

Geometry				2-Jul-09			Bold denotes Massachusetts Curriculum Frameworks learning standards	
Month	Hon	CP1	CP2	Content	Time Frame	Essential Questions	Skills	Suggested Assessments
September	1 2	1.1- 1.3 1.5 1.9 2.1- 2.2 2.4 2.8	1.1- 1.3 1.5 1.9 2.1- 2.2 2.4 2.8	Fundamentals of Geometry Unit 1	1 cycle	<p>1. Why study Geometry?</p> <p>2. What are some of the fundamentals of Geometry and why is it important to study them?</p> <p>3. Given two sides of a triangle, how can you determine the possible measures of the third side?</p>	<p>1. Recognize points, lines, rays, angles and triangles.</p> <p>2. Classify angles.</p> <p>3. Recognize collinear and non-collinear points.</p> <p>4. Apply triangle-inequality theorem (G.G.10).</p> <p>5. Apply properties of bisectors and trisectors of segments and angles to solve problems (G.G.6).</p> <p>6. Solve basic probability problems.</p> <p>7. Understand the concept of perpendicularity (G.G.6)</p> <p>8. Recognize complementary and supplementary angles (G.G.6).</p> <p>9. Recognize vertical angles (G.G.6).</p>	<p>1. Links, webs, splashes, sorts</p> <p>2. Cooperative Learning Activities & Sketchpad Labs</p> <p>3. Unit Test (1)</p> <p>4. MCAS 2001--#11</p> <p>5. MCAS 2002--#35</p> <p>6. MCAS 2003--#25, 33</p> <p>7. MCAS 2004--NONE</p> <p>8. MCAS 2005--NONE</p> <p>9. MCAS 2006--#36</p> <p>10. MCAS 2007--#12</p> <p>11. MCAS 2008--#39</p> <p>12. MCAS 2009--#38</p>
				Fundamentals of Geometry Unit 1			<p>10. Draw the result and interpret transformations on figures in the coordinate plane (translations, reflections, rotations and scale factors (G.G.15, 10.G.9)).</p> <p>11 Use vertex-edge graphs to model and solve problems. (10.G.11)</p>	
September	4.1, 4.4, 4.6 13.1- 13.3	4.1, 4.4, 4.6 13.1- 13.3	4.1, 4.6 13.1- 13.3	Coordinate Geometry Unit 2	1.5 cycles	<p>1. Describe the benefits of using a coordinate proof.</p> <p>2. Describe some properties of a linear function with regard to its algebraic representation, its tabular representation and its graph.</p> <p>3. Explain the differences between the point-slope and slope-intercept form of a line.</p>	<p>1. Apply formulas for a rectangular coordinate system to prove theorems (G.G.3).</p> <p>2. Demonstrate an understanding of the relationship between various representations of a line (G.G.11, 10.P.2).</p> <p>3. Determine a line's slope and intercepts from its graph, equation or tabular representation (G.G.11, 10.P.2).</p> <p>4. Find a linear equation describing a line from a graph or a geometric description of a line (point-slope or slope-intercept) (G.G.11, 10.P.2).</p> <p>5. Explain the significance of positive, negative, zero or undefined slope (G.G.11, 10.P.2).</p> <p>6. Using rectangular coordinates, calculate midpoints, slopes and distance between two points and apply the results to solutions of problems (G.G.12, 10.G.7).</p>	<p>1. Links, webs, splashes, sorts</p> <p>2. Cooperative Learning Activities & Sketchpad Labs</p> <p>3. Unit Test (1)</p> <p>4. Quizzes (2)</p> <p>5. SBCA--A Linear Pi</p> <p>6. SBCA--Fixed Perimeter Rectangles</p> <p>7. SBCA--Balloon Flight</p> <p>8. SBCA--Traveling Networks, Discovering Geometry, pg 116</p> <p>9. MCAS 2000--# 1, 14, 39</p> <p>10. MCAS 2001--# 8, 23, 25, 35</p> <p>11. MCAS 2002--#10, 39</p> <p>12. MCAS 2003--#7, 41</p>
							<p>7. Find linear equations that represent lines either perpendicular or parallel to a given line and through a point by using point-slope form (G.G.13, 10.G.8).</p> <p>8. Demonstrate an understanding of the relationship between geometric and algebraic representations of circles (G.G.14).</p> <p>9. Utilize the Perpendicular bisector theorems.</p>	<p>13. MCAS 2004--#21, 26</p> <p>14. MCAS 2005--#20, 25</p> <p>15. MCAS 2006--#13, 17</p> <p>16. MCAS 2007--#17, 37</p> <p>17. MCAS 2008--#12, 17</p> <p>18. MCAS 2009--#12, 21, 41</p>