

# KENDRIYA VIDYALAYA IFFCO BAREILLY, REGION- LUCKNOW

पाठ्य योजना: अध्यापक: दैनिकी (Lesson Plan-Teachers Diary) (A) Planning Format, Annexure-1



Class/Section:-VII

Subject: - MATHS

Chapter:-PERIMETER AND AREA

No. of periods:- 2

TOPIC: - AREA AND PERIMETER OF RECTANGLES AND SQUARES

Out Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activities planned for achieving the TLO using suitable resources and classroom management strategies	ASSESSMENT STRATEGIES PLANNED
Focused skills/Competencies			
PERIMETER AND AREA OF SQUARES AND RECTANGLES	To understand the formula for finding the perimeter and area and their applications.	<p>Recollect the formulae from the children that they have learned in the previous year.</p>  <p>perimeter of a rectangle = <math>2(l+b)</math> Area of a rectangle = <math>lb</math></p>  <p>Perimeter of a square = <math>4a</math> Area of a square = <math>a^2</math></p> <p>Apply the formulae in various problems and make the children understand when and where the formulae can be used</p>	<p>1-By asking oral question. 2- Home work 3- By solving questions on black board. 4- Class test</p> <p>H/W ( Qns from exercises )</p>
APPLICATIONS OF THE FORMULAE IN DIFFERENT PROBLEMS	Able to apply the formulae in the given problems	<p>Egs: Find the area of a rectangle if its perimeter is 44cm and length 5 cm.</p> $2(l + b) = 44$ $l + b = \frac{44}{2} = 22$ $5 + b = 22$ $b = 22 - 5 = 17 \text{ cm}$ <p>Area = <math>lb = 5 \times 17 = 85 \text{ cm}^2</math></p> <p>Egs:- Find the perimeter of a square park whose area is <math>400 \text{ m}^2</math>.</p> $\text{area} = 400$ $a^2 = 400 = 20^2$ <p><math>a = 20 \text{ cm}</math> Perimeter = <math>4a = 4 \times 20 = 80 \text{ cm}</math></p> <p>Do the egs and exercise questions and make the children able to apply the formulae to do the problems.</p>	<p>Oral test</p> <p>Assignments</p> <p>Dictation</p>

Name and Signature of the Teacher: - Mr. S. P. SHARMA, TGT (MATHS)

PRINCIPAL

# Geometry In The Mathematics Curriculum

**Ron Larson, Laurie Boswell**



## **Geometry In The Mathematics Curriculum:**

**Geometry in the Mathematics Curriculum** National Council of Teachers of Mathematics, 1973      **Perspectives on the Teaching of Geometry for the 21st Century** C. Mammana, V. Villani, 2012-12-06 In recent years geometry seems to have lost large parts of its former central position in mathematics teaching in most countries However new trends have begun to counteract this tendency There is an increasing awareness that geometry plays a key role in mathematics and learning mathematics Although geometry has been eclipsed in the mathematics curriculum research in geometry has blossomed as new ideas have arisen from inside mathematics and other disciplines including computer science Due to reassessment of the role of geometry mathematics educators and mathematicians face new challenges In the present ICMI study the whole spectrum of teaching and learning of geometry is analysed Experts from all over the world took part in this study which was conducted on the basis of recent international research case studies and reports on actual school practice This book will be of particular interest to mathematics educators and mathematicians who are involved in the teaching of geometry at all educational levels as well as to researchers in mathematics education      **Geometry in the Mathematics Curriculum** , 1973      The History of the Geometry Curriculum in the United States Nathalie Sinclair, 2008-02-01 This volume investigates the evolution of the geometry curriculum in the United States over the past 150 years A primary goal is to increase awareness of the shape and nature of the current geometry curriculum by explaining how things have come to be as they are Given the limited access to first hand accounts of the enacted geometry curriculum during the past 150 years the monograph relies on textbooks to provide a record of the implemented curriculum at any given point in time Policy documents can provide insight into the choices made in textbooks by hinting at the issues considered and the recommendations made The monograph is organized in a chronological sequence of notable events leading to discernable changes in thinking about the geometry curriculum over the past century and a half roughly the extent of time during which geometry has been taught in American schools Notable events include important reports or commissions influential texts new schools of thought and developments in learning technologies These events affected among other things content and aims of the geometry curriculum the nature of mathematical activity as construed by both mathematicians and mathematics educators and the resources students are given for engaging in mathematical activity Before embarking through the notable events it is necessary to consider the big bang of geometry namely the moment in time that shaped the future life of the geometry curriculum This corresponds to the emergence of Euclidean geometry Given its influence on the shape of the geometry curriculum familiarity with the nature of the geometry articulated in Euclid's Elements is essential to understanding the many tensions that surround the school geometry curriculum Several themes emerge over the course of the monograph and include the aims and means of the geometry curriculum the importance of proof in geometry the role of visualization and tactile experiences the fusion between solid and plane geometry the curricular connections between

geometry and algebra and the use of motion and continuity The intended audience would include curriculum developers researchers teachers and curriculum supervisors *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 *Geometry in the Mathematics Curriculum : 36th Yearbook [of The] National Council of Teachers of Mathematics*, 1973 *Yearbook*, 1973 **A Curriculum in Geometry for Grades K-9** Michigan Council of Teachers of Mathematics. Geometry Curriculum Committee, 1981 **Eureka Math, A Story of Functions: Geometry, Module 1** Great Minds, 2013-11-11 Common Core Mathematics is the most comprehensive Common Core State Standards based mathematics curriculum available today The modules are sequenced and paced to support the teaching of mathematics as an unfolding story that follows the logic of mathematics itself They embody the instructional shifts and the standards for mathematical practice that are fundamental to the CCSS Each module contains a sequence of lessons that combine conceptual understanding fluency and application to meet the demands of each topic in the module Formative assessments are included to support data driven instruction The modules are written by teams of master teachers and mathematicians In Common Core Mathematics Geometry students explore more complex geometric situations and deepen their explanations of geometric relationships moving towards formal mathematical arguments Important differences exist between this Geometry course and the historical approach taken in Geometry classes For example transformations are emphasized early in this course Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS The Mathematical Practice Standards apply throughout each course and together with the content standards prescribe that students experience mathematics as a coherent useful and logical subject that makes use of their ability to make sense of problem situations Common Core Learning Standards Addressed in Geometry Module 1 G CO 1 G CO 2 G CO 3 G CO 4 G CO 5 G CO 6 G CO 7 G CO 8 G CO 9 G CO 10 G CO 11 G CO 12 G CO 13 SEQUENCE OF GEOMETRY MODULES Module 1 Congruence Proof and Constructions Module 2 Similarity Proof and Trigonometry Module 3 Extending to Three Dimensions Module 4 Connecting Algebra and Geometry through Coordinates Module 5 Circles With and Without Coordinates Common Core [www.commoncore.org](http://www.commoncore.org) is a non profit organization formed in 2007 to advocate for a content rich liberal arts education in America s K 12 schools To improve education in America Common Core creates curriculum materials and also promotes programs policies and initiatives at the local state and federal levels that provide students with challenging rigorous instruction in the full range of liberal arts and sciences Common Core is not affiliated with the Common Core State Standards Initiative GRADE OVERVIEWS GUIDANCE ON HOW TO IMPLEMENT COMMON CORE MATHEMATICS MATH TOOLS AND MORE CAN BE FOUND AT [www.commoncore.org](http://www.commoncore.org) *Mathematics Curriculum Guide*, 1987 *Geometry* Sue Ellen

Baker,1988      **Geometry in the Elementary Mathematics Curriculum** Barbara Jean Dean,1972      **The place of geometry in a contemporary mathematics curriculum** Arnold W. Harris,1969\*      **Integrating geometry into the secondary mathematics curriculum** Paul Carl Fulkerson,1992      Geometry Ron Larson,Laurie Boswell,2019

*Mathematics Curriculum Guide* Fort Bend Independent School District (Fort Bend, Tex.),1985      *Math Curriculum* ,1990      **How Chinese Teach Mathematics** Lianghuo Fan,Ngai-Ying Wong,Jinfa Cai,2015-03-13 This unique book represents another concerted research effort concerning Chinese mathematics education with contributions from the world's leading scholars and most active researchers The book presents the latest original research work with a particular focus on the teaching side of Chinese mathematics education to a wide international audience There are mainly three sections in the book The first section introduces readers to a historical and contemporary perspective respectively on traditional mathematical teaching in ancient China and on how modern Chinese mathematics teachers teach and pursue their pre-service training and in-service professional development The second section presents studies investigating a wide range of issues at both the macro and micro levels on how Chinese mathematics teachers teach mathematics The third section focuses on Chinese mathematics teachers investigating issues about their knowledge belief teacher training and professional development Like its predecessor *How Chinese Learn Mathematics Perspectives from Insiders* this book is a must for educational researchers practitioners and policy makers who are interested in knowing more about mathematics teaching teachers teacher education and professional development concerning Chinese teachers and learners Contents Focusing on Chinese Mathematics Teaching Teachers and Teacher Education An Introduction Historical and Contemporary Perspectives The Wisdom of Traditional Mathematical Teaching in China DAI Qin and CHEUNG Ka Luen How Chinese Teachers Teach Mathematics and Pursue Professional Development Perspectives from Contemporary International Research FAN Lianghuo MIAO Zhenzhen and MOK Ah Chee Ida Understanding the Chinese Ways of Teaching Mathematics Mathematics Teaching in a Chinese Classroom A Hybrid Model Analysis of Opportunities for Students Learning HUANG Rongjin MILLER L Diane and TZUR Ron Achieving Coherence in the Mathematics Classroom Toward a Framework for Examining Instructional Coherence WANG Tao CAI Jinfa and HWANG Stephen Elementary School Teachers Instruction in Measurement Cases of Classroom Teaching of Spatial Measurement in Taiwan HUANG Hsin Mei E Pedagogical and Curriculum Potentials of Homework A Case Study about Geometric Proofs in Shanghai FANG Yanping Teaching Calculation of Time Intervals Comparing Mathematics Competence of Students in Macau Hong Kong and the Netherlands LI Titus Siu Pang Teaching Number Sense via Interactive Multimedia in a Primary School in Taiwan YANG Der Ching CHEN Pei Chieh TSAI Yi Fang and HSIEH Tien Yu Teaching Geometrical Theorems in Grade 8 Using the Shen Tou Method A Case Study in Shanghai DING Liping JONES Keith and ZHANG Dianzhou Implementation of Objectives Based on the Curriculum Standards A Case of Teaching Using Letter to Represent Number at a Chinese Primary School in Chinese Mainland HUANG Xingfeng YANG Jinglei and LI Shiqi Chinese

Project based Classroom Practices Promoting Students Engagement in Mathematical Activities XU Binyan and ZHU Guangtian A Large Scale Video Survey on Taiwanese Fourth Grade Classrooms of Mathematical Teaching Behaviors LEE Yuan Shun and LIN Fou Lai Features of Exemplary Lessons under the Curriculum Reform in Chinese Mainland A Study of Thirteen Elementary Mathematics Lessons MA Yunpeng and ZHAO Dongchen Qingpu Mathematics Teaching Reform and Its Impact on Student Learning GU Lingyuan YANG Yudong and HE Zhenzhen Chinese Mathematics Teachers Teacher Educati

**Aspects of Teaching Secondary Mathematics** Linda Haggarty, 2003-09-02 If learners in the classroom are to be excited by mathematics teachers need to be both well informed about current initiatives and able to see how what is expected of them can be translated into rich and stimulating classroom strategies The book examines current initiatives that affect teaching mathematics and identifies pointers for action in the classroom Divided into three major sections it looks at the changing mathematics classroom at primary secondary and tertiary level major components of the secondary curriculum practical pedagogical issues of particular concern to mathematics teachers Each issue is explored in terms of major underpinnings and research in that area and practical ideas can be drawn from the text and implemented in the reader's classroom practice Each chapter has been written by a well respected writer researcher and practitioner in their field and all share a common goal to look thoughtfully and intelligently at some of the practical issues facing mathematics teachers and offer their perspectives on those issues **Mathematics Curriculum Resource Guide** Prince William County Public Schools. Department of Instruction, 1995

## Unveiling the Power of Verbal Artistry: An Emotional Sojourn through **Geometry In The Mathematics Curriculum**

In a global inundated with displays and the cacophony of quick interaction, the profound energy and psychological resonance of verbal artistry frequently fade in to obscurity, eclipsed by the continuous assault of noise and distractions. However, located within the musical pages of **Geometry In The Mathematics Curriculum**, a charming function of literary beauty that impulses with organic feelings, lies an remarkable journey waiting to be embarked upon. Composed by way of a virtuoso wordsmith, this enchanting opus instructions readers on a psychological odyssey, softly revealing the latent possible and profound impact stuck within the complex internet of language. Within the heart-wrenching expanse of this evocative examination, we shall embark upon an introspective exploration of the book is central themes, dissect their captivating writing fashion, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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