.G.8
15] understand the terminology of geometry within a circle	Geometry.G.6
16] Perform calculations for arcs, angle, segments within a circle	Geometry.G.6
17] apply area formulae for triangles, quadrilaterals, polygons, and circles	Geometry.M.1
18] apply formulae from solid geometry to find surface areas and volumes	Geometry.M.2
19] use trigonometric ratios	Geometry.G.9
20] distinguish between different types of transformations	Geometry.G.15

### **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.)**

<b><u>Course activity: skills &amp;/or topics taught</u></b>	<b><u>Standards(s) addressed through this activity</u></b>
1] Geometer's Sketchpad computer software to perform analyses of concepts learned	

### **Materials and Resources**

Teachers use other texts for supplementary ideas, such as Discovering Geometry by Michael Serra, as well as the Houghton Mifflin textbook, Geometry, which is used in the H/AE levels. In addition, current mathematical periodicals, such as "Mathematics Teacher," are utilized by teachers of this course. Review materials that match both departmental examinations are used by all teachers of the course.