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| j0307656[2] | | **Math 78**  **Unit 4 Transformations, Congruence & Similarity** | |
| Volume 1 Issue 4 | |  | |
| **References**  Glencoe Grade 7 Plus Text Connection: Volume 1, Chapter 4 Lessons 1-6; Chapter 5 Lessons 1-3, 5  Glencoe/McGraw-Hill Text Online: connectED.mcgraw-hill.com  Apps available using mheonline.com/apps  **Links:**  <http://www.shodor.org/interactivate/activities/TransmographerTwo/>  <http://mathbitsnotebook.com/Geometry/Transformations/TRRigidTransformations.html>  <http://www.xpmath.com/forums/arcade.php?do=play&gameid=115>  <http://www.sciencekids.co.nz/gamesactivities/math/transformation.html>  <https://www.mathgames.com/skill/8.17-identify-reflections-rotations-and-translations>  <https://www.mathgames.com/skill/8.46-transversal-of-parallel-lines>  <https://matchthememory.com/Anglenameschapter3>  http://www.mymathsroom.com/anglePairs.html  <http://www.mathsisfun.com/geometry/parallel-lines.html> | | **Dear Parents** Welcome to the new school year! We are eager to work with you and your students as we learn new mathematical concepts. In the classroom, students will frequently work on tasks and activities to discover and apply mathematical thinking. Students will be expected to explain or justify their answers and to write clearly and properly. Mathematical content will be organized into units following the Georgia grade 8 curriculum map. **Concepts Students will Use and Understand:**  * Develop the concept of transformations and the effects that each type of transformation has on an object; * Explore the relationship between the original figure and its image in regards to their corresponding parts being moved an equal distance which leads to concept of congruence of figures; * Learn to describe transformations with both words and numbers; * Relate rigid motions to the concept of symmetry and to use them to prove congruence or similarity of two figures; * Physically manipulate figures to discover properties of similar and congruent figures; and * Focus on the sum of the angles of a triangle and use it to find the measures of angles formed by transversals (especially with parallel lines), find the measures of exterior angles of triangles, and to informally prove congruence.  **Vocabulary** **Alternate Exterior Angles:** Alternate exterior angles are pairs of angles formed when a third line (a transversal) crosses two other lines. These angles are on opposite sides of the transversal and are outside the other two lines. When the two other lines are parallel, the alternate exterior angles are equal.  **Alternate Interior Angles:** Alternate interior angles are pairs of angles formed when a third line (a transversal) crosses two other lines. These angles are on opposite sides of the transversal and are in between the other two lines. When the two other lines are parallel, the alternate interior angles are equal.  **Angle of Rotation:** The amount of rotation about a fixed point.  **Congruent Figures:** Figures that have the same size and shape  **Corresponding Sides:** Sides that have the same relative positions in geometric figures  **Corresponding Angles:** Angles that have the same relative positions in geometric figures  **Dilation:** Transformation that changes the size of a figure, but not the shape  **Linear Pair:** Adjacent, supplementary angles. Excluding their common side, a linear pair forms a straight line.  **Reflection:** A transformation that "flips" a figure over a line of reflection  **Reflection Line:** A line that is the perpendicular bisector of the segment with endpoints at a pre-image point and the image of that point after a reflection.  **Rotation:**A transformation that turns a figure about a fixed point through a given angle and a given direction  **Same-Side Interior Angles:** Pairs of angles formed when a third line (a transversal) crosses two other lines. These angles are on the same side of the transversal and are between the  other two lines. When the two other lines are parallel, same-side interior angles are supplementary.  **Same-Side Exterior Angles:** Pairs of angles formed when a third line (a transversal) crosses two other lines. These angles are on the same side of the transversal and are outside the other two lines. When the two other lines are parallel, same-side exterior angles are supplementary.  **Scale Factor:** The ratio of any two corresponding lengths of the sides of two similar figures  **Similar Figures:**  Figures that have the same shape but not necessarily the same size  **Transformation:** The mapping, or movement, of all the points of a figure in a plane according to a common operation  **Translation:** A transformation that "slides" each point of a figure the same distance in the same direction  **Transversal:** A line that crosses two or more lines  Additional Vocabulary Help:  <http://intermath.coe.uga.edu/> | |
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|  | **Examples**:    1. Define and describe two types of dilations. 2. What would be the new coordinates of (2,4), (3,5), (4,3) and (3,2) if you graphed them on a coordinate plane and rotated them 90° about the origin? What quadrant is the new figure in? 3. What is the value of *y* in the figure below? What is measure of the angle 4y + 16? | |
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|  | **Key:**     1. A dilation changes the size of a figure, but not the shape. A dilation could be an enlargement or reduction of a figure. 2. The new coordinates would be: (-3,4), (-5,3), (-4,2), (-2,3) in quadrant II. 3. 4y + 16 + 64 = 180; 4y + 80 = 180; 4y = 100; y = 25; measure of the angle is 116. | |
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