

**Curriculum Map
Geometry CP1 (321)
Saugus High School
Saugus Public Schools
2009-2010**

Week 1		Week 2	
Performance Standards		Performance Standards	
<p>The students will: 10.G.2 Draw congruent and similar figures using a compass, straightedge, protractor, and other tools such as computer software. Make conjectures about methods of construction. Justify the conjectures by logical arguments.</p>		<p>The students will: 10.G.2 Draw congruent and similar figures using a compass, straightedge, protractor, and other tools such as computer software. Make conjectures about methods of construction. Justify the conjectures by logical arguments. 10.G.7 Using rectangular coordinates, calculate midpoints of segments, slopes of lines and segments, and distances between two points, and apply the results to the solutions of problems.</p>	
Unit/Topic/Lesson UNIT ONE BASIC GEOMETRIC CONCEPTS		Unit/Topic/Lesson UNIT ONE BASIC GEOMETRIC CONCEPTS	
<ol style="list-style-type: none"> Understanding Points, Lines, and Planes Measuring and Constructing Segments 		<ol style="list-style-type: none"> Measuring and Constructing Angles Pairs of Angles Using Formulas in Geometry 	
Mission and Expectations		Mission and Expectations	
<ol style="list-style-type: none"> Critical Thinking Skills Problem Solving Skills Test Taking Skills 		<ol style="list-style-type: none"> Critical Thinking Skills Problem Solving Skills Test Taking Skills 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To identify, name, and draw points, lines, segments, rays, and planes. To apply facts involving points, lines, and planes. To find and construct segment lengths and midpoints. 	Using only standard construction tools, how do you construct an angle's bisector?	<ol style="list-style-type: none"> To classify and name angles To measure and construct angles and angle bisectors. To identify and find measurements of various angle pairs. To use basic geometric formulas and decide when each formula should used to find measures. 	Why are any two right angles supplementary?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>Prentice Hall Geometry ©1998</i> <ol style="list-style-type: none"> Chapter One lessons Chapter One Practice Worksheets Chapter One Pre-Made Assessments 	<ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments 	<i>Prentice Hall Geometry ©1998</i> <ol style="list-style-type: none"> Chapter One lessons Chapter One Practice Worksheets Chapter One Pre-Made Assessments 	<ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 3		Week 4	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.G.7 Using rectangular coordinates, calculate midpoints of segments, slopes of lines and segments, and distances between two points, and apply the results to the solutions of problems.</p>		<p><i>The students will:</i> 10.G.3 Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.</p>	
Unit/Topic/Lesson UNIT ONE BASIC GEOMETRIC CONCEPTS		Unit/Topic/Lesson UNIT TWO PARALLEL AND PERPENDICULAR LINES	
<ol style="list-style-type: none"> Using Formulas in Geometry Midpoint and Distance in the Coordinate Plane 		<ol style="list-style-type: none"> Lines and Angles Angles formed by Parallel Lines and Transversals 	
Mission and Expectations		Mission and Expectations	
<ol style="list-style-type: none"> Critical Thinking Skills Problem Solving Skills Test Taking Skills 		<ol style="list-style-type: none"> Critical Thinking Skills Problem Solving Skills Test Taking Skills 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To use basic geometric formulas and decide when each formula should be used to find measures. To use the distance formula, midpoint formula, and Pythagorean Theorem to find unknown measures. 	<p>How do you find the distance between two coordinates by using the Pythagorean Theorem?</p>	<ol style="list-style-type: none"> To identify various types of lines relationships. To identify and find measures of angles formed by two lines cut by a transversal. To apply theorems involving angles formed by two lines cut by a transversal. 	<p>How do you determine the measures of all the angles created by two parallel lines cut by a transversal, given only one angle's measure?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<p><i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter One lessons Chapter One Practice Worksheets Chapter One Pre-Made Assessments 	<ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments 	<p><i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Seven lessons Chapter Seven Practice Worksheets Chapter Seven Pre-Made Assessments 	<ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: On concepts involving the Basic Geometric Concepts.</p>	Completed by:	<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	Comments:

Week 5		Week 6	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.3 Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle. 10.G.8 Find linear equations that represent lines either perpendicular or parallel to a given line and through a point, e.g., by using the “point-slope” form of the equation.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.3 Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle. 10.G.8 Find linear equations that represent lines either perpendicular or parallel to a given line and through a point, e.g., by using the “point-slope” form of the equation.</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO PARALLEL AND PERPENDICULAR LINES</p> <ol style="list-style-type: none"> Proving Lines Parallel Perpendicular Lines 		<p align="center">Unit/Topic/Lesson UNIT TWO PARALLEL AND PERPENDICULAR LINES</p> <ol style="list-style-type: none"> Slopes of Lines Lines in the Coordinate Plane 	
<p align="center">Mission and Expectations</p> <p><i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</i></p>		<p align="center">Mission and Expectations</p> <p><i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</i></p>	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To prove that two lines are parallel or perpendicular. To identify whether lines are parallel, perpendicular, or neither. 	<p align="center">Essential Question</p> <p>How do you prove that two lines are parallel?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To find the slope of a line. To identify whether lines are parallel, perpendicular, or neither. To write and graph lines in various forms. To classify lines as parallel, intersecting, or coinciding. 	<p align="center">Essential Question</p> <p>By looking at the equations of two lines, how do you determine whether the lines are parallel, perpendicular, or neither?</p>
<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Seven lessons Chapter Seven Practice Worksheets Chapter Seven Pre-Made Assessments 	<p align="center">Media Resources</p> <ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments 	<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Seven lessons Chapter Seven Practice Worksheets Chapter Seven Pre-Made Assessments 	<p align="center">Media Resources</p> <ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 7		Week 8	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.3 Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle. 10.G.8 Find linear equations that represent lines either perpendicular or parallel to a given line and through a point, e.g., by using the “point-slope” form of the equation.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.4 Apply congruence and similarity correspondences (e.g., $\triangle ABC \cong \triangle XYZ$) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>	
<p align="center">Unit/Topic/Lesson UNIT TWO PARALLEL AND PERPENDICULAR LINES</p> <ol style="list-style-type: none"> Slope-Intercept Form of a Linear Equation Point-Slope Form of a Linear Equation 		<p align="center">Unit/Topic/Lesson UNIT THREE TRIANGLES AND CONGRUENCE</p> <ol style="list-style-type: none"> Classifying Triangles Angle Relationship in Triangles 	
<p align="center">Mission and Expectations</p> <p><i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</i></p>		<p align="center">Mission and Expectations</p> <p><i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</i></p>	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To find the slope of a line. To identify whether lines are parallel, perpendicular, or neither. To write and graph lines in various forms. To classify lines as parallel, intersecting, or coinciding. 	<p align="center">Essential Question</p> <p>Why would you use different forms of a linear equation?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To classify triangles by angle and side measures. To use classification to find missing angles and sides. To find interior or exterior angle measures in triangles. 	<p align="center">Essential Question</p> <p>How can triangles fall into more than one triangle classification?</p>
<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Three lessons Chapter Three Practice Worksheets Chapter Three Pre-Made Assessments 	<p align="center">Media Resources</p> <ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments 	<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Eight lessons Chapter Eight Practice Worksheets Chapter Eight Pre-Made Assessments 	<p align="center">Media Resources</p> <ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: On concepts involving Parallel and Perpendicular Lines.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 9		Week 10	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.G.4 Apply congruence and similarity correspondences (e.g., $\triangle ABC \cong \triangle XYZ$) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>		<p><i>The students will:</i> 10.G.4 Apply congruence and similarity correspondences (e.g., $\triangle ABC \cong \triangle XYZ$) and properties of the figures to find missing parts of geometric figures, and provide logical justification. 10.G.6 Use the properties of special triangles (e.g., isosceles, equilateral, $30^\circ-60^\circ-90^\circ$, $45^\circ-45^\circ-90^\circ$) to solve problems.</p>	
Unit/Topic/Lesson UNIT THREE TRIANGLES AND CONGRUENCE		Unit/Topic/Lesson UNIT THREE TRIANGLES AND CONGRUENCE	
<ol style="list-style-type: none"> Congruent Triangles Triangle Congruence: SSS and SAS Triangle Congruence: ASA, AAS, and HL 		<ol style="list-style-type: none"> Triangle Congruence: CPCTC Isosceles and Equilateral Triangles Review of all Unit Three concepts. 	
Mission and Expectations		Mission and Expectations	
<ol style="list-style-type: none"> Critical Thinking Skills Problem Solving Skills Test Taking Skills 		<ol style="list-style-type: none"> Critical Thinking Skills Problem Solving Skills Test Taking Skills 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To use properties of congruent triangles. To proof triangles congruent and apply that information to solve problems. To apply congruence rules to parts of congruent triangles. 	What are the “shortcuts” to prove that two triangles are congruent?	<ol style="list-style-type: none"> To apply congruence rules to parts of congruent triangles. To apply properties of isosceles and equilateral triangles. To solve problems involving isosceles and equilateral triangles. 	What is the difference between the concepts of equilateral and equiangular triangles?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>Prentice Hall Geometry ©1998</i> <ol style="list-style-type: none"> Chapter Eight lessons Chapter Eight Practice Worksheets Chapter Eight Pre-Made Assessments 	<ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments 	<i>Prentice Hall Geometry ©1998</i> <ol style="list-style-type: none"> Chapter Eight lessons Chapter Eight Practice Worksheets Chapter Eight Pre-Made Assessments 	<ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	Completed by:	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: On concepts involving Triangles and Congruence</p>	Comments:

Week 11		Week 12	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.5 Solve simple triangle problems using the triangle angle sum property and/or the Pythagorean Theorem. 10.G.6 Use the properties of special triangles (e.g., isosceles, equilateral, 30°–60°–90°, 45°–45°–90°) to solve problems.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.1 Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>	
<p align="center">Unit/Topic/Lesson UNIT FOUR PROPERTIES AND ATTRIBUTES OF TRIANGLES</p> <p>1. Perpendicular and Angle Bisectors 2. Bisectors of Triangles</p>		<p align="center">Unit/Topic/Lesson UNIT FOUR PROPERTIES AND ATTRIBUTES OF TRIANGLES</p> <p>1. Medians and Altitudes of Triangles 2. The Triangle Midsegment Theorem</p>	
<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>		<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>	
<p align="center">Objectives</p> <p>1. To prove and apply theorems involving perpendicular bisectors of segments and angle bisectors. 2. To prove and apply properties of perpendicular bisector and angle bisectors of triangles.</p>	<p align="center">Essential Question</p> <p>How do you use the endpoints of the segment to write the equation of its perpendicular bisector?</p>	<p align="center">Objectives</p> <p>1. To apply properties of medians of triangles. 2. To apply properties of altitudes of triangles. 3. To prove and use properties of triangle midsegments.</p>	<p align="center">Essential Question</p> <p>How do you determine the incenter, circumcenter, centroid, and the orthocenter of a triangle?</p>
<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Four lessons 2. Chapter Four Practice Worksheets 3. Chapter Four Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>	<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Four lessons 2. Chapter Four Practice Worksheets 3. Chapter Four Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 13		Week 14	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.1 Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.5 Solve simple triangle problems using the triangle angle sum property and/or the Pythagorean Theorem. 10.G.6 Use the properties of special triangles (e.g., isosceles, equilateral, 30°–60°–90°, 45°–45°–90°) to solve problems.</p>	
<p align="center">Unit/Topic/Lesson UNIT FOUR PROPERTIES AND ATTRIBUTES OF TRIANGLES</p> <p>1. Inequalities in One Triangle 2. Inequalities in Two Triangles</p>		<p align="center">Unit/Topic/Lesson UNIT FOUR PROPERTIES AND ATTRIBUTES OF TRIANGLES</p> <p>1. The Pythagorean Theorem 2. Applying Special Right Triangles</p>	
<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>		<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>	
<p align="center">Objectives</p> <p>1. To apply inequalities in one triangle. 2. To apply inequalities in two triangles.</p>	<p align="center">Essential Question</p> <p>How do you determine whether three segments can make up the sides of a triangle?</p>	<p align="center">Objectives</p> <p>1. To use the Pythagorean Theorem and its converse to solve various problems. 2. To use the Pythagorean inequalities to classify triangles. 3. To apply properties of 45° – 45° – 90° triangles. 4. To apply properties of 30° – 60° – 90° triangles.</p>	<p align="center">Essential Question</p> <p>How do you determine the classification of triangle using the concept of Pythagorean inequalities?</p>
<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Four lessons 2. Chapter Four Practice Worksheets 3. Chapter Four Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>	<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Four lessons 2. Chapter Four Practice Worksheets 3. Chapter Four Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: On concepts involving Properties and Attributes of Triangles.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 15		Week 16	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.1 Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.1 Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE POLYGONS AND QUADRILATERALS</p> <p>1. Properties of Polygons 2. Attributes of Polygons</p>		<p align="center">Unit/Topic/Lesson UNIT FIVE POLYGONS AND QUADRILATERALS</p> <p>1. Properties of Parallelograms 2. Conditions of Parallelograms</p>	
<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>		<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>	
<p align="center">Objectives</p> <p>1. To classify polygons based on their sides and angle measure. 2. To find the measures of interior and exterior angles of polygons. 3. To work with interior and exterior angle sums of polygons.</p>	<p align="center">Essential Question</p> <p>How do find the measure of an interior angle of a regular polygon?</p>	<p align="center">Objectives</p> <p>1. To prove and apply properties of parallelograms. 2. To solve problems using the properties of parallelograms. 3. To prove that a quadrilateral is a parallelogram.</p>	<p align="center">Essential Question</p> <p>Given a quadrilateral, how is it determined that it is a parallelogram?</p>
<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Nine lessons 2. Chapter Nine Practice Worksheets 3. Chapter Nine Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>	<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Nine lessons 2. Chapter Nine Practice Worksheets 3. Chapter Nine Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 17		Week 18	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.1 Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.1 Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>	
<p align="center">Unit/Topic/Lesson UNIT FIVE POLYGONS AND QUADRILATERALS</p> <p>1. Properties of Special Parallelograms 2. Conditions of Special Parallelograms</p>		<p align="center">Unit/Topic/Lesson UNIT FIVE POLYGONS AND QUADRILATERALS</p> <p>1. Properties of Trapezoids 2. Properties of Kites</p>	
<p align="center">Mission and Expectations</p> <p>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</p>		<p align="center">Mission and Expectations</p> <p>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</p>	
<p align="center">Objectives</p> <p>1. To prove and use properties of rectangles, squares, and rhombi. 2. To prove that a given quadrilateral is a square, rectangle, or rhombus.</p>	<p align="center">Essential Question</p> <p>How do you determine which special parallelogram is given using the properties and not a figure of the parallelogram?</p>	<p align="center">Objectives</p> <p>1. To identify and use properties of kites to solve problems. 2. To identify and use properties of trapezoids to solve problems.</p>	<p align="center">Essential Question</p> <p>Why is a trapezoid not a special parallelogram, each though it has parallel sides?</p>
<p align="center">Teacher Resources <i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Nine lessons 2. Chapter Nine Practice Worksheets 3. Chapter Nine Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>	<p align="center">Teacher Resources <i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Nine lessons 2. Chapter Nine Practice Worksheets 3. Chapter Nine Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: On concepts involving Polygons and Quadrilaterals.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 19		Week 20	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.4 Apply congruence and similarity correspondences (e.g., $\triangle ABC \cong \triangle XYZ$) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.4 Apply congruence and similarity correspondences (e.g., $\triangle ABC \cong \triangle XYZ$) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>	
<p align="center">Unit/Topic/Lesson UNIT SIX SIMALARITY</p> <ol style="list-style-type: none"> Ratios and Proportions Ratios in Similar Polygons 		<p align="center">Unit/Topic/Lesson UNIT SIX SIMALARITY</p> <ol style="list-style-type: none"> Triangle Similarity: AA, SSS and SAS. Applying Properties of Similar Triangles 	
<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>		<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To write and simplify ratios. To set proportions of use them to solve problems. To identify two polygon as similar. To solve problems by applying properties of similar polygons. 	<p align="center">Essential Question</p> <p>How are the concepts of similarity and congruence related to each other?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To proof certain triangles are similar using various methods. To solve problems involving similar triangles. To use properties of similar triangles to find segment lengths. To apply properties involving similar triangles. 	<p align="center">Essential Question</p> <p>Why is it unnecessary to have either an AAS or ASA theorem to prove two triangles are similar?</p>
<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Ten lessons Chapter Ten Practice Worksheets Chapter Ten Pre-Made Assessments 	<p align="center">Media Resources</p> <ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments 	<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Ten lessons Chapter Ten Practice Worksheets Chapter Ten Pre-Made Assessments 	<p align="center">Media Resources</p> <ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 21		Week 22	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.G.4 Apply congruence and similarity correspondences (e.g., $\triangle ABC \cong \triangle XYZ$) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>		<p><i>The students will:</i> 10.M.1 Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.</p>	
Unit/Topic/Lesson UNIT SIX SIMILARITY		Unit/Topic/Lesson UNIT SEVEN MEASUREMENT (PERIMETER AND AREA)	
<ol style="list-style-type: none"> Using Proportional Relationships Dilations and Similarity in the Coordinate Plane 		<ol style="list-style-type: none"> Formulas for Triangles Formulas for Quadrilaterals 	
Mission and Expectations		Mission and Expectations	
<ol style="list-style-type: none"> Critical Thinking Skills Problem Solving Skills Test Taking Skills 		<ol style="list-style-type: none"> Critical Thinking Skills Problem Solving Skills Test Taking Skills 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To use ratios to make indirect measurements. To draw scale drawings and use scale drawings to solve problems. To apply similarity properties in the coordinate plane. To use the coordinate plane to prove two figures are similar. 	What are the differences between indirect and direct measurements?	<ol style="list-style-type: none"> To find the area and perimeter of triangles. To find the area and perimeter of various quadrilaterals. 	How is the concept of the Pythagorean Theorem important in find the areas of quadrilaterals?
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>Prentice Hall Geometry ©1998</i> <ol style="list-style-type: none"> Chapter Ten lessons Chapter Ten Practice Worksheets Chapter Ten Pre-Made Assessments 	<ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments 	<i>Prentice Hall Geometry ©1998</i> <ol style="list-style-type: none"> Chapter Five lessons Chapter Five Practice Worksheets Chapter Five Pre-Made Assessments 	<ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: On concepts involving Similarity.</p>	Completed by:	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	Comments:

Week 23	
Performance Standards	
<p><i>The students will:</i></p> <p>10.M.1 Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.</p> <p>10.M.4 Describe the effects of approximate error in measurement and rounding on measurements and on computed values from measurements.</p>	
Unit/Topic/Lesson UNIT SEVEN MEASUREMENT (PERIMETER AND AREA)	
<ol style="list-style-type: none"> Formulas for Circles Formulas for Regular Polygons Composite Figure and Area and Perimeter 	
Mission and Expectations	
<ol style="list-style-type: none"> Critical Thinking Skills Problem Solving Skills Test Taking Skills 	
Objectives	Essential Question
<ol style="list-style-type: none"> To find the area and circumference of circles. To find the area and perimeter of regular polygons. To find the area and perimeter of composite figures. 	<p>What does the value of π formally represent?</p>
Teacher Resources	Media Resources
<i>Prentice Hall Geometry ©1998</i> <ol style="list-style-type: none"> Chapter Five lessons Chapter Five Practice Worksheets Chapter Five Pre-Made Assessments 	<ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
Evaluation/Activities	
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 24	
Performance Standards	
<p><i>The students will:</i></p> <p>10.M.1 Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.</p> <p>10.M.3 Relate changes in the measurement of one attribute of an object to changes in other attributes, e.g., how changing the radius or height of a cylinder affects its surface area or volume.</p> <p>10.M.4 Describe the effects of approximate error in measurement and rounding on measurements and on computed values from measurements.</p>	
Unit/Topic/Lesson UNIT SEVEN MEASUREMENT (PERIMETER AND AREA)	
<ol style="list-style-type: none"> Perimeter and Area in the Coordinate Plane Effects of Changing Dimensions Proportionally Geometric Probability 	
Mission and Expectations	
<ol style="list-style-type: none"> Critical Thinking Skills Problem Solving Skills Test Taking Skills 	
Objectives	Essential Question
<ol style="list-style-type: none"> To find the perimeter and area of figures in the coordinate plane. To find the approximate area of unknown figures. To describe the effect on perimeter and area when one or more dimension of a figure is changed. To determine geometric probability. 	<p>Why does tripling the radius of a circle not triple the area of the resulting circle?</p>
Teacher Resources	Media Resources
<i>Prentice Hall Geometry ©1998</i> <ol style="list-style-type: none"> Chapter Five lessons Chapter Five Practice Worksheets Chapter Five Pre-Made Assessments 	<ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
Evaluation/Activities	
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: On concepts involving Perimeter and Area.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 25		Week 26	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.M.2 Given the formula, find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones, e.g., find the volume of a sphere with a specified surface area. 10.M.3 Relate changes in the measurement of one attribute of an object to changes in other attributes, e.g., how changing the radius or height of a cylinder affects its surface area or volume. 10.G.10 Demonstrate the ability to visualize solid objects and recognize their projections and cross sections 10.G.11 Use vertex-edge graphs to model and solve problems.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.M.2 Given the formula, find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones, e.g., find the volume of a sphere with a specified surface area. 10.M.3 Relate changes in the measurement of one attribute of an object to changes in other attributes, e.g., how changing the radius or height of a cylinder affects its surface area or volume.</p>	
<p align="center">Unit/Topic/Lesson UNIT EIGHT MEASUREMENT (THREE DIMENSIONAL FIGURES)</p> <ol style="list-style-type: none"> Solid Geometry Representations of Three-Dimensional Figures 		<p align="center">Unit/Topic/Lesson UNIT EIGHT MEASUREMENT (THREE DIMENSIONAL FIGURES)</p> <ol style="list-style-type: none"> Volume of Prisms Volume of Cylinders Surface and Lateral Area for Prisms Surface and Lateral Area for Cylinders 	
<p align="center">Mission and Expectations</p> <p><i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</i></p>		<p align="center">Mission and Expectations</p> <p><i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</i></p>	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To classify three-dimensional figures by using their properties. To use nets and cross sections to analyze three-dimensional figures. To draw or recognize various representations of three-dimensional figures. 	<p align="center">Essential Question</p> <p>Why are various representations of three-dimensional figures used to help visualize different three-dimensional figures?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To find the volumes of prisms and cylinders. To find the surface areas of prisms and cylinders. To solve problems involving the concepts of volume and surface area.. 	<p align="center">Essential Question</p> <p>What is the difference between lateral surface area and total surface area?</p>
<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Six lessons Chapter Six Practice Worksheets Chapter Six Pre-Made Assessments 	<p align="center">Media Resources</p> <ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments 	<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Six lessons Chapter Six Practice Worksheets Chapter Six Pre-Made Assessments 	<p align="center">Media Resources</p> <ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 27		Week 28	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.M.2 Given the formula, find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones, e.g., find the volume of a sphere with a specified surface area. 10.M.3 Relate changes in the measurement of one attribute of an object to changes in other attributes, e.g., how changing the radius or height of a cylinder affects its surface area or volume.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.M.2 Given the formula, find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones, e.g., find the volume of a sphere with a specified surface area. 10.M.3 Relate changes in the measurement of one attribute of an object to changes in other attributes, e.g., how changing the radius or height of a cylinder affects its surface area or volume.</p>	
<p align="center">Unit/Topic/Lesson UNIT EIGHT MEASUREMENT (THREE DIMENSIONAL FIGURES)</p> <ol style="list-style-type: none"> Volume of Pyramids Volume of Cones Surface and Lateral Area for Pyramids Surface and Lateral Area for Cones 		<p align="center">Unit/Topic/Lesson UNIT EIGHT MEASUREMENT (THREE DIMENSIONAL FIGURES)</p> <ol style="list-style-type: none"> Volume of Spheres Surface Area for Spheres 	
<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>		<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To find the volumes of pyramids and cones. To find the surface areas of pyramids and cones. To solve problems involving the concepts of volume and surface area. 	<p align="center">Essential Question</p> <p>Cones are not classified as a special type of pyramids, but why is it okay to think of cones as pyramids?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To find the volumes of spheres. To find the surface areas of spheres. To solve problems involving the concepts of volume and surface area. 	<p align="center">Essential Question</p> <p>How do you find the surface area of a sphere when you know the area of a great circle?</p>
<p align="center">Teacher Resources <i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Six lessons Chapter Six Practice Worksheets Chapter Six Pre-Made Assessments 	<p align="center">Media Resources</p> <ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments 	<p align="center">Teacher Resources <i>Prentice Hall Geometry ©1998</i></p> <ol style="list-style-type: none"> Chapter Six lessons Chapter Six Practice Worksheets Chapter Six Pre-Made Assessments 	<p align="center">Media Resources</p> <ol style="list-style-type: none"> Teacher-Made PowerPoint Presentations Test ExamPro Generator Electronic Worksheets in TeacherShared Folder Teacher-Made Web-Based Assessments
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum..</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 29		Week 30	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.M.2 Given the formula, find the lateral area, surface area, and volume of prisms, pyramids, spheres, cylinders, and cones, e.g., find the volume of a sphere with a specified surface area. 10.M.3 Relate changes in the measurement of one attribute of an object to changes in other attributes, e.g., how changing the radius or height of a cylinder affects its surface area or volume.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.3 Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.</p>	
<p align="center">Unit/Topic/Lesson UNIT EIGHT MEASUREMENT (THREE DIMENSIONAL FIGURES)</p> <p>1. Review of all Volume concepts 2. Review of all Surface Area concepts</p>		<p align="center">Unit/Topic/Lesson UNIT NINE CIRCLES</p> <p>1. Lines That Intersect Circles 2. Arcs and Chords</p>	
<p align="center">Mission and Expectations</p> <p>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</p>		<p align="center">Mission and Expectations</p> <p>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</p>	
<p align="center">Objectives</p> <p>1. To focus on how changing dimensions effect the resulting figure. 2. To review all the concepts involving volume, surface area and lateral area.</p>	<p align="center">Essential Question</p> <p>How do you maximize the volume of a figure with a set surface area?</p>	<p align="center">Objectives</p> <p>1. To identify tangents, secants, and chords. 2. To solve problems involving tangent concepts. 3. To apply properties of arc and chords. 4. To find the degrees of arcs and lengths of chords.</p>	<p align="center">Essential Question</p> <p>Under what conditions can two arcs have the same measure but are not congruent?</p>
<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Six lessons 2. Chapter Six Practice Worksheets 3. Chapter Six Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations. 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>	<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Twelve lessons 2. Chapter Twelve Practice Worksheets 3. Chapter Twelve Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations. 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: On concepts involving Three Dimensional Figures.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 31		Week 32	
<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.3 Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.</p>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.G.3 Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.</p>	
<p align="center">Unit/Topic/Lesson UNIT NINE CIRCLES</p> <p>1. Sector Area 2. Area of a Segment 3. Arc Length</p>		<p align="center">Unit/Topic/Lesson UNIT NINE CIRCLES</p> <p>1. Inscribed Angles 2. Angle Relationships in Circles</p>	
<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>		<p align="center">Mission and Expectations</p> <p>1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i></p>	
<p align="center">Objectives</p> <p>1. To find the area of a sector. 2. To find the area of a segment. 3. To find the length of an arc.</p>	<p align="center">Essential Question</p> <p>How does the concept of pie chart related to the concept of sector area?</p>	<p align="center">Objectives</p> <p>1. To find the measure of an inscribed angle and use the properties of inscribed angles to solve problems. 2. To find the measures of angles formed by lines that intersect circles and solve related problems.</p>	<p align="center">Essential Question</p> <p>How does it matter where the lines that intersect a circle, intersect each other, in relation to the circle?</p>
<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Twelve lessons 2. Chapter Twelve Practice Worksheets 3. Chapter Twelve Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations. 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>	<p align="center">Teacher Resources</p> <p><i>Prentice Hall Geometry ©1998</i></p> <p>1. Chapter Twelve lessons 2. Chapter Twelve Practice Worksheets 3. Chapter Twelve Pre-Made Assessments</p>	<p align="center">Media Resources</p> <p>1. Teacher-Made PowerPoint Presentations. 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 33

Performance Standards

The students will:
10.G.3 Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.

Unit/Topic/Lesson
UNIT NINE
CIRCLES

- Segment Relationships in Circles
- Circles in the Coordinate Plane
- Review of all Circle Concepts

Mission and Expectations
1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills

Objectives

- To find the lengths of segments formed by lines that intersect circles and how to use the lengths to solve related problems.
- To write the equation of a circle in the coordinate plane.
- To use the equation of a circle to graph the circle and solve related problems.

Essential Question

How does the distance formula related to the equation of a circle?

Teacher Resources
Prentice Hall Geometry ©1998

- Chapter Twelve lessons
- Chapter Twelve Practice Worksheets
- Chapter Twelve Pre-Made Assessments

Media Resources

- Teacher-Made PowerPoint Presentations
- Test ExamPro Generator
- Electronic Worksheets in TeacherShared Folder
- Teacher-Made Web-Based Assessments

Evaluation/Activities

Homework: To be given daily on each introduced topic
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.
Test: On concepts involving Circles.

Completion date:
Completed by:
Comments:

Week 34

Performance Standards

The students will:
10.G.9 Draw the results, and interpret transformations on figures in the coordinate plane, e.g., translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solutions of problems.

Unit/Topic/Lesson
UNIT TEN
TRANSFORMATIONAL GEOMETRY

- Reflections
- Translations
- Rotations

Mission and Expectations
1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills

Objectives

- To identify and draw line reflections.
- To identify and draw translations.
- To identify and draw rotations

Essential Question

How do you determine the vector associated with a translation, given the preimage and image?

Teacher Resources
Prentice Hall Geometry ©1998

- Chapter Three lessons
- Chapter Three Practice Worksheets
- Chapter Three Pre-Made Assessments

Media Resources

- Teacher-Made PowerPoint Presentations.
- Test ExamPro Generator
- Electronic Worksheets in TeacherShared Folder
- Teacher-Made Web-Based Assessments

Evaluation/Activities

Homework: To be given daily on each introduced topic
Review: All weekly concepts.
Quiz: Assessments given as warranted by the curriculum.

Completion date:
Completed by:
Comments:

Week 35		Week 36	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.G.9 Draw the results, and interpret transformations on figures in the coordinate plane, e.g., translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solutions of problems.</p>		<p><i>The students will:</i> 10.G.9 Draw the results, and interpret transformations on figures in the coordinate plane, e.g., translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solutions of problems.</p>	
Unit/Topic/Lesson UNIT TEN TRANSFORMATIONAL GEOMETRY		Unit/Topic/Lesson UNIT TEN TRANSFORMATIONAL GEOMETRY	
<ol style="list-style-type: none"> 1. Composition of Transformations 2. Review of all basic transformations 3. Symmetry 		<ol style="list-style-type: none"> 1. Tessellations 2. Dilations 3. Review of all Transformational Geometry concepts. 	
Mission and Expectations		Mission and Expectations	
<i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</i>		<i>1. Critical Thinking Skills 2. Problem Solving Skills 3. Test Taking Skills</i>	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> 1. To work with isometries. 2. To identify and draw compositions of transformations. 3. To identify and draw glide reflections. 4. To identify and describe symmetry in geometric figures. 	<p>How do you determine the angle of rotational symmetry for a given figure?</p>	<ol style="list-style-type: none"> 1. To use transformations to draw tessellations. 2. To identify regular and semi-regular tessellations. 3. To determine if a figure will tessellate. 4. To identify and draw dilations. 	<p>How do you determine whether a tessellation is regular, semi-regular, or neither?</p>
Teacher Resources	Media Resources	Teacher Resources	Media Resources
<i>Prentice Hall Geometry ©1998</i> <ol style="list-style-type: none"> 1. Chapter Three lessons 2. Chapter Three Practice Worksheets 3. Chapter Three Pre-Made Assessments 	<ol style="list-style-type: none"> 1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments 	<i>Prentice Hall Geometry ©1998</i> <ol style="list-style-type: none"> 1. Chapter Three lessons 2. Chapter Three Practice Worksheets 3. Chapter Three Pre-Made Assessments 	<ol style="list-style-type: none"> 1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: On concepts involving Transformational Geometry.</p>	<p>Completed by:</p> <p>Comments:</p>

