

**Curriculum Map  
Geometry Honors (323)  
Saugus High School  
Saugus Public Schools  
2009-2010**

Week 1		Week 2	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.G.2</b> 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><i>The students will:</i>  <b>10.G.7</b> 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>	
<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>BASIC GEOMETRIC CONCEPTS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>BASIC GEOMETRIC CONCEPTS</b>	
<ol style="list-style-type: none"> <li>Understanding Points, Lines, and Planes</li> <li>Measuring and Constructing Segments</li> <li>Measuring and Constructing Angles</li> </ol>		<ol style="list-style-type: none"> <li>Pairs of Angles</li> <li>Using Formulas in Geometry</li> <li>Midpoint and Distance in the Coordinate Plane</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To identify, name, and draw points, lines, segments, rays, and planes.</li> <li>To apply facts involving points, lines, and planes.</li> <li>To find and construct segment lengths and midpoints.</li> <li>To classify and name angles</li> <li>To measure and construct angles and angle bisectors.</li> </ol>	<p>Using only standard construction tools, how do you construct an angle's bisector?</p>	<ol style="list-style-type: none"> <li>To identify and find measurements of various angle pairs.</li> <li>To use basic geometric formulas and decide when each formula should be used to find measures.</li> <li>To use the distance formula, midpoint formula, and Pythagorean Theorem to find unknown measures.</li> </ol>	<p>How do you find the distance between two coordinates by using the Pythagorean Theorem?</p>
<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>	<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>
<ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving the Basic Geometric Concepts.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments:</b></p>

**Week 3**

***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 TWO**  
**PARALLEL AND PERPENDICULAR LINES**

- Lines and Angles
- Angles formed by Parallel Lines and Transversals

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

**Objectives**

- 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.

**Essential Question**

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?

**Teacher Resources**  
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- Chapter Three lessons
- Chapter Three Practice Worksheets
- Chapter Three Pre-Made Assessments

**Media Resources**  
*Holt Geometry ©2007*

- PowerPoint Presentations
- Textbook On-Line
- Homework Help (on-line)
- Test ExamPro Generator
- One-Stop CD Planner

**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 4**

***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.  
**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.

**Unit/Topic/Lesson**  
**UNIT TWO**  
**PARALLEL AND PERPENDICULAR LINES**

- Proving Lines Parallel
- Perpendicular Lines

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

**Objectives**

- To prove that two lines are parallel or perpendicular.
- To identify whether lines are parallel, perpendicular, or neither.

**Essential Question**

How do you prove that two lines are parallel?

**Teacher Resources**  
*Holt Geometry ©2007*

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

**Media Resources**  
*Holt Geometry ©2007*

- PowerPoint Presentations
- Textbook On-Line
- Homework Help (on-line)
- Test ExamPro Generator
- One-Stop CD Planner

**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 5		Week 6	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.3</b> 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.  <b>10.G.8</b> 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"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.4</b> Apply congruence and similarity correspondences (e.g., <math>\triangle ABC \cong \triangle XYZ</math>) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TWO</b>  <b>PARALLEL AND PERPENDICULAR LINES</b></p> <ol style="list-style-type: none"> <li>Slopes of Lines</li> <li>Lines in the Coordinate Plane</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT THREE</b>  <b>TRIANGLES AND CONGRUENCE</b></p> <ol style="list-style-type: none"> <li>Classifying Triangles</li> <li>Angle Relationship in Triangles</li> <li>Congruent Triangles</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find the slope of a line.</li> <li>To identify whether lines are parallel, perpendicular, or neither.</li> <li>To write and graph lines in various forms.</li> <li>To classify lines as parallel, intersecting, or coinciding.</li> </ol>	<p align="center"><b>Essential Question</b></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"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To classify triangles by angle and side measures.</li> <li>To use classification to find missing angles and sides.</li> <li>To find interior or exterior angle measures in triangles.</li> <li>To use properties of congruent triangles.</li> <li>To prove two triangles congruent.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How can triangles fall into more than one triangle classification?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Three lessons</li> <li>Chapter Three Practice Worksheets</li> <li>Chapter Three Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Four lessons</li> <li>Chapter Four Practice Worksheets</li> <li>Chapter Four Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving Parallel and Perpendicular Lines.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 7		Week 8	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.G.4</b> Apply congruence and similarity correspondences (e.g., <math>\triangle ABC \cong \triangle XYZ</math>) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>		<p><i>The students will:</i>  <b>10.G.4</b> Apply congruence and similarity correspondences (e.g., <math>\triangle ABC \cong \triangle XYZ</math>) and properties of the figures to find missing parts of geometric figures, and provide logical justification.  <b>10.G.6</b> Use the properties of special triangles (e.g., isosceles, equilateral, <math>30^\circ-60^\circ-90^\circ</math>, <math>45^\circ-45^\circ-90^\circ</math>) to solve problems.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b> <b>TRIANGLES AND CONGRUENCE</b>		<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b> <b>TRIANGLES AND CONGRUENCE</b>	
<ol style="list-style-type: none"> <li>Triangle Congruence: SSS and SAS</li> <li>Triangle Congruence: ASA, AAS, and HL</li> <li>Triangle Congruence: CPCTC</li> </ol>		<ol style="list-style-type: none"> <li>Isosceles and Equilateral Triangles</li> <li>Review of all Unit Three concepts.</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To prove triangles congruent and apply that information to solve problems.</li> <li>To apply congruence rules to parts of congruent triangles.</li> </ol>	<p>What are the “shortcuts” to prove that two triangles are congruent?</p>	<ol style="list-style-type: none"> <li>To apply properties of isosceles and equilateral triangles.</li> <li>To solve problems involving isosceles and equilateral triangles.</li> </ol>	<p>What is the difference between the concepts of equilateral and equiangular triangles?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<p><i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Four lessons</li> <li>Chapter Four Practice Worksheets</li> <li>Chapter Four Pre-Made Assessments</li> </ol>	<p><i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p><i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Four lessons</li> <li>Chapter Four Practice Worksheets</li> <li>Chapter Four Pre-Made Assessments</li> </ol>	<p><i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving Triangles and Congruence</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments:</b></p>

Week 9		Week 10	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.1</b> Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.1</b> Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FOUR</b>  <b>PROPERTIES AND ATTRIBUTES OF TRIANGLES</b></p> <ol style="list-style-type: none"> <li>Perpendicular and Angle Bisectors</li> <li>Bisectors of Triangles</li> <li>Medians and Altitudes of Triangles</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FOUR</b>  <b>PROPERTIES AND ATTRIBUTES OF TRIANGLES</b></p> <ol style="list-style-type: none"> <li>The Triangle Midsegment Theorem</li> <li>Inequalities in One Triangle</li> <li>Inequalities in Two Triangles</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To prove and apply theorems involving perpendicular bisectors of segments and angle bisectors.</li> <li>To prove and apply properties of perpendicular bisector and angle bisectors of triangles.</li> <li>To apply properties of medians of triangles.</li> <li>To apply properties of altitudes of triangles.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you determine the circumcenter, centroid, and the orthocenter of a triangle?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To prove and use properties of triangle midsegments.</li> <li>To apply inequalities in one triangle.</li> <li>To apply inequalities in two triangles.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you determine whether three segments can make up the sides of a triangle?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 11		Week 12	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.5</b> Solve simple triangle problems using the triangle angle sum property and/or the Pythagorean Theorem.  <b>10.G.6</b> Use the properties of special triangles (e.g., isosceles, equilateral, 30°–60°–90°, 45°–45°–90°) to solve problems.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.1</b> Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FOUR</b>  <b>PROPERTIES AND ATTRIBUTES OF TRIANGLES</b></p> <p>1. The Pythagorean Theorem  2. Applying Special Right Triangles</p>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FIVE</b>  <b>POLYGONS AND QUADRILATERALS</b></p> <p>1. Properties of Polygons  2. Attributes of Polygons</p>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></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"><b>Essential Question</b></p> <p>How do you determine the classification of triangle using the concept of Pythagorean inequalities?</p>	<p align="center"><b>Objectives</b></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"><b>Essential Question</b></p> <p>How do find the measure of an interior angle of a regular polygon?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <p>1. Chapter Five lessons  2. Chapter Five Practice Worksheets  3. Chapter Five Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <p>1. PowerPoint Presentations  2. Textbook On-Line  3. Homework Help (on-line)  4. Test ExamPro Generator  5. One-Stop CD Planner</p>	<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <p>1. Chapter Six lessons  2. Chapter Six Practice Worksheets  3. Chapter Six Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <p>1. PowerPoint Presentations  2. Textbook On-Line  3. Homework Help (on-line)  4. Test ExamPro Generator  5. One-Stop CD Planner</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving Properties and Attributes of Triangles.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 13		Week 14	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.1</b> Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.1</b> Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FIVE</b>  <b>POLYGONS AND QUADRILATERALS</b></p> <p>1. Properties of Parallelograms  2. Conditions of Parallelograms</p>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FIVE</b>  <b>POLYGONS AND QUADRILATERALS</b></p> <p>1. Properties of Special Parallelograms  2. Conditions of Special Parallelograms</p>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>    2. <i>Problem Solving Skills</i>    3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>    2. <i>Problem Solving Skills</i>    3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></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"><b>Essential Question</b></p> <p>Given a quadrilateral, how is it determined that it is a parallelogram?</p>	<p align="center"><b>Objectives</b></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"><b>Essential Question</b></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"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <p>1. Chapter Six lessons  2. Chapter Six Practice Worksheets  3. Chapter Six Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <p>1. PowerPoint Presentations  2. Textbook On-Line  3. Homework Help (on-line)  4. Test ExamPro Generator  5. One-Stop CD Planner</p>	<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <p>1. Chapter Six lessons  2. Chapter Six Practice Worksheets  3. Chapter Six Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <p>1. PowerPoint Presentations  2. Textbook On-Line  3. Homework Help (on-line)  4. Test ExamPro Generator  5. One-Stop CD Planner</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 15		Week 16	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.G.1</b> Identify figures using properties of sides, angles, and diagonals. Identify the figures' type(s) of symmetry.</p>		<p><i>The students will:</i>  <b>10.G.4</b> Apply congruence and similarity correspondences (e.g., <math>\triangle ABC \cong \triangle XYZ</math>) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FIVE</b> <b>POLYGONS AND QUADRILATERALS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT SIX</b> <b>SIMILARITY</b>	
<ol style="list-style-type: none"> <li>Properties of Trapezoids</li> <li>Properties of Kites</li> </ol>		<ol style="list-style-type: none"> <li>Ratios and Proportions</li> <li>Ratios in Similar Polygons</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To identify and use properties of kites to solve problems.</li> <li>To identify and use properties of trapezoids to solve problems.</li> </ol>	<p>Why is a trapezoid not a special parallelogram, each though it has parallel sides?</p>	<ol style="list-style-type: none"> <li>To write and simplify ratios.</li> <li>To set proportions of use them to solve problems.</li> <li>To identify two polygon as similar.</li> <li>To solve problems by applying properties of similar polygons.</li> </ol>	<p>How are the concepts of similarity and congruence related to each other?</p>
<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>	<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>
<ol style="list-style-type: none"> <li>Chapter Six lessons</li> <li>Chapter Six Practice Worksheets</li> <li>Chapter Six Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Seven lessons</li> <li>Chapter Seven Practice Worksheets</li> <li>Chapter Seven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On concepts involving Polygons and Quadrilaterals.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 17		Week 18	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.4</b> Apply congruence and similarity correspondences (e.g., <math>\triangle ABC \cong \triangle XYZ</math>) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.4</b> Apply congruence and similarity correspondences (e.g., <math>\triangle ABC \cong \triangle XYZ</math>) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SIX</b>  <b>SIMALARITY</b></p> <ol style="list-style-type: none"> <li>Triangle Similarity: AA, SSS and SAS.</li> <li>Applying Properties of Similar Triangles</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SIX</b>  <b>SIMALARITY</b></p> <ol style="list-style-type: none"> <li>Using Proportional Relationships</li> <li>Dilations and Similarity in the Coordinate Plane</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To proof certain triangles are similar using various methods.</li> <li>To solve problems involving similar triangles.</li> <li>To use properties of similar triangles to find segment lengths.</li> <li>To apply properties involving similar triangles.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>Why is it unnecessary to have either an AAS or ASA theorem to prove two triangles are similar?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To use ratios to make indirect measurements.</li> <li>To draw scale drawings and use scale drawings to solve problems.</li> <li>To apply similarity properties in the coordinate plane.</li> <li>To use the coordinate plane to prove two figures are similar.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>What are the differences between indirect and direct measurements?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Seven lessons</li> <li>Chapter Seven Practice Worksheets</li> <li>Chapter Seven Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Seven lessons</li> <li>Chapter Seven Practice Worksheets</li> <li>Chapter Seven Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving Similarity.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 19		Week 20	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.M.1</b> Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.M.1</b> Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.  <b>10.M.4</b> Describe the effects of approximate error in measurement and rounding on measurements and on computed values from measurements.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SEVEN</b>  <b>MEASUREMENT (PERIMETER AND AREA)</b></p> <ol style="list-style-type: none"> <li>Formulas for Triangles</li> <li>Formulas for Quadrilaterals</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SEVEN</b>  <b>MEASUREMENT (PERIMETER AND AREA)</b></p> <ol style="list-style-type: none"> <li>Formulas for Circles</li> <li>Formulas for Regular Polygons</li> <li>Composite Figure and Area and Perimeter</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find the area and perimeter of triangles.</li> <li>To find the area and perimeter of various quadrilaterals.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How is the concept of the Pythagorean Theorem important in find the areas of quadrilaterals?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find the area and circumference of circles.</li> <li>To find the area and perimeter of regular polygons.</li> <li>To find the area and perimeter of composite figures.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>What does the value of <math>\pi</math> formally represent?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Nine lessons</li> <li>Chapter Nine Practice Worksheets</li> <li>Chapter Nine Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Nine lessons</li> <li>Chapter Nine Practice Worksheets</li> <li>Chapter Nine Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 21		Week 22	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.M.1</b> Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.  <b>10.M.3</b> 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.  <b>10.M.4</b> Describe the effects of approximate error in measurement and rounding on measurements and on computed values from measurements.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.M.2</b> 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.  <b>10.M.3</b> 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.  <b>10.G.10</b> Demonstrate the ability to visualize solid objects and recognize their projections and cross sections  <b>10.G.11</b> Use vertex-edge graphs to model and solve problems.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SEVEN</b>  <b>MEASUREMENT (PERIMETER AND AREA)</b></p> <ol style="list-style-type: none"> <li>Perimeter and Area in the Coordinate Plane</li> <li>Effects of Changing Dimensions Proportionally</li> <li>Geometric Probability</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT EIGHT</b>  <b>MEASUREMENT (THREE DIMENSIONAL FIGURES)</b></p> <ol style="list-style-type: none"> <li>Solid Geometry</li> <li>Representations of Three-Dimensional Figures</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find the perimeter and area of figures in the coordinate plane.</li> <li>To find the approximate area of unknown figures.</li> <li>To describe the effect on perimeter and area when one or more dimension of a figure is changed.</li> <li>To determine geometric probability.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>Why does tripling the radius of a circle not triple the area of the resulting circle?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To classify three-dimensional figures by using their properties.</li> <li>To use nets and cross sections to analyze three-dimensional figures.</li> <li>To draw or recognize various representations of three-dimensional figures.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>Why are various representations of three-dimensional figures used to help visualize different three-dimensional figures?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Nine lessons</li> <li>Chapter Nine Practice Worksheets</li> <li>Chapter Nine Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Ten lessons</li> <li>Chapter Ten Practice Worksheets</li> <li>Chapter Ten Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving Perimeter and Area.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 23		Week 24	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><b>The students will:</b>  <b>10.M.2</b> 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.  <b>10.M.3</b> 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><b>The students will:</b>  <b>10.M.2</b> 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.  <b>10.M.3</b> 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>	
<b>Unit/Topic/Lesson</b> <b>UNIT EIGHT</b> <b>MEASUREMENT (THREE DIMENSIONAL FIGURES)</b>		<b>Unit/Topic/Lesson</b> <b>UNIT EIGHT</b> <b>MEASUREMENT (THREE DIMENSIONAL FIGURES)</b>	
<ol style="list-style-type: none"> <li>1. Formulas in Three Dimensions (Volume)</li> <li>2. Volume of Prisms</li> <li>3. Volume of Cylinders</li> <li>4. Volume of Pyramids</li> <li>5. Volume of Cones</li> <li>6. Volume of Spheres</li> </ol>		<ol style="list-style-type: none"> <li>1. Surface and Lateral Area for Prisms</li> <li>2. Surface and Lateral Area for Cylinders</li> <li>3. Surface and Lateral Area for Pyramids</li> <li>4. Surface and Lateral Area for Cones</li> <li>5. Surface Area for Spheres</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To find the volumes of prisms and cylinders.</li> <li>2. To find the volumes of pyramids and cones.</li> <li>3. To find the volumes of spheres.</li> <li>4. To solve problems involving the concepts of volume.</li> </ol>	<p>Cones are not classified as a special type of pyramids, but why is it okay to think of cones as pyramids?</p>	<ol style="list-style-type: none"> <li>1. To find the surface areas of prisms and cylinders.</li> <li>2. To find the surface areas of pyramids and cones.</li> <li>3. To find the surface areas of spheres.</li> <li>4. To solve problems involving the concepts of surface area.</li> </ol>	<p>What is the difference between lateral surface area and total surface area?</p>
<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>	<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>
<ol style="list-style-type: none"> <li>1. Chapter Ten lessons</li> <li>2. Chapter Ten Practice Worksheets</li> <li>3. Chapter Ten Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. PowerPoint Presentations</li> <li>2. Textbook On-Line</li> <li>3. Homework Help (on-line)</li> <li>4. Test ExamPro Generator</li> <li>5. One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter Ten lessons</li> <li>2. Chapter Ten Practice Worksheets</li> <li>3. Chapter Ten Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. PowerPoint Presentations</li> <li>2. Textbook On-Line</li> <li>3. Homework Help (on-line)</li> <li>4. Test ExamPro Generator</li> <li>5. One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments:</b></p>

Week 25		Week 26	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.M.2</b> 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.  <b>10.M.3</b> 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"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.3</b> 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"><b>Unit/Topic/Lesson</b>  <b>UNIT EIGHT</b>  <b>MEASUREMENT (THREE DIMENSIONAL FIGURES)</b></p> <ol style="list-style-type: none"> <li>Review of all Volume concepts</li> <li>Review of all Surface Area concepts</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT NINE</b>  <b>CIRCLES</b></p> <ol style="list-style-type: none"> <li>Lines That Intersect Circles</li> <li>Arcs and Chords</li> <li>Sector Area</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To focus on how changing dimensions effect the resulting figure.</li> <li>To review all the concepts involving volume, surface area and lateral area.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you maximize the volume of a figure with a set surface area?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To identify tangents, secants, and chords.</li> <li>To solve problems involving tangent concepts.</li> <li>To apply properties of arc and chords.</li> <li>To find the degrees of arcs and lengths of chords.</li> <li>To find the area of a sector.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How does the concept of pie chart related to the concept of sector area?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Ten lessons</li> <li>Chapter Ten Practice Worksheets</li> <li>Chapter Ten Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Eleven lessons</li> <li>Chapter Eleven Practice Worksheets</li> <li>Chapter Eleven Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving Three Dimensional Figures.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 27		Week 28	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.G.3</b> 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><i>The students will:</i>  <b>10.G.3</b> 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>	
<b>Unit/Topic/Lesson</b> <b>UNIT NINE</b> <b>CIRCLES</b>		<b>Unit/Topic/Lesson</b> <b>UNIT NINE</b> <b>CIRCLES</b>	
<ol style="list-style-type: none"> <li>1. Area of a Segment</li> <li>2. Arc Length</li> <li>3. Inscribed Angles</li> <li>4. Angle Relationships in Circles</li> </ol>		<ol style="list-style-type: none"> <li>1. Segment Relationships in Circles</li> <li>2. Circles in the Coordinate Plane</li> <li>3. Review of all Circle Concepts</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To find the area of a segment.</li> <li>2. To find the length of an arc.</li> <li>3. To find the measure of an inscribed angle and use the properties of inscribed angles to solve problems.</li> <li>4. To find the measures of angles formed by lines that intersect circles and solve related problems.</li> </ol>	<p>How does it matter where the lines that intersect a circle, intersect each other, in relation to the circle?</p>	<ol style="list-style-type: none"> <li>1. To find the lengths of segments formed by lines that intersect circles and how to use the lengths to solve related problems.</li> <li>2. To write the equation of a circle in the coordinate plane.</li> <li>3. To use the equation of a circle to graph the circle and solve related problems.</li> </ol>	<p>How does the distance formula related to the equation of a circle?</p>
<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>	<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>
<ol style="list-style-type: none"> <li>1. Chapter Eleven lessons</li> <li>2. Chapter Eleven Practice Worksheets</li> <li>3. Chapter Eleven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. PowerPoint Presentations</li> <li>2. Textbook On-Line</li> <li>3. Homework Help (on-line)</li> <li>4. Test ExamPro Generator</li> <li>5. One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>1. Chapter Eleven lessons</li> <li>2. Chapter Eleven Practice Worksheets</li> <li>3. Chapter Eleven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. PowerPoint Presentations</li> <li>2. Textbook On-Line</li> <li>3. Homework Help (on-line)</li> <li>4. Test ExamPro Generator</li> <li>5. One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On concepts involving Circles.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 29		Week 30	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.9</b> 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 align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.9</b> 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 align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TEN</b>  <b>TRANSFORMATIONAL GEOMETRY</b></p> <ol style="list-style-type: none"> <li>Reflections</li> <li>Translations</li> <li>Rotations</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TEN</b>  <b>TRANSFORMATIONAL GEOMETRY</b></p> <ol style="list-style-type: none"> <li>Composition of Transformations</li> <li>Review of all basic transformations</li> <li>Symmetry</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>    2. <i>Problem Solving Skills</i>    3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>    2. <i>Problem Solving Skills</i>    3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To identify and draw line reflections.</li> <li>To identify and draw translations.</li> <li>To identify and draw rotations.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you determine the vector associated with a translation, given the preimage and image?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To work with isometries.</li> <li>To identify and draw compositions of transformations.</li> <li>To identify and draw glide reflections.</li> <li>To identify and describe symmetry in geometric figures.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you determine the angle of rotational symmetry for a given figure?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Twelve lessons</li> <li>Chapter Twelve Practice Worksheets</li> <li>Chapter Twelve Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>Chapter Twelve lessons</li> <li>Chapter Twelve Practice Worksheets</li> <li>Chapter Twelve Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 31		Week 32	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.G.9</b> 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>  <b>10.G.4</b> Apply congruence and similarity correspondences (e.g., <math>\triangle ABC \cong \triangle XYZ</math>) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT TEN</b> <b>TRANSFORMATIONAL GEOMETRY</b>		<b>Unit/Topic/Lesson</b> <b>UNIT ELEVEN</b> <b>GEOMETRIC REASONING</b>	
<ol style="list-style-type: none"> <li>Tessellations</li> <li>Dilations</li> <li>Review of all Transformational Geometry concepts.</li> </ol>		<ol style="list-style-type: none"> <li>Using Inductive Reasoning to Make Conjectures</li> <li>Conditional Statements</li> <li>Using Deductive Reasoning</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To use transformations to draw tessellations.</li> <li>To identify regular and semi-regular tessellations.</li> <li>To determine if a figure will tessellate.</li> <li>To identify and draw dilations.</li> </ol>	<p>How do you determine whether a tessellation is regular, semi-regular, or neither?</p>	<ol style="list-style-type: none"> <li>To use inductive reasoning to identify patterns and make conjectures.</li> <li>To disprove conjectures using counterexamples.</li> <li>To identify, write, analyze the truth value of a conditional statement.</li> <li>To write the inverse, converse, and contrapositive of a conditional statement.</li> <li>To use deductive reasoning.</li> </ol>	<p>When are both a conditional statement and its converse both true?</p>
<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>	<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>
<ol style="list-style-type: none"> <li>Chapter Twelve lessons</li> <li>Chapter Twelve Practice Worksheets</li> <li>Chapter Twelve Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Two lessons</li> <li>Chapter Two Practice Worksheets</li> <li>Chapter Two Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving Transformational Geometry.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 33		Week 34	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.G.4</b> Apply congruence and similarity correspondences (e.g., <math>\triangle ABC \cong \triangle XYZ</math>) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>		<p><i>The students will:</i>  <b>10.G.4</b> Apply congruence and similarity correspondences (e.g., <math>\triangle ABC \cong \triangle XYZ</math>) and properties of the figures to find missing parts of geometric figures, and provide logical justification.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT ELEVEN</b> <b>GEOMETRIC REASONING</b>		<b>Unit/Topic/Lesson</b> <b>UNIT ELEVEN</b> <b>GEOMETRIC REASONING</b>	
<ol style="list-style-type: none"> <li>1. Biconditional Statements</li> <li>2. Algebraic Proof</li> <li>3. Geometric Proof</li> </ol>		<ol style="list-style-type: none"> <li>1. Flowchart and Paragraph Proof</li> <li>2. Review of Geometric Reasoning</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>	
<p style="text-align: center;"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. To write and analyze biconditional statements.</li> <li>2. To write algebraic proofs using properties of equality and congruence.</li> <li>3. To write two-column proofs.</li> <li>4. To prove geometric concepts using deductive reasoning.</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <p style="text-align: center;">Why is it important to include every logical step in a proof?</p>	<p style="text-align: center;"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1. To write flowcharts and paragraph proofs.</li> <li>2. To prove geometric concepts using deductive reasoning?</li> </ol>	<p style="text-align: center;"><b>Essential Question</b></p> <p style="text-align: center;">Why might there be more than one correct way to write a proof?</p>
<p style="text-align: center;"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>1. Chapter Two lessons</li> <li>2. Chapter Two Practice Worksheets</li> <li>3. Chapter Two Pre-Made Assessments</li> </ol>	<p style="text-align: center;"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>1. PowerPoint Presentations</li> <li>2. Textbook On-Line</li> <li>3. Homework Help (on-line)</li> <li>4. Test ExamPro Generator</li> <li>5. One-Stop CD Planner</li> </ol>	<p style="text-align: center;"><b>Teacher Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>1. Chapter Two lessons</li> <li>2. Chapter Two Practice Worksheets</li> <li>3. Chapter Two Pre-Made Assessments</li> </ol>	<p style="text-align: center;"><b>Media Resources</b>  <i>Holt Geometry ©2007</i></p> <ol style="list-style-type: none"> <li>1. PowerPoint Presentations</li> <li>2. Textbook On-Line</li> <li>3. Homework Help (on-line)</li> <li>4. Test ExamPro Generator</li> <li>5. One-Stop CD Planner</li> </ol>
<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p style="text-align: center;"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving Geometric Reasoning.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 35		Week 36	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.G.5</b> Solve simple triangle problems using the triangle angle sum property and/or the Pythagorean Theorem.  <b>10.G.6</b> Use the properties of special triangles (e.g., isosceles, equilateral, 30°–60°–90°, 45°–45°–90°) to solve problems.</p>		<p><i>The students will:</i>  <b>10.G.5</b> Solve simple triangle problems using the triangle angle sum property and/or the Pythagorean Theorem.  <b>10.G.6</b> Use the properties of special triangles (e.g., isosceles, equilateral, 30°–60°–90°, 45°–45°–90°) to solve problems.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT TWELVE</b> <b>RIGHT TRIANGLES AND TRIGONOMETRY</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TWELVE</b> <b>RIGHT TRIANGLES AND TRIGONOMETRY</b>	
<ol style="list-style-type: none"> <li>Similarity in Right Triangles</li> <li>Trigonometric Ratios</li> </ol>		<ol style="list-style-type: none"> <li>Solving Right Triangles</li> <li>Angles of Elevation and Depression</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To apply the concept of similarity relationships in right triangles to solve problems.</li> <li>To find the sine, cosine, and tangent of an acute angle.</li> <li>To use trigonometric ratios to find the lengths of sides in right triangles.</li> </ol>	<p>How to you use trigonometric ratios to find missing side lengths in right triangles?</p>	<ol style="list-style-type: none"> <li>To use trigonometric ratios to find the lengths of sides in right triangles and in real world situations.</li> <li>To solve problems involving angles of elevations and depression.</li> </ol>	<p>What happens to the angle of elevation from your eye to the top of a structure as you walk toward the structure?</p>
<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>	<b>Teacher Resources</b> <i>Holt Geometry ©2007</i>	<b>Media Resources</b> <i>Holt Geometry ©2007</i>
<ol style="list-style-type: none"> <li>Chapter Eight lessons</li> <li>Chapter Eight Practice Worksheets</li> <li>Chapter Eight Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Eight lessons</li> <li>Chapter Eight Practice Worksheets</li> <li>Chapter Eight Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving Right Triangles and Trigonometry.</p>	<p><b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b></p>

