

TRAPEZOIDS & PARALLELOGRAMS

Exercise #1: In the diagram below, $ABCD$ is a trapezoid with $\overline{AB} \parallel \overline{DC}$.

- (a) What must be true of angle pair $\angle A$ and $\angle D$ and angle pair $\angle B$ and $\angle C$?

$$m\angle A + m\angle D = 180$$

$$m\angle B + m\angle C = 180$$

same-side interior angles are supplementary

- (b) If $m\angle A = 5x - 15$, $m\angle B = 5x - 2$, and $m\angle C = 2x + 7$, then find the degree measure of $\angle D$. Show the work you used.

$$5x - 2 + 2x + 7 = 180$$

$$7x + 5 = 180$$

$$7x = 175$$

$$x = 35$$

to find $\angle D$ determine $\angle A$ first!

$$m\angle A = 5(35) - 15$$

$$m\angle A = 160$$

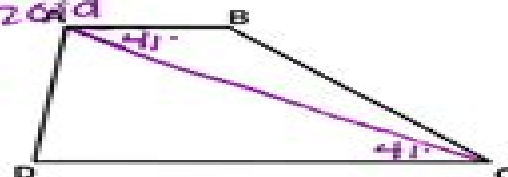
$$m\angle D = 180 - 160 = 20$$

$$m\angle D = 20$$

- (c) Draw in diagonal $\overline{AC}$. If $m\angle BAC = 41^\circ$, determine $m\angle DCA$ and explain your answer.

$m\angle DCA = 41$ because $ABCD$ is a trapezoid with $\overline{AB} \parallel \overline{DC}$

$\therefore \angle BAC \cong \angle DCA$ because if $\parallel$ then alternate interior angles are $\cong$



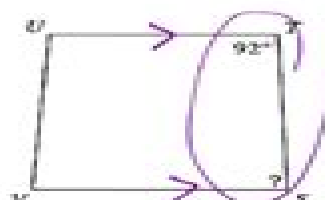
Exercise #2: Determine the value of the unknown angle marked with a question mark.

- a) $\overline{SP} \parallel \overline{RQ}$



$$m\angle R = 115$$

- b) $\overline{UT} \parallel \overline{VS}$



$$m\angle S = 88$$

Geometry Hs Mathematics Unit Lesson 2 Key

Katrin Zwirgmaier



Geometry Hs Mathematics Unit Lesson 2 Key:

Mathematics Unit Planning in a PLC at Work®, High School Sarah Schuhl, Timothy D. Kanold, Bill Barnes, Darshan M. Jain, Matthew R. Larson, Brittany Mazingo, 2020-12-31 Champion student mastery of essential mathematics content in grades 9-12 Part of the Every Student Can Learn Mathematics series this guidebook provides high school teachers with a framework for collectively planning units of study in a professional learning community PLC The authors share tools and protocols for unwrapping standards generating unit calendars developing rigorous lessons and many other essential team actions Use this resource to discover practical insight into collaborative planning and inspiring detailed models of unit planning in action Understand how to collaboratively plan units for high school mathematics Study the seven unit planning elements and learn how to incorporate each in unit designs Review the role of the PLC at Work process in enhancing student learning and teacher collaboration Observe model units for Algebra 1 geometry and Algebra 2 Receive tools and templates for effective unit planning Contents Introduction by Timothy D Kanold Part 1 Mathematics Unit Planning and Design Elements Chapter 1 Planning for Student Learning of Mathematics in High School Chapter 2 Unit Planning as a Collaborative Mathematics Team Part 2 Transformations on the Coordinate Plane Unit Examples for Algebra 1 Geometry and Algebra 2 Chapter 3 Algebra 1 Unit Graphs of Quadratic Functions Chapter 4 Geometry Unit Transformations and Congruence Chapter 5 Algebra 2 Unit Graphs of Trigonometric Functions Epilogue Mathematics Team Operations Appendix A Create a Proficiency Map Appendix B Checklist and Questions for Mathematics Unit Planning **Teaching and Learning High School**

Mathematics Charlene E. Beckmann, Denisse R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book

you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans

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