

# Chapter 10

## Geometry: Angles, Triangles and Distance

In section 1 we begin by gathering together facts about angles and triangles that have already been discussed in previous grades. This time the idea is to base student understanding of these facts on the transformational geometry introduced in the preceding chapter. As before, here the objective is to give students an informal and intuitive understanding of these facts about angles and triangles; all this material will be resumed in Secondary Mathematics in a more formal and logically consistent exposition.

Section 2 is about standard 8G6: *Explain a proof of the Pythagorean Theorem and its converse.* The language of this standard is very precise: it does not say *Prove...* but it says *Explain a proof of...*, suggesting that the point for students is to articulate their understanding of the theorem; not to demonstrate skill in reciting a formal proof. Although Mathematics tends to be quite rigorous in the construction of formal proofs, we know through experience that informal, intuitive understanding of the “why” of a proof always precedes its articulation. Starting with this point of view, the student is guided through approaches to the Pythagorean theorem that make it believable, instead of formal arguments. In turn, the student should be better able to explain the reasoning behind the Pythagorean theorem, than to provide it in a way that exhibits form over grasp.

In Chapter 7, in the study of tilted squares, this text suggests that by replacing specific numbers by generic ones, we get the Pythagorean theorem. We start this section by turning this suggestion into an “explanation of a proof,” and we give one other way of seeing that this is true. There are many, for example:

[jwillson.coe.uga.edu/INT668/ent668\\_student\\_folders/HeadAngela/essay1/Pythagorean.html](http://jwillson.coe.uga.edu/INT668/ent668_student_folders/HeadAngela/essay1/Pythagorean.html)

The converse of the Pythagorean theorem states this: if  $a^2 + b^2 = c^2$ , where  $a, b, c$  are the lengths of the sides of a triangle, then the triangle is a right triangle, and the right angle is that opposite the side with length  $c$ . The Euclidean proof of this statement is an application of *SSS* for triangles. Although students played with *SSS* in Chapter 9, here we want a more intuitive and dynamic understanding. Our purpose is to encourage thinking about dynamics, which becomes a central tool in later mathematics. We look at the collection of triangles with two side lengths  $a$  and  $b$  with  $a \geq b$ . As the angle at  $C$  grows from very tiny to very near a straight angle, the length of its opposing side steadily increases. It starts out very near  $a - b$ , and ends up very near  $a + b$ . There is only one triangle in this sequence where  $a^2 + b^2$  is precisely  $c^2$ .

In the final section, we use the Pythagorean Theorem to calculate distances between points in a coordinate plane. This is what the relevant standard asks: it does not ask that students *know* the “distance formula.” The goal here is that students understand the *process* to calculate distances: this process involves right angles and the Pythagorean theorem and students are to understand that involvement. Concentration on the formula perverts this objective.

# Mathematics Course 2 Chapter 10 Geometry

**Secondary School Mathematics  
Curriculum Improvement Study**



## Mathematics Course 2 Chapter 10 Geometry:

Middle School Math, Course 2 McDougal Littell Incorporated,2004      Prentice Hall Middle Grades Math: Course 2 ,1999      **Geometry in the Mathematics Curriculum** National Council of Teachers of Mathematics,1973      A Guide to Detracking Math Courses Angela Torres, Ho Nguyen, Laura Wentworth Streeter, Elizabeth Hull Barnes, Laura Wentworth,2023-04-26 Create a pathway to equity by detracking mathematics The tracked mathematics system has been operating in US schools for decades However research demonstrates negative effects on subgroups of students by keeping them in a single math track thereby denying them access to rigorous coursework needed for college and career readiness The journey to change this involves confronting some long standing beliefs and structures in education When supported with the right structures instructional shifts coalition building and educator training and support the detracking of mathematics courses can be a primary pathway to equity The ultimate goal is to increase more students access to and achievement in higher levels of mathematics learning especially for students who are historically marginalized Based on the stories and lessons learned from the San Francisco Unified School District educators who have talked the talk and walked the walk this book provides a model for all those involved in taking on detracking efforts from policymakers and school administrators to math coaches and teachers By sharing stories of real world examples lessons learned and prompts to provoke discussion about your own context the book walks you through Designing and gaining support for a policy of detracked math courses Implementing the policy through practical shifts in scheduling curriculum professional development and coaching Supporting and improving the policy through continuous research monitoring and maintenance This book offers the big ideas that help you in your own unique journey to advance equity in your school or district s mathematics education and also provides practical information to help students in a detracked system thrive      **Prentice Hall Math Course 2 Daily Notetaking Guide 2004c** Prentice-Hall Staff,2004-08 A math text creates a path for students one that should be easy to navigate with clearly marked signposts built in footholds and places to stop and assess progress along the way Research based and updated for today s classroom Prentice Hall Mathematics is that well constructed path An outstanding author team and unmatched continuity of content combine with timesaving support to help teachers guide students along the road to success

**Glencoe Mathematics** William Collins,1999      **Resources in Education** ,1976      Research in Education ,1974

*Prentice Hall Mathematics Course 1* Prentice-Hall Staff,2004-08 A math text creates a path for students one that should be easy to navigate with clearly marked signposts built in footholds and places to stop and assess progress along the way Research based and updated for today s classroom Prentice Hall Mathematics is that well constructed path An outstanding author team and unmatched continuity of content combine with timesaving support to help teachers guide students along the road to success      **Scott Foresman-Addison Wesley Middle School Math** ,2002      **Introducing Nonroutine Math Problems to Secondary Learners** Robert London,2023-08-22 Offering secondary math educators an innovative holistic and

process orientated approach for implementing nonroutine problems into their curriculum this book defines and establishes practical strategies to develop students problem solving skills The text focuses on the process skills necessary to solve nonroutine problems in mathematics and other subjects with the goal of making students better problem solvers both in and outside of the classroom Chapters present and define a curriculum of over 60 nonroutine problems in mathematics and other content areas and explore the pedagogy to implement this type of curriculum consistent with the NCTM Standards and Principles to Action Four different models of implementation are discussed alongside a structured approach through seven difficulty levels with examples to ensure that every student independent of their mastery of mathematics content can improve their ability to solve nonroutine problems It emphasizes to students how to transfer their problem solving skills to other real world areas including increasing ecological awareness appreciating diversity and addressing significant and meaningful problems in their life school and community The curriculum introduced in this book can be included as a component of a traditional four year academic high school curriculum aligned with the Common Core Mathematical Practices or as part of a one year isolated required or elective mathematics course Based on extensive field testing this approach has been effective in both traditional mathematics courses and math electives such as a course in Problem Solving This book provides the necessary guidance to allow each mathematics teacher to effectively integrate the approach in their classrooms This book is ideal for secondary mathematics teachers of all levels as well as teachers of mathematics electives

**Unified Modern Mathematics, Course 1-3** Secondary School Mathematics Curriculum Improvement Study,1968  
 McGraw-Hill Staff,2000-08      Middle School Math, Course 1 McDougal Littell Incorporated,2004      HRW Algebra One Interactions ,1998      **Children's Books in Print, 2007** ,2006      *The Bombay University Calendar* University of Bombay,1915      *The Budget Report of the State Board of Finance and Control to the General Assembly, Session of [1929-] 1937* Connecticut. Board of Finance and Control,1897 Budget report for 1929 31 deals also with the operations of the fiscal year ended June 30 1928 and the estimates for the fiscal year ending June 30 1929      *Geometry* Mervin Laverne Keedy,Charles Warren Nelson,1965      **Euclidean and Non-Euclidean Geometries** Jeff Greenberg,2008-08-15 This is the definitive presentation of the history development and philosophical significance of non Euclidean geometry as well as of the rigorous foundations for it and for elementary Euclidean geometry essentially according to Hilbert Appropriate for liberal arts students prospective high school teachers math majors and even bright high school students The first eight chapters are mostly accessible to any educated reader the last two chapters and the two appendices contain more advanced material such as the classification of motions hyperbolic trigonometry hyperbolic constructions classification of Hilbert planes and an introduction to Riemannian geometry

## Whispering the Strategies of Language: An Mental Quest through **Mathematics Course 2 Chapter 10 Geometry**

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