School District of Marshfield Course Syllabus

Course Name: Customized Geometry
Length of Course: 1 Year
Credit: 1

Program Goal:

The School District of Marshfield Mathematics Program will prepare students for college and career in the 21st century by ensuring ***all*** students learn based on skills and knowledge needed to succeed in post-secondary education/training, career, and life. The 4K through High School Mathematics curriculum is designed to support every student in achieving success. Students will be placed in to the driver's seat. Innovative educators will tailor instruction to student need through engaging learning activities and relevant assessment.

Course Description:

Use geometric terminology and notation to describe 2-D and 3-D objects in an environment designed to meet the needs of students who benefit from personalized pathways and multiple instructional strategies in the classroom. With the help of tailored instruction, computerized resources, mini-seminars, and a teacher serving the facilitator and coach in a flexible learning environment, students will develop skills in the following mathematical concepts: Points, Lines, Planes, Angles, Construct (with ruler, protractor and compass or software: congruent segments and angles, bisectors of segments and angles, perpendicular lines and parallel lines), Triangle properties, congruence, similarity, Apply properties of congruency and similarity to

transformations, Trigonometry, Quadrilaterals, Perimeter, Area, Volume, Circles, Concurrency, and Probability.

NOTE: Scientific (or Graphing) Calculator is required for this course.

PREREQUISITE: Successful completion of Alegbra I R/H or Customized Algebra or instructor's recommendation.

Standards:	
Wisconsin Standards for Mathematical Practices (MP)	
MP: 1, 2, 3, 4, 5, 6, 7, 8	1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
Wisconsin Standards for Mathematics- Geometry	
Congruence (G-CO)	
Experiment with transformations in the plane. G-CO: 1, 2, 3, 4, 5	1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. 2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). 3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. 4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. 5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
Understand congruence in terms of rigid motions. G-CO: 6, 7, 8	6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

	7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. 8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
Prove geometric theorems. G-CO: 9, 10, 11	9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.* 10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.* 11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*
Make geometric constructions. G-CO: 12, 13	12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.* 13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
Similarity, Right Triangles and Trigonometry (G-SRT)	
Understand similarity in terms of similarity transformations. G-SRT: 1a, 1b, 2, 3	1. Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor. 2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

	3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
Prove theorems involving similarity. G-SRT: 4, 5	4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity. 5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
Define trigonometric ratios and solve problems involving right triangles. G-SRT: 6, 7, 8	6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. 7. Explain and use the relationship between the sine and cosine of complementary angles. 8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
Apply trigonometry to general triangles. G-SRT: 11	11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).
Circles G-C	
Understand and apply theorems about circles. G-C: 1, 2, 3	1. Prove that all circles are similar. 2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.* 3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
Find arc lengths and areas of sectors of circles. G-C: 5	5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
Expressing Geometric Properties with Equations (G-GPE)	
Use coordinates to prove simple geometric theorems algebraically. G-GPE: 4, 5, 6, 7	4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle.* 5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). 6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio. 7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Geometric Measurement and Dimension (G-GMD)	
Explain volume formulas and use them to solve problems. G-GMD: 1, 3	1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.* 3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
Visualize relationships between two-dimensional and three-dimensional objects. G-GMD: 4	4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
Modeling with Geometry (G-MG)	
Apply geometric concepts in modeling situations. G-MG: 1, 2, 3	1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). 2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). 3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
Wisconsin Standards for Mathematics- Statistics and Probability	
Conditional Probability and the Rules of Probability (S-CP)	
Understand independence and conditional probability and use them to interpret data. S-CP:1, 2, 3, 4, 5	1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). 2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. 3. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. 4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

	5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.
Use the rules of probability to compute probabilities of compound events in a uniform probability model. S-CP: 6, 7	6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. 7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.

Key Vocabulary:			
Coordinate system	Point	Line	Plane
Adjacent angles	Complementary angles	Supplementary angles	Linear pair
Vertical angles	Corresponding	Transversal	Alternate interior
Alternate exterior	Equilateral	Skew	Isosceles
Scalene	Circumcenter	Acute	Obtuse
Centroid	Quadrilateral	Incenter	Median
Orthocenter	Law of sines	Sine	Cosine
Tangent	Chord	Law of cosines	Trigonometry
Arc	Pyramid	Polygon	Apothem
Prism	Biconditional	Polyhedron	Conjecture
Angle Bisector	Contrapositive	Conditional	Counter Example
Construction	Inductive Reasoning	Converse	Law of Detachment
Deductive Reasoning	Negation	Inverse	Perpendicular Bisector
Law of Syllogism	Theorem	Proof	Truth Value
Postulate	Remote Interior Angles	Truth Table	Image
Exterior Angle of a Triangle	Composition of Rigid Motions	Same Side Exterior Angles	Corresponding Angles
Transversal	Line of Symmetry	Glide Reflection	Rigid Motion
Line of Reflection	Translation	Preimage	Base Angle
Rotation	Congruent	Base	Vertex
Congruence Transformation	Interior	Leg	Concurrent
Altitude	Rhombus	Circumcenter	Dilation
Equidistant	Geometric Mean	Similarity Transformation	Midsegment of a Trapezoid
Exterior	Angle of Depression	Kite	Center of Dilation
Rectangle	Trigonometric Ratio	Square	Similar
Central Angle	Chord	Scale Factor	Arc length

Major Arc	Minor Arc	Angle of Elevation	Intercepted Arc
Secant	Sector of a Circle	Pythagorean Triple	Radian
Cavalier's Principle	Cones	Radius	Tangent to a Circle
Oblique	Right	Inscribed Angle	Hemispheres
Complement	Conditional Probability	Point of Tangency	Combination
Independent Events	Mutually Exclusive	Segment of a Circle	Expected Value
Dependent Events	Permutation	Cylinders	Probability Distribution
Spheres			

Topics/Content Outline- Units and Themes:

Quarter 1:

- Review of Algebra Skills, Points, Lines, Planes and Angles
- Construct (with ruler, protractor and compass or software) congruent segments and angles, bisectors of segments and angles, perpendicular lines and parallel lines

Quarter 2:

- Triangle properties, congruence, similarity
- Apply properties of congruency and similarity to transformations

Quarter 3:

- Trigonometry
- Quadrilaterals

Quarter 4:

- Perimeter, Area, and Volume
- Circles
- Concurrency
- Probability

Primary Resource(s):

Renaissance Learning- Accelerated Math & STAR Math Assessment