

2021-2022 SPS Geometry Scope and Sequence Year at a Glance



Geometry Course Overview:

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units, are as follows.

Critical Area 1: In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems—using a variety of formats—and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

Critical Area 2: Students apply their earlier experience with dilations and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students' work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.

Critical Area 3: Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.

Critical Area 4: Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

Critical Area 5: In this critical area students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.

Critical Area 6: Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

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Unit of Study	Length of Unit	Time Frame
Unit 1: Foundations	7 days	Quarter 1
Unit 2: Constructions	15 days	Quarter 1
Unit 3: Transformations	20 days	Quarter 1 - Quarter 2
Unit 4: Triangles and Congruence	20 days	Quarter 2
Unit 5: Similarity	15 days	Quarter 2
Unit 6: Trigonometry and Pythagorean Theorem	15 days	Quarter 3
Unit 7: Properties of Quadrilaterals	24 days	Quarter 3
Unit 8: Probability	12 days	Quarter 4
Unit 9: Circles	12 days	Quarter 4
Unit 10: Area and Volume	10 days	Quarter 4

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Note: Within each unit, the standards are listed in the order in which they appear in the Common Core State Standards. This does not indicate a teaching order. The unit plans sequence the learning of the standards to be most advantageous to student learning.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
	Foundations	Construction	Transformations	Triangles and Congruence	Similarity	Trigonometry and Pythagorean Theorem	Properties of Quadrilaterals	Probability	Circles	Area and Volume
	7 days	15 days	20 days	19 days	15 days	15 days	25 days	12 days	12 days	10 days
Content Standards and Math Practices	G-CO.A.1	G-CO.C.9	G-CO.A.2	G-CO.B.7	G-SRT.A.2	G-SRT.B.4	G-CO.C.11	S-CP.A.1 *	G-C.A.1	G-GMD.A.1
	G-CO.C.9	G-CO.C.10	G-CO.A.3	G-CO.B.8	G-SRT.A.3	G-SRT.C.6	G-CO.C.12	S-CP.A.2 *	G-C.A.2	G-GMD.A.3 *
	G-GPE.B.5	G-CO.C.12	G-CO.A.4	G-CO.C.10	G-SRT.B.4	G-SRT.C.7	G-SRT.C.5	S-CP.A.3 *	G-C.A.3	G-GMD.B.4
		G-CO.C.13	G-CO.B.5	G-CO.C.12	G-SRT.B.5	G-SRT.C.8 *	G-GPE.B.4	S-CP.A.4 *	G-C.B.5	G-MG.A.1 *
	SMP 2	G-C.A.3	G-CO.B.6	G-SRT.B.5	G-GPE.B.6	G-GPE.B.4	G-GPE.B.5	S-CP.B.5 *	G-GPE.A.1	G-MG.A.2 *
			G-CO.C.12	G-GPE.B.4	G-MG.A.3 *	G-GPE.B.7 *	G-GPE.B.7 *	S-CP.B.6 *	G-GPE.B.4	G-MG.A.3 *
		SMP 1	G-SRT.A.1a	G-GPE.B.5		G-MG.A.3 *		S-CP.B.7 *		
		SMP 5	G-SRT.A.1b		SMP 2		SMP3	S-MD.B.6 *	SMP 3	SMP 4
		SMP 6	G-SRT.A.2	SMP 3	SMP 3	SMP 2	SMP 7	S-MD.B.7 *	SMP 7	SMP 7
			G-GPE.B.5	SMP 7	SMP 4	SMP 4	SMP 8			
				SMP 8	SMP 8	SMP 5		SMP 2		
			SMP 1			SMP 8		SMP 4		
			SMP 5					SMP 6		
			SMP 6							

Major Standards
 Additional Standards
 Supporting Standards