

CHAPTER 5

Coordinate Geometry



The Cartesian coordinate system specifies the location of any point on a plane using an ordered pair of numbers (x, y) , also known as coordinates. The invention of the Cartesian coordinate system by René Descartes was said to be one of the greatest mathematical achievements. His invention made it possible to relate geometrical objects such as points, lines, curves, and shapes, to algebraic expressions and equations. This "marriage" between algebra and geometry is a classic example of how mathematicians have developed new and powerful ideas by connecting different concepts in mathematics. In this chapter, we will begin to relate some of the geometrical objects to algebraic expressions and equations through the seemingly simple **notation** of the coordinate system.

Learning Outcomes

What will we learn in this chapter?

- How to find the length and the midpoint of a line segment given the coordinates of its endpoints
- How to find the gradient of a straight line given the coordinates of two points on it, or given that it is parallel or perpendicular to a given line
- How to interpret and find the equation of a straight line graph in the form $y = mx + c$
- How to solve geometry problems involving the use of coordinates

Uscmp Geaometry Teacher Editions

David Allen Thomas



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Standards-based School Mathematics Curricula Sharon L. Senk, Denisse R. Thompson, 2020-07-24 The Curriculum and Evaluation Standards for School Mathematics published by the National Council of Teachers of Mathematics in 1989 set forth a broad vision of mathematical content and pedagogy for grades K 12 in the United States These Standards prompted the development of Standards based mathematics curricula What features characterize Standards based curricula How well do such curricula work To answer these questions the editors invited researchers who had investigated the implementation of 12 different Standards based mathematics curricula to describe the effects of these curricula on students learning and achievement and to provide evidence for any claims they made In particular authors were asked to identify content on which performance of students using Standards based materials differed from that of students using more traditional materials and content on which performance of these two groups of students was virtually identical Additionally four scholars not involved with the development of any of the materials were invited to write critical commentaries on the work reported in the other chapters Section I of Standards Based School Mathematics Curricula provides a historical background to place the current curriculum reform efforts in perspective a summary of recent recommendations to reform school mathematics and a discussion of issues that arise when conducting research on student outcomes Sections II III and IV are devoted to research on mathematics curriculum projects for elementary middle and high schools respectively The final section is a commentary by Jeremy Kilpatrick Regents Professor of Mathematics Education at the University of Georgia on the research reported in this book It provides a historical perspective on the use of research to guide mathematics curriculum reform in schools and makes additional recommendations for further research In addition to the references provided at the end of each chapter other references about the Standards based curriculum projects are provided at the end of the book This volume is a valuable resource for all participants in discussions about school mathematics curricula including professors and graduate students interested in mathematics education curriculum development program evaluation or the history of education educational policy makers teachers parents principals and other school administrators The editors hope that the large body of empirical evidence and the thoughtful discussion of educational values found in this book will enable readers to engage in informed civil discourse about the goals and methods of school mathematics curricula and related research *Geometry*

Usiskin, 2008-08 The Teacher's Edition is available as a hardcover in two volumes and an electronic version eTE and includes background information and teaching suggestions support for ELL and differentiated instruction options and comes in a wrap around format View a sample lesson from the Teacher's Edition of this program by clicking here **Approaches to**

Studying the Enacted Mathematics Curriculum Kathryn Chval, Dan Heck, Iris Weiss, Steven W. Ziebarth, 2012-09-01

Curriculum materials are among the most pervasive and powerful influences on school mathematics In many mathematics classes student assignments the questions the teacher asks the ways students are grouped the forms of assessment and much

more originate in curriculum materials At the same time teachers have considerable latitude in how they use their curriculum materials Two classes making use of the same materials may differ markedly in what mathematics content is emphasized and how students are engaged in learning that content This volume considers a variety of research tools for investigating the enactment of mathematics curriculum materials describing the conceptualization development and uses of seven sets of tools Mathematics education researchers curriculum developers teacher educators district supervisors teacher leaders and math coaches will find insights that can improve their work and guidance for selecting adapting and using tools for understanding the complex relationship between curriculum materials and their enactment in classroom instruction

On Evaluating Curricular Effectiveness National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Mathematical Sciences Education Board, Committee for a Review of the Evaluation Data on the Effectiveness of NSF-Supported and Commercially Generated Mathematics Curriculum Materials, 2004-11-12 This book reviews the evaluation research literature that has accumulated around 19 K 12 mathematics curricula and breaks new ground in framing an ambitious and rigorous approach to curriculum evaluation that has relevance beyond mathematics The committee that produced this book consisted of mathematicians mathematics educators and methodologists who began with the following charge Evaluate the quality of the evaluations of the thirteen National Science Foundation NSF supported and six commercially generated mathematics curriculum materials Determine whether the available data are sufficient for evaluating the efficacy of these materials and if not Develop recommendations about the design of a project that could result in the generation of more reliable and valid data for evaluating such materials The committee collected reviewed and classified almost 700 studies solicited expert testimony during two workshops developed an evaluation framework established dimensions criteria for three methodologies content analyses comparative studies and case studies drew conclusions on the corpus of studies and made recommendations for future research Exemplary Promising Mathematics Programs, 1999 *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

Lessons Learned from Research on Mathematics Curriculum Denisse R Thompson, Mary Ann Huntley, Christine Suurtamm, 2024-09-01 This volume focuses on research related to mathematics curriculum But rather than focusing on results of research it focuses on lessons learned about conducting research on curriculum whether about design and development analysis of curriculum in the form of official standards or textbook instantiations teacher intentions related to curriculum implementation or actual classroom enactment For scholars interested in curriculum research the volume offers lessons about conducting curriculum research that have been learned by others engaged in such work including frameworks tools and techniques as well as challenges and issues faced with solutions to address them Sharing lessons from authors of different countries strengthens the broader mathematics research community and provides insights that can help researchers make important strides forward in research on mathematics curriculum

Future Curricular Trends in School Algebra And Geometry Zalman Usiskin, Kathleen Andersen, Nicole Zotto, 2010-06-01 This volume contains papers from the Second International Curriculum Conference sponsored by the Center for the Study of Mathematics Curriculum CSMC The intended audience includes policy makers curriculum developers researchers teachers teacher trainers and anyone else interested in school mathematics curricula

The Classification of Quadrilaterals Zalman Usiskin, 2008-01-01 This monograph reports on an analysis of a small part of the mathematics curriculum the definitions given to quadrilaterals This kind of research which we call micro curricular analysis is often undertaken by those who create curriculum but it is not usually done systematically and it is rarely

published Many terms in mathematics education can be found to have different definitions in mathematics books Among these are natural number parallel lines and congruent triangles trapezoid and isosceles trapezoid the formal definitions of the trigonometric functions and absolute value and implicit definitions of the arithmetic operations addition subtraction multiplication and division Yet many teachers and students do not realize there is a choice of definitions for mathematical terms And even those who realize there is a choice may not know who decides which definition of any mathematical term is better and under what criteria Finally rarely are the mathematical implications of various choices discussed As a result many students misuse and otherwise do not understand the role of definition in mathematics We have chosen in this monograph to examine a bit of mathematics for its definitions the quadrilaterals We do so because there is some disagreement in the definitions and consequently in the ways in which quadrilaterals are classified and relate to each other The issues underlying these differences have engaged students teachers mathematics educators and mathematicians There have been several articles and a number of essays on the definitions and classification of quadrilaterals But primarily we chose this specific area of definition in mathematics because it demonstrates how broad mathematical issues revolving around definitions become reflected in curricular materials While we were undertaking this research we found that the area of quadrilaterals supplied grist for broader and richer discussions than we had first anticipated The intended audience includes curriculum developers researchers teachers teacher trainers and anyone interested in language and its use **Christian Home**

Educators' Curriculum Manual Cathy Duffy,1997-11 **A Comparative Analysis of High School Geometry Curricula**

Diler Öner,2006 **Transforming American Education** ,1992 International Perspectives on the Teaching and Learning of Geometry in Secondary Schools Patricio Herbst,Ui Hock Cheah,Philippe R. Richard,Keith Jones,2018-04-27 This book presents current perspectives on theoretical and empirical issues related to the teaching and learning of geometry at secondary schools It contains chapters contributing to three main areas A first set of chapters examines mathematical epistemological and curricular perspectives A second set of chapters presents studies on geometry instruction and teacher knowledge and a third set of chapters offers studies on geometry thinking and learning Specific research topics addressed also include teaching practice learning trajectories learning difficulties technological resources instructional design assessments textbook analyses and teacher education in geometry Geometry remains an essential and critical topic in school mathematics As they learn geometry students develop essential mathematical thinking and visualization skills and learn a language that helps them relate to and interact with the physical world Geometry has traditionally been included as a subject of study in secondary mathematics curricula but it has also featured as a resource in out of school problem solving and has been connected to various human activities such as sports games and artwork Furthermore geometry often plays a role in teacher preparation undergraduate mathematics and at the workplace New technologies including dynamic geometry software computer assisted design software and geometric positioning systems have provided more resources for teachers to

design environments and tasks in which students can learn and use geometry In this context research on the teaching and learning of geometry will continue to be a key element on the research agendas of mathematics educators as researchers continue to look for ways to enhance student learning and to understand student thinking and teachers decision making

The Foundations of Geometry Gerard Venema, 2006 For sophomore junior level courses in Geometry especially appropriate for students that will go on to teach high school mathematics This text comfortably serves as a bridge between lower level mathematics courses calculus and linear algebra and upper level courses real analysis and abstract algebra It fully implements the latest national standards and recommendations regarding geometry for the preparation of high school mathematics teachers Foundations of Geometry particularly teaches good proof writing skills emphasizes the historical development of geometry and addresses certain issues concerning the place of geometry in human culture

Teaching Mathematics in Grades 6 - 12 Randall E. Groth, 2012-08-10 A journey into the vibrant and intriguing world of mathematics education Teaching Mathematics in Grades 6 12 explores how research in mathematics education can inform teaching practice in grades 6 12 The author shows secondary mathematics teachers the value of being a researcher in the classroom by constantly experimenting with methods for developing students mathematical thinking and then connecting this research to practices that enhance students understanding of the material The chapters in Part I introduce secondary teachers to the field of mathematics education with cross cutting issues that apply to teaching and learning in all mathematics content areas The chapters in Part II are devoted to specific mathematics content strands and describe how students think about mathematical concepts The goal of the text is to have secondary math teachers gain a deeper understanding of the types of mathematical knowledge their students bring to grade 6 12 classrooms and how students thinking may develop in response to different teaching strategies

Mathematics and Science Curriculum Programs, 2002

Enacted Mathematics Curriculum Denisse R Thompson, Zalman Usiskin, 2014-01-01 This volume is an outgrowth of the Conference on Research on the Enacted Mathematics Curriculum funded by the National Science Foundation and held in Tampa Florida in November 2010 The volume has the potential to be useful to a range of researchers from established veterans in curriculum research to new researchers in this area of mathematics education The chapters can be used to generate conversation about researching the enacted mathematics curriculum including similarities and differences in the variables that can and should be studied across various curricula As such it might be used by a curriculum project team as it outlines a research agenda for curriculum or program evaluation It might also be used as a text in a university graduate course on curriculum research and design The chapters in this volume are a natural complement to those in Approaches to Studying the Enacted Mathematics Curriculum Heck Chval Weiss Ziebarth 2012 also published by Information Age Publishing While the present volume focuses on a range of issues related to researching the enacted mathematics curriculum including theoretical and conceptual issues the volume by Heck et al provides insights into different instrumentations used by groups of researchers to study curriculum

enactment Mathematics Teacher Resource Handbook ,1993
Thomas,1992 Resources in Education ,1998

Teenagers, Teachers, and Mathematics David Allen

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