### MCS MYP Geometry Subject Group Overview

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>U1 Polynomial Expressions</th>
<th>U2 Geometric Foundations, Constructions and Proof</th>
<th>U3 Congruence</th>
<th>U4 Similarity</th>
<th>U5 Right Triangle Trigonometry</th>
<th>U6 Circles</th>
<th>U7 Equations &amp; Measurement</th>
<th>U8 Probability &amp; Statistics</th>
<th>U9 Culminating Capstone Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time Frame</strong></td>
<td>2-3 weeks</td>
<td>3-4 weeks</td>
<td>4-5 weeks</td>
<td>4-5 weeks</td>
<td>2-3 weeks</td>
<td>5-6 weeks</td>
<td>3-4 weeks</td>
<td>6-7 weeks</td>
<td>1-2 weeks</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td>G.PAR.2</td>
<td>G.MM.1</td>
<td>G.MM.1</td>
<td>G.MM.1</td>
<td>G.MM.1</td>
<td>G.MM.1</td>
<td>G.MM.1</td>
<td>G.MM.1</td>
<td>G.MM.1</td>
</tr>
<tr>
<td></td>
<td>8.GFR.7.2, 7.5*</td>
<td>A.GSR.3</td>
<td>G.GSR.5</td>
<td>G.GSR.6</td>
<td>G.GSR.8</td>
<td>G.GSR.9</td>
<td>G.PR.10</td>
<td>ALL STANDARDS</td>
<td>G.MM.1</td>
</tr>
</tbody>
</table>

**Approaches To Learning Instructional Strategies**
- 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
- Identify obstacles and challenges, Apply existing knowledge to generate new ideas, Apply skills and knowledge in unfamiliar situations
- Understand and use mathematical notation, 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
- Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding

**Statement of Inquiry**
- 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.
## MCS MYP Geometry Subject Group Overview

<table>
<thead>
<tr>
<th>Global Context</th>
<th>Globalization &amp; Sustainability - Urban planning, strategy &amp; infrastructure</th>
<th>Scientific and Technical Innovation, Systems, models, methods; products, processes and solutions</th>
<th>Orientation in Space &amp; Time</th>
<th>Identities and relationships</th>
<th>Scientific and Technical Innovation Exploration: Mathematical puzzles, principles and discoveries</th>
<th>Identities &amp; Relationships</th>
<th>Globalization and sustainability</th>
<th>Fairness and Development</th>
<th>Identities and Relationships - Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concepts</td>
<td>Logic</td>
<td>Relationship</td>
<td>Relationship</td>
<td>Relationships</td>
<td>Relationships</td>
<td>Relationships</td>
<td>Form</td>
<td>Relationships</td>
<td></td>
</tr>
<tr>
<td>Related Concepts</td>
<td>Simplification, equivalence, Models</td>
<td>Models, Generalization</td>
<td>Logic, Justification</td>
<td>Change, Patterns</td>
<td>Pattern and Model</td>
<td>Generalization Measurement Pattern</td>
<td>Representation Models</td>
<td>Space, Change</td>
<td>Systems, Patterns</td>
</tr>
<tr>
<td>MYP Assessments/Performance Tasks</td>
<td>MYP A Knowledge and Understand</td>
<td>MYP C Communication</td>
<td>MYP C Communication</td>
<td>MYP B Patterns</td>
<td>MYP B Patterns</td>
<td>MYP C Communication</td>
<td>MYP D Applications</td>
<td>MYP D Applications</td>
<td></td>
</tr>
</tbody>
</table>

### Differentiation for Tiered Learners

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.

- **SWD/504- Accommodations provided**
- **ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports**
- **Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring**
- **Extensions- Enrichment Tasks and Projects**

Published: August, 2023