

# Euclidean Geometry

## Axioms of Euclidean Geometry

### Section I – Euclidean Geometry III (The Quadrilateral)

#### General Quadrilateral Diagrams



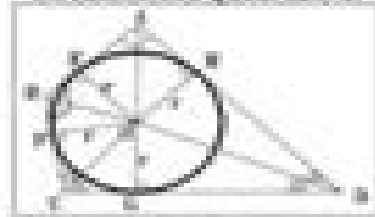
E and F are midpoints of AC and BD

$$K_{AC} + K_{BD} = K_{ABCE} + K_{CDE}$$

$$K = \frac{1}{2} AC \sin \angle AEB$$

$$AB^2 + BC^2 + CD^2 + DA^2 = AC^2 + BD^2 + 4EF^2$$

#### Circumscribed Quadrilateral

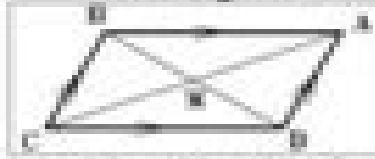


$$AB + CD = BC + DA = AD + AC = K_{AC} + K_{BD}$$

If Quadrilateral is also cyclic, then

$$K = \sqrt{(s-a)(s-b)(s-c)(s-d)}$$

#### Parallelogram



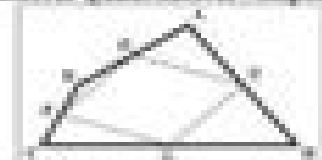
$$2(BE^2 + EA^2) = AC^2 + BD^2$$

#### Three Fold Problem



$$\text{If } a + b + c = 1, \text{ then } \frac{1}{a} + \frac{1}{b} + \frac{1}{c} = 1$$

#### General Quadrilateral Midpoints



$$\text{If } \frac{AE}{AB} = \frac{BF}{BC} = \frac{CG}{CD} = \frac{DH}{DA} = r$$

$$\text{Then } \frac{K_{EFGH}}{K_{ABCD}} = \frac{r^2 + 1}{2}$$

$$\frac{K_{EFGH}}{K_{ABCD}} = \frac{r^2 + 1}{2}$$

#### Cyclic Quadrilateral



$$A + C = B + D = 180^\circ$$

$$K_{ABCD} = \sqrt{(s-a)(s-b)(s-c)(s-d)}$$

$$AC \sin \angle A = BD \sin \angle B$$

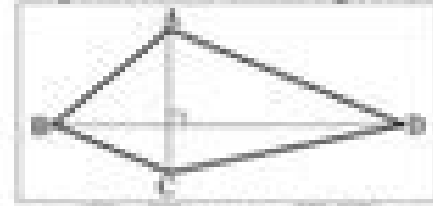
$$AC(BD \sin \angle C) = BD(AC \sin \angle A)$$

#### Rectangle



$$\text{For all point P: } PA^2 + PC^2 = PB^2 + PD^2$$

#### Quadrilateral with 2 Diagonals



$$AC^2 + BD^2 = AB^2 + CD^2$$

$$AB^2 + CD^2 = AC^2 + BD^2$$

#### Ptolemy's Theorem

In any Quadrilateral,  $AC \cdot BD \leq AB \cdot CD + AD \cdot BC$ , with equality holding iff Quadrilateral is cyclic.

# Euclidean Geometry Of Grade 12

**Janina Morska, Alan Rogerson**



## **Euclidean Geometry Of Grade 12:**

Mathematics Self Study Guide Nontobeko Gabelana,2022      *Self-Directed Learning* Elsa Mentz,Dorothy Laubscher,Jako Olivier,2021-12-31 This book on self directed learning SDL is devoted to original academic scholarship within the field of education and is the 6th volume in the North West University NWU SDL book series In this book the authors explore how self directed learning can be considered an imperative for education in a complex modern society Although each chapter represents independent research in the field of self directed learning the chapters form a coherent contribution concerning the scholarship of self directed learning and specifically the effect of environmental and praxis contexts on the enhancement of self directed learning in a complex society The publication as a whole provides diverse perspectives on the importance of self directed learning in varied contexts Scholars working in a wide range of fields are drawn together in this scholarly work to present a comprehensive dialogue regarding self directed learning and how this concept functions in a complex and dynamic higher education context This book presents a combination of theory and practice which reflects selected conceptual dimensions of self directed learning in society as well as research based findings pertaining to current topical issues relating to implementing self directed learning in the modern world The varied methodologies provide the reader with different and balanced perspectives as well as varied and innovative ideas on how to conduct research in the field of self directed learning      **Turbomaths Grade 12 ,      X-kit FET Grade 12 MATHEMATICS ,2008      Mathematics**

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**Theorems in School**, 2007-01-01 During the last decade a revaluation of proof and proving within mathematics curricula was recommended great emphasis was put on the need of developing proof related skills since the beginning of primary school This book addressing mathematics educators teacher trainers and teachers is published as a contribution to

the endeavour of renewing the teaching of proof and theorems on the basis of historical epistemological cognitive and didactical considerations Authors come from eight countries and different research traditions this fact offers a broad scientific and cultural perspective In this book the historical and epistemological dimensions are dealt with by authors who look at specific research results in the history and epistemology of mathematics with an eye to crucial issues related to educational choices Two papers deal with the relationships between curriculum choices concerning proof and the related implicit or explicit epistemological assumptions and historical traditions in two different school systems and the teaching and learning of proof there The cognitive dimension is important in order to avoid that the didactical choices do not fit the needs and the potentialities of learners Our choice was to firstly deal with the features of reasoning related to proof mainly concerning the relationships between argumentation and proof The second part of this book concentrates on some crucial cognitive and didactical aspects of the development of proof from the early approach in primary school to high school and university We will show how suitable didactical proposals within appropriate educational contexts can match the great yet underestimated young students potentialities in approaching theorems and theories

**Becoming Literate in Mathematics and Science** ,2001      **Educators Guide to Free Internet Resources** Educators Progress Service,2005-04

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