LESSON PLAN

Lesson #: 29 (& 30 & 31?) **Unit#: 1 Module 14**

Warmup: Phones away!!! Chromebooks out!!!

Attendance: Your attention is appreciated!!!

OLD TOPICS: CONGRUENT TRIANGLES (Examples)

CLASSWORK 1: FINISH REVEAL 14.1 & 14.2 (30 minutes)

NEW TOPIC: Arguments & Proofs (50 minutes)

GOALS: LEARN TO PROVE ASSERTIONS IN MATH (GEOMETRY)
LEARN ASSOCIATED TERMINOLOGY
LEARN & PRACTICE TWO-COLUMN PROOFS

Standards: NC.M2.G-CO.7, NC.M2.G-CO.8

You argue a premise to prove or disprove it. Scientists, using inductive methods, offer theories and run experiments that support or contradict a theory. Theories are probable not certain. Math seeks definitive proof via deductive reasoning. Such an argument, offers statements and justifications instead of data and empirical evidence. We have…"proof n. a sequence of statements, each of which is either validly derived from those preceding it or is an axiom or assumption, and the final member of which, the conclusion, is the statement of which the truth is thereby established." - *The Harper Collins Dictionary of Mathematics* Axioms are…assumptions. It's not so much that they don't *require* proof, it's that they can't be proven…In geometry, "Axiom" and "Postulate" are essentially interchangeable. A theorem is a logical consequence of the axioms. Axiom, Corollary, Lemma, Postulate, Conjectures and Theorems

Video: 2 COLUMN PROOF-Longer 2 COLUMN PROOF-Shorter

Classwork: Worksheet (work in pairs if you wish)

Homework: Reveal 14.3 / 14.4

Questions: Your Turn!!!

Bell: **Have a nice day!!!**