

## MCS MYP Geometry Subject Group Overview

Unit Name	U1 Polynomial Expressions	U2 Geometric Foundations, Constructions and Proof	U3 Congruence	U4 Similarity	U5 Right Triangle Trigonometry	U6 Circles	U7 Equations & Measurement	U8 Probability & Statistics	U9 Culminating Capstone Unit
<b>Time Frame</b>	2-3 weeks	3-4 weeks	4-5 weeks	4-5 weeks	2-3 weeks	5-6 weeks	3-4 weeks	6-7 weeks	1-2 weeks
<b>Standards</b>	G.PAR.2 G.MP.1-8 G.MM.1	G.GSR.4 G.MM.1 G.MP.1-8  8.FGR.7.2, 7.5* A.GSR.3.1, 3.2*	G.GSR.3 G.MM.1 G.MP.1-8	G.GSR.5 G.MM.1 G.MP.1-8	G.GSR.6 G.MM.1 G.MP.1-8	G.GSR.8 G.GSR.7 G.MM.1 G.MP.1-8	G.GSR.9 G.MM.1 G.MP.1-8	G.PR.10 G.DSR.11 G.MM.1 G.MP.1-8	ALL STANDARDS G.MP.1-8
<b>Approaches To Learning Instructional Strategies</b>	-Combine knowledge, understanding & skills to create products or solutions	Combine knowledge, understanding and skills to create products or solutions, Understand and use mathematical notation	-Give and receive meaningful feedback -Understand and use sensory learning preferences (learning styles) -Manage and resolve conflict and work collaboratively in teams	Combine knowledge, understanding and skills to create products or solutions	Understand and use mathematical notation, Apply skills and knowledge in unfamiliar situations	Identify obstacles and challenges, Apply existing knowledge to generate new ideas, Apply skills and knowledge in unfamiliar situations	Use and interpret a range of discipline-specific terms and symbols - Change the context of inquiry to gain a different perspective	-Collect and analyze data to identify solutions and make informed decisions - Process data and report results	- Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding
<b>Statement of Inquiry</b>	Logic can help us understand modeling and equivalence when determining a strategy for urban planning & infrastructure.	Students will explore relationships and generalizations in order to represent geometric constructions.	Students will use Logic as a tool to understand patterns in time and space.	Students will understand patterns in forms and space to enhance creativity.	Establishing relationships helps us to understand and model change.	Generalizing patterns in the world can lead to recognizing broader relationships.	Relationships between 3D models and representations can be used to help with urban planning and infrastructure.	Using logic to analyze models and validity of data, students can determine the fairness of human capability and development.	Relationships between systems and patterns in geometry can be combined to show growth and personal efficacy.

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<b>Global Context</b>	Globalization & Sustainability - Urban planning, strategy & infrastructure	Scientific and Technical Innovation, Systems, models, methods; products, processes and solutions	Orientation in Space & Time	Identities and relationships	Scientific and Technical Innovation Exploration: Mathematical puzzles, principles and discoveries	Identities & Relationships	Globalization and sustainability	Fairness and Development	Identities and Relationships - Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life
<b>Key Concepts</b>	Logic	Relationship	Form	Relationship	Relationship	Relationships	Relationships	Form	Relationships
<b>Related Concepts</b>	Simplification, equivalence, Models	Models, Generalization	Logic, Justification	Change, Patterns	Pattern and Model	Generalization Measurement Pattern	Representation Models	Space, Change	Systems, Patterns
<b>Design Cycle Transdisciplinary</b>	Inquiring and Analyzing,  Developing Ideas, Creating a Solution, Evaluating	Inquiring and Analyzing,  Developing Ideas, Creating a Solution, Evaluating	Inquiring and Analyzing,  Developing Ideas, Creating a Solution, Evaluating	Inquiring and Analyzing,  Developing Ideas, Creating a Solution, Evaluating	Inquiring and Analyzing,  Developing Ideas, Creating a Solution, Evaluating	Inquiring and Analyzing,  Developing Ideas, Creating a Solution, Evaluating	Inquiring and Analyzing,  Developing Ideas, Creating a Solution, Evaluating	Inquiring and Analyzing,  Developing Ideas, Creating a Solution, Evaluating	Inquiring and Analyzing,  Developing Ideas, Creating a Solution, Evaluating
<b>MYP Assessments/ Performance Tasks</b>	MYP A Knowledge and Understand	MYP C Communication MYP A	MYP C Communication MYP A	MYP B Patterns MYP A	MYP D MYP A	MYP B Patterns MYP A	MYP C Communication  MYP D Applications	MYP D Applications	MYP D Applications
<b>Differentiation For Tiered Learners</b>	<p>Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace.</p> <ul style="list-style-type: none"> <li>-SWD/504- Accommodations provided</li> <li>-ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports</li> <li>-Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</li> <li>-Extensions- Enrichment Tasks and Projects</li> </ul>								

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