

2008–2009

**Intuitive
Geometry
Benchmark Calendar**

Curriculum and
Professional Development
Division

Nevada Process Standards for Mathematics

Problem Solving

Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts in order to:

- ◆ Formulate their own problems.
- ◆ Find solutions to problems from everyday situations.
- ◆ Develop and apply strategies to solve a variety of problems.
- ◆ Integrate mathematical reasoning, communication, and connections.
- ◆ Generalize solutions and apply previous knowledge to new problem solving situations.
- ◆ Determine an efficient strategy, verify, interpret, and evaluate the results with respect to the original problem.
- ◆ Apply problem solving strategies until a solution is found or it is clear that no solution exists.
- ◆ Interpret and solve a variety of mathematical problems by paraphrasing.
- ◆ Identify necessary and extraneous information.
- ◆ Check the reasonableness of a solution.
- ◆ Apply technology as a tool in problem solving situations.
- ◆ Apply combinations of proven strategies and previous knowledge to solve non-routine problems.

Mathematical Communication

Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing in order to:

- ◆ Translate information into mathematical language and symbols.
- ◆ Process information mathematically.
- ◆ Present results in written, oral, and visual formats.
- ◆ Discuss and exchange ideas about mathematics as a part of learning.
- ◆ Read fiction and non-fiction texts to learn about mathematics.
- ◆ Use mathematical notation to communicate and explain problems.
- ◆ Use a variety of techniques to solve mathematical problems.
- ◆ Evaluate written and oral presentations in mathematics.
- ◆ Model and explain mathematical relationships using oral, written, graphic, and algebraic methods.
- ◆ Communicate and evaluate mathematical thinking based on the use of definitions, properties, rules, and symbols in problem solving.
- ◆ Use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.

Mathematical Reasoning

Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas in order to:

- ◆ Reinforce and extend their logical reasoning abilities.
- ◆ Reflect on, clarify, and justify their thinking.
- ◆ Ask questions to extend their thinking.
- ◆ Use patterns and relationships to analyze mathematical situations.
- ◆ Determine relevant, irrelevant, and/or sufficient information to solve problems.
- ◆ Recognize and apply deductive and inductive reasoning.
- ◆ Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.
- ◆ Make and test conjectures about algebraic and geometric properties based on mathematical principles.
- ◆ Justify the validity of an argument.
- ◆ Construct a valid argument.

Mathematical Connections

Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole in order to:

- ◆ Link new concepts to prior knowledge.
- ◆ Identify relationships between content strands.
- ◆ Integrate mathematics with other disciplines.
- ◆ Allow the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.
- ◆ Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.
- ◆ Explain the relationship between concepts and procedures.
- ◆ Use the connections among the mathematical topics to develop multiple approaches to problems.
- ◆ Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as rhythm in music and motion in science.
- ◆ Identify, explain, and apply mathematics in everyday life..

August/September 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
8/24	25	26	27	28	29	30
Classes Begin						
31	9/1	2	3	4	5	6
Labor Day						
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Objectives

3.1	The student will distinguish between the hypothesis and the conclusion of a conditional statement.	4.12.9
3.2	The student will write an implication as an if-then statement.	4.12.9
3.3	The student will compare the converse, inverse, and contrapositive of a conditional statement.	4.12.9
3.4	The student will justify the truth value of a conditional statement.	4.12.9
3.5	The student will propose a conclusion from given information.	4.12.9
3.6	The student will compose examples of deductive reasoning in real-world situations.	4.12.9
3.7	The student will compose examples of inductive and deductive reasoning.	4.12.9
3.8	The student will compare deductive and inductive arguments.	4.12.9
3.9	The student will defend a conclusion using deductive or inductive reasoning.	4.12.9
4.6	The student will distinguish among the various terms associated with an angle.	4.12.8
4.7	The student will classify angles.	4.12.8
4.8	The student will sketch examples of each given class of angles.	4.12.8
4.10	The student will solve angle-measure problems.	4.12.8
4.11	The student will justify conclusions to problems using the theorems related to angles.	4.12.9
4.12	The student will construct geometric figures involving lines and angles.	4.12.8
5.1	The student will formulate strategies for determining the distance between two points.	4.12.9
5.3	The student will formulate strategies for determining the midpoint of a segment.	4.12.5

Textbook Correlation

Glencoe: Geometry

Chapters 1, 2, 3

Sections 1.1–1.5, 2.1–2.4, 2.7, 2.8, 3.1–3.2

Key Curriculum Press: Discovering Geometry

Chapters 1, 2, 9, 10, 12, 13

Sections 1.1–1.3, Using Algebra Skills 1, 2.1–2.6, 9.5, Using Algebra Skills 10, Project after 12.2, Exploration at end of Chapter 12, 13.1

1st Quarter Notes: August/September

- | | |
|-------------------|----------------------|
| ♦ August 25 | Classes Begin |
| ♦ September 1 | Labor Day |
| ♦ September 22–26 | Practice Proficiency |

Embed Process Standards on page 2 and objectives 1.1–2.5 below throughout instruction.

- 1.1 The student will express information from an application problem in a different format.
- 1.2 The student will develop a plan for solving an application problem.
- 1.3 The student will select an appropriate strategy for solving an application problem.
- 1.4 The student will compare strategies for solving a given problem.
- 1.5 The student will explore geometric or algebraic relationships using patterns.
- 1.6 The student will develop a model of a given problem.
- 1.7 The student will justify the reasonableness of an estimation solution to an application problem.
- 1.8 The student will formulate real-world problems using geometric models.
- 1.9 The student will create new problem-solving situations.
- 1.10 The student will explore the function keys on a calculator.
- 2.1 The student will explore geometry in nature, history, art, and cultures around the world.
- 2.2 The student will compare the characteristics of figures and solids.
- 2.3 The student will interrelate visual models with geometric symbols and terms.
- 2.4 The student will develop estimation skills using geometric tools.
- 2.5 The student will develop accuracy using geometric tools.

October 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	
					Staff Development	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
	End of 1st Quarter				Nevada Day	

Objectives

4.1	The student will identify parallel, perpendicular and intersecting lines using slope.	2.12.5
4.2	The student will determine whether two lines are intersecting, oblique, or skew.	4.12.5
4.3	The student will solve problems using postulates and theorems related to parallel and perpendicular lines.	4.12.6, 4.12.9
4.4	The student will justify conclusions to problems on parallel and perpendicular lines using postulates and theorems.	4.12.6
4.5	The student will explore conditions which guarantee parallel and perpendicular lines.	4.12.6
4.9	The student will analyze relationships when two parallel lines are cut by a transversal.	4.12.6
4.10	The student will solve angle-measure problems.	4.12.8
4.11	The student will justify conclusions to problems using the theorems related to angles.	4.12.9
4.12	The student will construct geometric figures involving lines and angles.	4.12.8
5.2	The student will formulate strategies for determining the slope of a line.	4.12.5
5.4	The student will compare the attributes of parallel and perpendicular lines in a coordinate system.	4.12.5
5.5	The student will formulate strategies for graphing linear equations.	4.12.5
5.6	The student will formulate strategies for writing the equation of a line given data about that line.	2.12.5, 5.12.1
5.7	The student will justify conjectures using coordinate geometry techniques.	4.12.5

Textbook Correlation

Glencoe: Geometry

Chapters 3
Sections 3.1–3.6

Key Curriculum Press: Discovering Geometry

Chapters 2, 3, 13
Sections Using Algebra Skills 2, 3.1–3.5, Using Algebra Skills 3, 13.1

1st Quarter Notes: October

- ◆ October 3 Staff Development Day
- ◆ October 13–November 7 Interim Assessments
- ◆ October 27 End of First Quarter
- ◆ October 31 Nevada Day

Embed Process Standards on page 2 and objectives 1.1–2.5 below throughout instruction.

- 1.1 The student will express information from an application problem in a different format.
- 1.2 The student will develop a plan for solving an application problem.
- 1.3 The student will select an appropriate strategy for solving an application problem.
- 1.4 The student will compare strategies for solving a given problem.
- 1.5 The student will explore geometric or algebraic relationships using patterns.
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- 1.8 The student will formulate real-world problems using geometric models.
- 1.9 The student will create new problem-solving situations.
- 1.10 The student will explore the function keys on a calculator.
- 2.1 The student will explore geometry in nature, history, art, and cultures around the world.
- 2.2 The student will compare the characteristics of figures and solids.
- 2.3 The student will interrelate visual models with geometric symbols and terms.
- 2.4 The student will develop estimation skills using geometric tools.
- 2.5 The student will develop accuracy using geometric tools.

November 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
		Staff Development				
9	10	11	12	13	14	15
	Veterans' Day	Veterans' Day				
16	17	18	19	20	21	22
23	24	25	26	27	28	29
				Thanksgiving	Thanksgiving	
30						

Objectives

3.10	The student will complete the steps in a two-column proof.	4.12.9
3.11	The student will construct a deductive proof.	4.12.9
6.1	The student will classify triangles by angle or side measure.	4.12.7
6.2	The student will recognize the relationships between sides and angles of a triangle.	4.12.2, 4.12.7
6.3	The student will verify that three given sides form a triangle.	4.12.2
6.4	The student will solve problems applying the properties of triangles.	4.12.7
6.5	The student will solve problems involving angles of a triangle.	4.12.7
6.6	The student will justify conclusions to problems related to angle measure in triangles.	4.12.2, 4.12.6
6.13	The student will differentiate between similar and congruent triangles.	4.12.2
6.14	The student will solve and prove problems using the corresponding parts of congruent triangles.	4.12.2
6.15	The student will solve and prove problems using the theorems and postulates for congruence.	4.12.2

Textbook Correlation

Glencoe: Geometry

Chapters 2, 4

Sections 2.5, 2.6, 4.1–4.7

Key Curriculum Press: Discovering Geometry

Chapters 1, 4

Sections 1.4, 1.5, 4.1–4.8

2nd Quarter Notes: November

♦ October 13–November 7	Interim Assessment
♦ November 4	Staff Development Day
♦ November 10–11	Veterans' Day
♦ November 27–28	Thanksgiving Break

Embed Process Standards on page 2 and objectives 1.1–2.5 below throughout instruction.

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- 1.6 The student will develop a model of a given problem.
- 1.7 The student will justify the reasonableness of an estimation solution to an application problem.
- 1.8 The student will formulate real-world problems using geometric models.
- 1.9 The student will create new problem-solving situations.
- 1.10 The student will explore the function keys on a calculator.
- 2.1 The student will explore geometry in nature, history, art, and cultures around the world.
- 2.2 The student will compare the characteristics of figures and solids.
- 2.3 The student will interrelate visual models with geometric symbols and terms.
- 2.4 The student will develop estimation skills using geometric tools.
- 2.5 The student will develop accuracy using geometric tools.

December 2008/January 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 Winter Break	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27
28	29 Winter Break	30 Winter Break	31 Winter Break	1/1 Winter Break	2 Winter Break	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

End of 2nd Quarter

Objectives

6.7	The student will distinguish among the median, altitude, angle bisector, and perpendicular bisector of a triangle.	4.12.8
6.8	The student will solve problems involving the medians of a triangle.	4.12.8
6.9	The student will solve problems involving the altitudes of a triangle.	4.12.6
6.10	The student will solve problems involving the angle bisectors of a triangle.	4.12.6
6.11	The student will solve problems involving the perpendicular bisectors of sides of a triangle.	4.12.6
7.1	The student will distinguish among the properties of various quadrilaterals.	4.12.1, 4.12.2
7.2	The student will explore relationships within each quadrilateral.	4.12.1
7.3	The student will solve problems relating to properties of quadrilaterals using algebraic techniques.	2.12.6
7.4	The student will prove theorems by applying the properties of quadrilaterals.	4.12.9
8.1	The student will classify polygons.	4.12.1
8.2	The student will develop strategies for finding the measure of an interior angle of a given regular polygon.	4.12.1
8.3	The student will solve problems involving the sum of the interior angles of a given polygon.	4.12.1
8.4	The student will explore the relationships within a polygon.	4.12.1, 4.12.2
8.6	The student will differentiate between similar and congruent polygons.	4.12.2

Textbook Correlation

Glencoe: Geometry

Chapters 1, 5, 8

Sections 1.6, 5.1–5.5, 8.1–8.7

Key Curriculum Press: Discovering Geometry

Chapters 1, 3, 5

Sections 1.4, 3.7–3.8, 5.1–5.7

2nd Quarter Notes: December/January

- | | |
|-------------------------|-----------------------|
| ◆ December 22–January 2 | Winter Break |
| ◆ January 5 | Classes Resume |
| ◆ January 12–16 | Semester Exams |
| ◆ January 16 | End of Second Quarter |

Embed Process Standards on page 2 and objectives 1.1–2.5 below throughout instruction.

- 1.1 The student will express information from an application problem in a different format.
- 1.2 The student will develop a plan for solving an application problem.
- 1.3 The student will select an appropriate strategy for solving an application problem.
- 1.4 The student will compare strategies for solving a given problem.
- 1.5 The student will explore geometric or algebraic relationships using patterns.
- 1.6 The student will develop a model of a given problem.
- 1.7 The student will justify the reasonableness of an estimation solution to an application problem.
- 1.8 The student will formulate real-world problems using geometric models.
- 1.9 The student will create new problem-solving situations.
- 1.10 The student will explore the function keys on a calculator.
- 2.1 The student will explore geometry in nature, history, art, and cultures around the world.
- 2.2 The student will compare the characteristics of figures and solids.
- 2.3 The student will interrelate visual models with geometric symbols and terms.
- 2.4 The student will develop estimation skills using geometric tools.
- 2.5 The student will develop accuracy using geometric tools.

January/February 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1/18	19	20	21	22	23	24
	Martin Luther King, Jr. Day				Staff Development	
25	26	27	28	29	30	31
2/1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
	Presidents' Day					
22	23	24	25	26	27	28

Objectives

6.12	The student will develop strategies for solving proportions using triangles.	3.12.5
6.13	The student will differentiate between similar and congruent triangles.	4.12.2
6.16	The student will compute the missing lengths of sides of similar triangles.	4.12.2
6.17	The student will justify the similarity of pairs of triangles.	4.12.2
6.18	The student will develop strategies for solving problems using the triangle proportionality theorem.	3.12.5
8.5	The student will develop strategies for solving proportions using polygons.	3.12.5
8.6	The student will differentiate between similar and congruent polygons.	4.12.2
8.7	The student will compute the missing lengths of sides of similar polygons.	3.12.5, 4.12.2
8.8	The student will prove the similarity of pairs of polygons.	3.12.5, 4.12.2
8.9	The student will solve application problems using the similarity theorems for polygons.	3.12.5, 4.12.2
9.1	The student will explore right triangles and their relationships including Pythagorean theorem.	4.12.2, 4.12.7
9.2	The student will categorize a triangle by applying the converse of the Pythagorean theorem and its corollaries.	4.12.7

Textbook Correlation

Glencoe: Geometry

Chapters 6, 7

Sections 6.1–6.5, 7.2

Supplementation required for Objectives 8.5, 8.7–8.9

Key Curriculum Press: Discovering Geometry

Chapters 9, 11

Sections 9.1–9.3, 11.1–11.4, Exploration after 11.2

3rd Quarter Notes: January/February

♦ January 19	Martin Luther King Day
♦ January 23	Staff Development Day
♦ February 16	Presidents' Day
♦ February 17–20	Practice Proficiency

Embed Process Standards on page 2 and objectives 1.1–2.5 below throughout instruction.

- 1.1 The student will express information from an application problem in a different format.
- 1.2 The student will develop a plan for solving an application problem.
- 1.3 The student will select an appropriate strategy for solving an application problem.
- 1.4 The student will compare strategies for solving a given problem.
- 1.5 The student will explore geometric or algebraic relationships using patterns.
- 1.6 The student will develop a model of a given problem.
- 1.7 The student will justify the reasonableness of an estimation solution to an application problem.
- 1.8 The student will formulate real-world problems using geometric models.
- 1.9 The student will create new problem-solving situations.
- 1.10 The student will explore the function keys on a calculator.
- 2.1 The student will explore geometry in nature, history, art, and cultures around the world.
- 2.2 The student will compare the characteristics of figures and solids.
- 2.3 The student will interrelate visual models with geometric symbols and terms.
- 2.4 The student will develop estimation skills using geometric tools.
- 2.5 The student will develop accuracy using geometric tools.

March 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
Staff Development						
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
End of 3rd Quarter						
29	30	31				

Objectives

9.3	The student will explore relationships between sides of special right triangles.	4.12.7
9.4	The student will compute lengths of sides in special right triangles.	4.12.2, 4.12.7
9.5	The student will determine the trigonometric ratios for a right triangle.	4.12.2
9.6	The student will solve real-world problems using trigonometric ratios.	4.12.2
10.1	The student will develop strategies for finding the perimeter of various polygons and circumference of circles.	3.12.3
10.2	The student will develop strategies for finding the area of various polygons and circles.	3.12.3

Textbook Correlation

Glencoe: Geometry

Chapters 7, 10, 11

Sections 7.3–7.5, 10.1, 11.1–11.4

Key Curriculum Press: Discovering Geometry

Chapters 8, 9, 12

Sections 8.1–8.5, 9.3, 12.1–12.2

3rd Quarter Notes: March

- ◆ March 2 Staff Development Day
- ◆ March 16–20 Proficiency Testing
- ◆ March 16–April 3 Interim Assessment
- ◆ March 25 End of Third Quarter

Embed Process Standards on page 2 and objectives 1.1–2.5 below throughout instruction.

- 1.1 The student will express information from an application problem in a different format.
- 1.2 The student will develop a plan for solving an application problem.
- 1.3 The student will select an appropriate strategy for solving an application problem.
- 1.4 The student will compare strategies for solving a given problem.
- 1.5 The student will explore geometric or algebraic relationships using patterns.
- 1.6 The student will develop a model of a given problem.
- 1.7 The student will justify the reasonableness of an estimation solution to an application problem.
- 1.8 The student will formulate real-world problems using geometric models.
- 1.9 The student will create new problem-solving situations.
- 1.10 The student will explore the function keys on a calculator.
- 2.1 The student will explore geometry in nature, history, art, and cultures around the world.
- 2.2 The student will compare the characteristics of figures and solids.
- 2.3 The student will interrelate visual models with geometric symbols and terms.
- 2.4 The student will develop estimation skills using geometric tools.
- 2.5 The student will develop accuracy using geometric tools.

April 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
	Spring Break	Spring Break	Spring Break	Spring Break	Spring Break	
12	13	14	15	16	17	18
18	20	21	22	23	24	25
26	27	28	29	30		

Objectives

10.3	The student will sketch solid figures.	4.12.8
10.4	The student will explore relationships among the parts of solid figures.	3.12.3
10.5	The student will develop strategies for finding the surface area of basic solid figures.	3.12.3
10.6	The student will develop strategies for finding the volume of basic solid figures.	3.12.3
11.1	The student will explore relationships within a circle.	4.12.1
11.2	The student will compare the attributes among the various parts of a circle.	4.12.1
11.3	The student will develop strategies for solving problems relating to circles using algebraic techniques.	4.12.1
11.4	The student will prove mathematical assertions relating to circles.	4.12.1
11.5	The student will formulate strategies for determining ratios relating to circles.	3.12.5, 4.12.1
11.6	The student will solve real-world problems applying the properties of a circle.	4.12.9

Textbook Correlation

Glencoe: Geometry

Chapters 10, 12, 13

Sections 10.2–10.6, 12.1–12.7, 13.1–13.4

Key Curriculum Press: Discovering Geometry

Chapters 6, 8, 10, 11

Sections 6.1–6.3, 8.7, 10.1–10.4, 10.6, 11.5

4th Quarter Notes: April

- ◆ March 16–April 3 Interim Assessment
- ◆ April 6–10 Spring Break

Embed Process Standards on page 2 and objectives 1.1–2.5 below throughout instruction.

- 1.1 The student will express information from an application problem in a different format.
- 1.2 The student will develop a plan for solving an application problem.
- 1.3 The student will select an appropriate strategy for solving an application problem.
- 1.4 The student will compare strategies for solving a given problem.
- 1.5 The student will explore geometric or algebraic relationships using patterns.
- 1.6 The student will develop a model of a given problem.
- 1.7 The student will justify the reasonableness of an estimation solution to an application problem.
- 1.8 The student will formulate real-world problems using geometric models.
- 1.9 The student will create new problem-solving situations.
- 1.10 The student will explore the function keys on a calculator.
- 2.1 The student will explore geometry in nature, history, art, and cultures around the world.
- 2.2 The student will compare the characteristics of figures and solids.
- 2.3 The student will interrelate visual models with geometric symbols and terms.
- 2.4 The student will develop estimation skills using geometric tools.
- 2.5 The student will develop accuracy using geometric tools.

May/June 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
14	25	26	27	28	29	30
	Memorial Day					
31	6/1	2	3	4	5	6
					End of 4th Quarter	
					Students' Last Day	Teachers' Last Day

Objectives

11.7	The student will construct geometric figures relating to circles.	4.12.8
12.1	The student will distinguish among the basic mapping functions: reflections, translations, and rotations.	4.8.3
12.2	The student will explore scale factor and dilations.	4.8.3
12.3	The student will explore relationships among transformations.	4.8.3
12.4	The student will design examples of each type of symmetry.	4.8.3
12.5	The student will sketch the results after two or more transformations are applied to a figure.	4.8.3
12.6	The student will explore tessellations of a plane using regular polygons.	4.12.1
12.7	The student will explore tessellations of a plane using irregular polygons.	4.12.1

Textbook Correlation

Glencoe: Geometry

Chapters 9, 10

Sections 9.1–9.5, 10.2–10.6

Key Curriculum Press: Discovering Geometry

Chapters 6, 7, 11

Sections 6.1, 7.1–7.5, 11.1

4th Quarter Notes: May/June

◆ May 25	Memorial Day
◆ June 1–4	Semester Exams
◆ June 4	End of Fourth Quarter
◆ June 5	Teachers' Last Day

Embed Process Standards on page 2 and objectives 1.1–2.5 below throughout instruction.

- 1.1 The student will express information from an application problem in a different format.
- 1.2 The student will develop a plan for solving an application problem.
- 1.3 The student will select an appropriate strategy for solving an application problem.
- 1.4 The student will compare strategies for solving a given problem.
- 1.5 The student will explore geometric or algebraic relationships using patterns.
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