

Learning Objectives

in their behavior, indicating instead the Pythagorean Theorem (exactly) using some models while making corrections by intuition. In addition, students explain Pythagorean triples by correlating triangles and explain that relationships between numbers, namely triangles, and the Pythagorean Theorem, indicate again the Pythagorean Theorem and Pythagorean triples in some special situations for certain conditions.

TUBES

12.2	Geometric structure: The student analyzes geometric relationships in order to make and justify conjectures.
12.201	Make conjectures about angles, lines, polygons, circles, and three-dimensional figures and determine the validity of the conjectures, assuming that a variety of assumptions such as congruence, transformations, or axioms.
12.202	Classify patterns: The student uses a variety of representations to describe geometric relationships and solve problems.
12.203	Use geometric and geometric patterns to make generalizations about geometric properties, including properties of polygons, circles or circular figures and solids, and angle relationships in polygons and solids.
12.204	Identify and apply patterns from right triangles to solve nonright-angled problems, including special right triangles (45-45-45 and 30-60-90) and triangles whose sides are Pythagorean triples.
12.3	Measurement and the geometry of size: The student uses tools to determine measurements of geometric figures and measure geometric concepts in their perimeter, area, and volume to produce solutions.
12.301	Explain, defend, and use the Pythagorean Theorem.
12.302	Similarity and the geometry of shape: The student applies the concepts of similarity to justify properties of figures and solve problems.
12.303	Perimeters, areas, and similar triangle similarity relationships, such as right triangle ratios, trigonometric ratios, and Pythagorean triples using a variety of methods.

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Performance Indicators

11. Analyze patterns in known and make conjectures about the Pythagorean Theorem and Pythagorean Triples. Extended both to identify right triangles and find missing side lengths in right triangles. (G.9-12, G.9A, G.9B, G.9C, G.9D, G.9E) (G.9.1-9.5)

Key Understandings and Guiding Questions

1. The Pythagorean Theorem, its converse, and Pythagorean Triples can be used to classify right triangles and calculate the measurement of their sides.
- How is similarity used to generate Pythagorean Triples?
 - How can the converse of the Pythagorean Theorem be used to classify triangles by angles?
 - How can Pythagorean triples be used to solve right triangles?

Vocabulary of Instructions

- | | | |
|------------------------|--------------------------|-----------------------|
| a. Pythagorean theorem | b. leg of right triangle | c. Pythagorean triple |
| d. right triangle | e. hypotenuse | |

Abstract

- | | | |
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| <ul style="list-style-type: none"> • transmembrane proteins • perforin | <ul style="list-style-type: none"> • cytokines • chemokines | <ul style="list-style-type: none"> • apoptosis |
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Geometry Hs Mathematics Unit 9 Lesson 01

Chao Zhang



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