



Recommended Advanced Geometry Curriculum Framework

Content: MATHEMATICS – ADVANCED GEOMETRY						
Topic: Unit 2 Basic Concepts and Proofs 6 days						
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?)
<p>MA-H 2.1.1 Students will describe properties of and give examples of geometric transformations (translations, rotations, reflections, dilations), with and without a coordinate plane, to both real-world and mathematical situations</p> <p>MA-H 2.1.2 Students will define, describe properties of, give examples of, and apply to both real-world and mathematical situations spatial relationships such as betweenness, parallelism, and perpendicularity</p> <p>MA-H 1.1.1 Students will apply real numbers to both real-world and mathematical situations.</p> <p>MA-H 2.1.3 Students will define, describe properties of, give examples of, and apply to both real-world and supplementary, corresponding and alternate interior angles.</p>	<p>Academic Expectations 1.5 - 1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems. 2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.</p> <p>Program of Studies M-H-G-19 Students will represent geometric figures and properties using coordinates. Program of Studies M-H-G-5 Students will integrate constructions such as segments and angles, segment bisectors, perpendiculars, angle bisectors, parallel lines, circles, arcs, and polygons. Program of Studies M-H-G-7 Students will use angle and side relationships such as triangle sum theorem, triangle inequalities, isosceles and equilateral triangle properties, altitude, and median.</p>			Page 64 #14, page 94 #14		

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