

Geometry: Communication

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
							I			M					
District Objective 1. Identify, define, and use the following vocabulary terms: point, line, plane, space, line segment, ray, perpendicular lines, parallel lines, vertical angles, complementary angles, supplementary angles, linear pair, perpendicular bisector, angle bisector, midpoint, and congruent. 2. Identify and use the symbols related to geometry.												PASS Process Standard II A		Quarter I No. Days Integrated throughout the course.	
" ITBS " CRT " EXPLORE " EOI " PLAN ! ACT " AP															
PASS Objective The student will...													NCTM Standard Pg. 348		
Text Correlation Chapters 1, 2, and 3							Rating 1		Additional Resources Finding Patterns in Everyday Life Activity; Introduction to the Mira Worksheet; Symmetry Lines Worksheet						
Assessment 1. In the figure shown, $m\angle AED = 133$. Which of the following statements is false? (a) $\angle BEC$ and $\angle CED$ are adjacent angles. (b) $\angle AEB$ and $\angle DEC$ are vertical angles. (c) $m\angle AEB = 47$ (d) $m\angle BEC = 47$ 2. Solve: In the figure (not drawn to scale), \vec{MO} bisects $\angle LMN$, $m\angle LMO = 13x - 24$, and $m\angle NMO = x + 84$. Solve for x and find $m\angle LMN$. (a) 5, 33° (b) 9, 186° (c) 9, 141° (d) 5, 41°															

Geometry: Properties of 2- and 3-Dimensional Figures																
K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
										I/M						
District Objective Describe and sketch relationships between points, lines, and planes with real-world applications.												PASS Process Standard		Quarter I No. Days 2		
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP																
PASS Objective The student will...														NCTM Standard Pg. 308		
Text Correlation 1.4, Pg. 21						Rating 1		Additional Resources Modeling Intersecting Planes Activity; Postulates Exercises								
Assessment Find the word or words that best complete the sentence. Intersecting planes ____?____ intersect in exactly one point. (a) always (b) sometimes (c) never (d) not enough information to tell																

Geometry: Properties of 2- and 3-Dimensional Figures																
K	1	2	3	4	5	6	7	Pre-Alg	Alg 1	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal	
										I/M						
District Objective 1. Identify, measure, and name segments. 2. Identify and name rays.												PASS Process Standard		Quarter I No. Days 2		
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP																
PASS Objective The student will...														NCTM Standard Pg. 308		
Text Correlation 1.5, Pg. 28						Rating 1		Additional Resources Geometer's Sketchpad; http://math.about.com/science/m.../blalgebra16.htm?iam=dpil http://www.cut-the-knot.com/proofs/longest.html http://www.kencole.org/noonggeom.htm								
Assessment 1. If $AB = 19$ and $AC = 30$, find the length of BC . (a) 49 (b) 19 (c) 11 (d) 1 2. Which of the following describes the figure below? (a) \overleftrightarrow{CD} (b) \overrightarrow{DC} (c) \overline{CD} (d) \vec{CD} 3. If M is the midpoint of \overline{PQ} , find the value of x . (a) 21 (b) 10 (c) 20 (d) 12																

Geometry: Angles and Triangles

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I/M					
District Objective Name, describe and measure angles with real-world applications.												PASS Process Standard		Quarter I No. Days 2	
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will...												NCTM Standard Pgs. 308, 334, 354			
Text Correlation 1.6				Rating 1		Additional Resources Protractor Angle Measuring Activity; Riddle Time Activity; Using a Protractor Activity									
Assessment 1. Which does NOT describe the angle below? (a) $\angle A$ (b) $\angle CAB$ (c) $\angle ABC$ (d) $\angle BAC$ 2. Estimate the measure of the angle. (a) about 180° (b) about 45° (c) about 65° (d) about 25°															

Geometry: Angles and Triangles

K	1	2	3	4	5	6	7	Pre-Alg	Alg 1	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
										I/M					
District Objective 1. Identify bisectors of segments and angles. 2. Find real-world distances.												PASS Process Standard		Quarter I No. Days 2	
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will...												NCTM Standard Pgs. 308, 320			
Text Correlation 1.7, Pg. 40						Rating 1		Additional Resources Segment Relationships Activity; Game 47 - Tic-Tac-Toe Math Activity; What Do You Have When You Wind Up a Mummy? Activity							
Assessment Solve: In the figure (not drawn to scale), \vec{MO} bisects $\angle LMN$, $m\angle LMO = 14x - 26$, and $m\angle NMO = x + 117$. Solve for x and find $m\angle LMN$. (a) 11, 256° (b) 7, 37° (c) 7, 72° (d) 11, 265°															

Geometry: Logical Reasoning

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
							I			M					
District Objective Classify, identify, and measure types of angles and angle pairs (acute, obtuse, right, complementary, supplementary, adjacent, vertical, linear pairs, and perpendicular)												PASS Process Standard II C		Quarter I No. Days 4	
" ITBS " CRT ! EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... I. Logical Reasoning A. Deduce properties and relationships of figures from given assumptions and information to show: 2. Relationships between pairs of angles (e.g., adjacent, complementary , vertical).												NCTM Standard Pgs. 308, 320, 342			
Text Correlation 2.1, Pgs. 57-63							Rating 1		Additional Resources Angle Pears Card Game Activity						
Assessment Find the measure of a complementary angle, supplementary angle and a vertical angle for a 97° angle (a) 3, 83, 97 (b) -7, 83, 83 (c) none, 97, 83 (d) none, 83, 97															

Geometry: Angles and Triangles

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I/M					
District Objective Solve problems using properties of angles (e.g., interior, exterior, complementary, vertical, angle sums, 30-60-90).												PASS Process Standard		Quarter I No. Days 5-7	
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... IV. Angles and Triangles A. Solve problems using properties of angles (e.g., interior, exterior, complementary, vertical, angle sums, 30-60-90).												NCTM Standard Pgs. 308, 334			
Text Correlation 2.1-2.4, Pgs. 54-86								Rating 1		Additional Resources Vertical Angles Activity; Angel Angles Card Game Activity; Vertical and Linear Pair, Perpendicular Lines Activity; Sum of the Angles of a Triangle Activity; Angles of Special Triangles Activity					
Assessment (ACT) If one angle in a triangle measures 18° and another measures 36° , what is the measure of the third angle? (a) 36° (b) 46° (c) 54° *(d) 126° (e) 144°															

Geometry: Data Analysis, Statistics and Probability

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I	E	M			
District Objective Use the Fundamental Counting Principle to solve problems (e.g., find the possible ways to label the vertices of a polygon).												PASS Process Standard		Quarter I No. Days 1	
" ITBS " CRT " EXPLORE " EOI " PLAN ! ACT " AP															
PASS Objective The student will... V. Data Analysis, Statistics, and Probability D. Use the Fundamental Counting Principle to solve problems (e.g., find the possible ways to label the vertices of a polygon).												NCTM Standard Pgs. 297, 324, 360			
Text Correlation 2.3, Pg. 76 #'s 9 & 10						Rating 2		Additional Resources Polygons (Your Own Mind) Activity; Find the Number of Diagonals in a Regular Polygon Activity							
Assessment How many ways are there to name a hexagon? (a) One way (b) Two ways (c) Six ways *(d) Twelve ways (e) Eighteen ways															

Geometry: Data Analysis, Statistics and Probability

K	1	2	3	4	5	6	7	Pre-Alg	Alg 1	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal																						
									I	E	E	M		M																							
District Objective Collect data involving two variables and display on a scatter plot ; interpret results using a linear model.												PASS Process Standard IV A, D		Quarter I No. Days 1																							
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP																																					
PASS Objective The student will... V. Data Analysis, Statistics, and Probability A. Collect data involving two variables and display on a scatter plot ; interpret results using a linear or quadratic model/equation and identify whether the model/equation is a curve of best fit for the data (e.g., given a scatter plot and several linear or quadratic equations, which one is the best fit?).												NCTM Standard Pgs. 297, 324, 360																									
Text Correlation 2.6, Pg. 94								Rating 3		Additional Resources Housing Costs Activity																											
Assessment 1. Copy and complete the table. Angle 1 and Angle 2 are complementary. <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">$m\angle 1$</td> <td style="padding: 5px;">1°</td> <td style="padding: 5px;">10°</td> <td style="padding: 5px;">20°</td> <td style="padding: 5px;">30°</td> <td style="padding: 5px;">40°</td> <td style="padding: 5px;">50°</td> <td style="padding: 5px;">60°</td> <td style="padding: 5px;">70°</td> <td style="padding: 5px;">80°</td> <td style="padding: 5px;">90°</td> </tr> <tr> <td style="padding: 5px;">$m\angle 2$</td> <td style="padding: 5px;">?</td> <td style="padding: 5px;">?</td> <td style="padding: 5px;">?</td> <td style="padding: 5px;">?</td> <td style="padding: 5px;">?</td> <td style="padding: 5px;">?</td> <td style="padding: 5px;">?</td> <td style="padding: 5px;">?</td> <td style="padding: 5px;">?</td> <td style="padding: 5px;">?</td> </tr> </table>																$m\angle 1$	1°	10°	20°	30°	40°	50°	60°	70°	80°	90°	$m\angle 2$?	?	?	?	?	?	?	?	?	?
$m\angle 1$	1°	10°	20°	30°	40°	50°	60°	70°	80°	90°																											
$m\angle 2$?	?	?	?	?	?	?	?	?	?																											
2. Construct a scatter plot for the data in the table. Let $x = m\angle 1$ and let $y = m\angle 2$. Write an equation that relates x and y .																																					

Geometry: Properties of 2- and 3-Dimensional Figures																
K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
							I	E	E	M						
District Objective Draw and analyze 2- and 3-dimensional figures.												PASS Process Standard V A		Quarter I No. Days 2		
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP																
PASS Objective The student will... II. Properties of 2- and 3-Dimensional Figures A. Draw and analyze 2- and 3-dimensional figures.												NCTM Standard Pg. 308				
Text Correlation 2.3, Pgs. 72 2.6, Pg 93							Rating 1		Additional Resources Faces, Edges, Vertices Activity; Constructing Models Activity; Constructing the Octahedron and Its Dual Model Activity; I Have-Who Has Card Game Activity							
Assessment 1. Use the view to name the solid. top front side (a) rectangular prism (b) square pyramid (c) cylinder (d) cube 2. The figure below is a net for a rectangular solid. True or false?																

Geometry: Data Analysis, Statistics and Probability																
K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
								I	E	E	E	E	M			
District Objective Use data and statistical measures for a variety of purposes (e.g., formulate hypotheses, make predictions, test conjectures).												PASS Process Standard II A		Quarter I No. Days 2		
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP																
PASS Objective The student will... V. Data Analysis, Statistics, and Probability B. Use data and statistical measures for a variety of purposes (e.g., formulate hypotheses, make predictions, test conjectures).													NCTM Standard Pgs. 324, 342			
Text Correlation 3.1, Pgs. 111-116 3.3 - Exploration, Pg. 125 and throughout text								Rating 1		Additional Resources Baseball Prediction Activity: Probability and Geometry Activity						
Assessment 1. Greg is buying soft drinks for a class party. He discovers that one case of drinks costs \$5.31. However, if he buys 20 or more cases, he will get a 20% discount. A reasonable conclusion about the price for 20 cases is that it would be: (a) less than \$80 (b) more than \$100 (c) between \$90 and \$100 (d) between \$80 and \$90 2. Isabel is taller than Ellen. Ellen is shorter than Janina. Jimmy is taller than Isabel. Which of the following is a reasonable conclusion? (a) Janina is shorter than Ellen. (b) Jimmy is taller than Ellen. (c) Isabel is the tallest. (d) Jimmy is the shortest.																

Geometry: Logical Reasoning

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
							I	E	E	E	E	E	E	E	M
District Objective Use logical reasoning skills (inductive and deductive) to make and test conjectures .												PASS Process Standard I A III A		Quarter I No. Days 1	
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... I. Logical Reasoning C. Use logical reasoning skills (inductive and deductive) to: 1. Make and test conjectures													NCTM Standard Pg. 342		
Text Correlation 3.1, Pgs. 114-116							Rating 1		Additional Resources Fire Hose Problem Activity; Number Puzzle Activity; Logic Problem Activity; Students Making Conjectures Activity						
Assessment Use inductive reasoning to predict the next two terms in the pattern.															
1. 4, 8, 12, 16, ... (a) 32, 64 (b) 18, 20 (c) 20, 26 (d) 20, 24															
2. 1, 15, 29, 43, ... (a) 65, 79 (b) 57, 71 (c) 51, 75 (d) 65, 83															

Geometry: Logical Reasoning

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
							I	E	E	E	E	E	E	E	M
District Objective Formulate counterexamples.												PASS Process Standard III A, C		Quarter I No. Days 1/2	
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... I. Logical Reasoning C. Use logical reasoning skills (inductive and deductive) to: 2. Formulate counterexamples												NCTM Standard Pg. 342			
Text Correlation 3.5, Pgs. 136-140 and throughout textbook							Rating 2		Additional Resources Proofs-But No Pizza Activity; Making Conjectures Activity						
Assessment Describe a counterexample that could demonstrate that the statement is false. 1. If I got all of my vitamin C, then I drank orange juice. 2. If the car is blue, then it is a Mustang. 3. If snow is falling, then the temperature is below freezing.															

Geometry: Logical Reasoning

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal										
										I/M															
District Objective Use logical arguments.												PASS Process Standard III A		Quarter I No. Days 2-3											
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP																									
PASS Objective The student will... I. Logical Reasoning C. Use logical reasoning skills (inductive and deductive) to: 3. Follow logical arguments												NCTM Standard Pg. 342													
Text Correlation 3.3-3.4, Pgs. 124-135 (optional) 5.5, Pgs. 249-255								Rating 1		Additional Resources Common Errors Made on Proofs Reference Sheet															
Assessment 1. Complete the proof. Given: $\angle 2 \cong \angle 4$ Prove: $\angle 1 \cong \angle 3$ <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; border-bottom: 1px solid black;">Statements</th> <th style="width: 50%; border-bottom: 1px solid black;">Reasons</th> </tr> </thead> <tbody> <tr> <td>1. $\angle 2 \cong \angle 4$</td> <td>1. Given</td> </tr> <tr> <td>2. $\angle 1 \cong \angle 2; \angle 4 \cong \angle 3$</td> <td>2.</td> </tr> <tr> <td>3. $\angle 1 \cong \angle 4$</td> <td>3. Substitution</td> </tr> <tr> <td>4. $\angle 1 \cong \angle 3$</td> <td>4. Transitive</td> </tr> </tbody> </table> (a) transitive property (b) vertical angles are congruent (c) definition of congruent angles (d) substitution																Statements	Reasons	1. $\angle 2 \cong \angle 4$	1. Given	2. $\angle 1 \cong \angle 2; \angle 4 \cong \angle 3$	2.	3. $\angle 1 \cong \angle 4$	3. Substitution	4. $\angle 1 \cong \angle 3$	4. Transitive
Statements	Reasons																								
1. $\angle 2 \cong \angle 4$	1. Given																								
2. $\angle 1 \cong \angle 2; \angle 4 \cong \angle 3$	2.																								
3. $\angle 1 \cong \angle 4$	3. Substitution																								
4. $\angle 1 \cong \angle 3$	4. Transitive																								

Geometry: Logical Reasoning

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I/M					
District Objective Determine truth value of converse, inverse, and contrapositives.												PASS Process Standard III B		Quarter I No. Days 2	
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... I. Logical Reasoning C. Use logical reasoning skills (inductive and deductive) to: 4. Judge the validity of arguments												NCTM Standard Pg. 342			
Text Correlation 3.5, Pg. 136 3.7, Pg. 148 App. 2, Pg. 736								Rating 1		Additional Resources Negation, Conditional, Converse, Inverse, and Contrapositive Activity; Proofs-But No Pizza Activity;					
Assessment “If the opposite angles of a quadrilateral are congruent, the quadrilateral is a parallelogram.” Is the converse True or False?															

Geometry: Angles and Triangles

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I/M					
District Objective 1. Use the Pythagorean Theorem and its converse to find missing side lengths and to determine acute, right, and obtuse angles. 2. Identify Pythagorean triples, square numbers, and expressions. 3. Solve problems involving square roots.												PASS Process Standard		Quarter I No. Days 3-5	
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... IV. Angles and Triangles B. Use the Pythagorean Theorem and its converse to find missing side lengths and to determine acute, right, and obtuse triangles.												NCTM Standard Pgs. 308, 320			
Text Correlation 3.6, Pgs. 141-147 6.1, Pgs. 279-284								Rating 2		Additional Resources Right Triangle Rule Activity; Simplifying Radicals Activity; Using the Pythagorean Theorem Activity					
Assessment 1. Find the measure, to the nearest tenth, of the diagonal of a rectangle with dimensions 19 cm by 16 cm. (a) 10.2 cm (b) 1.7 cm (c) 24.8 cm (d) 5.9 cm 2. Which set of side lengths cannot form a right triangle? (a) $\frac{5}{2}$ mm, 6mm, $\frac{13}{2}$ mm (b) 10 mm, 24 mm, 26 mm (c) 6 mm, 12 mm, 12 mm (d) 5 mm, 12 mm, 13 mm 3. Tell whether the triangle with sides given is right, obtuse, or acute. 13, 8, 18 (a) Right (b) Acute (c) Obtuse (d) Not a triangle															

Geometry: Logical Reasoning

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
							I			M					
District Objective <ol style="list-style-type: none"> 1. Identify pairs of angles formed by transversals and parallel lines. 2. Find the measures of angles formed by transversals and lines 3. Analyze real-world examples of intersecting lines and parallel lines. 4. Use facts about lines to prove parallel lines exist. 												PASS Process Standard		Quarter II No. Days 5-6	
" ITBS " CRT ! EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... I. Logical Reasoning <ol style="list-style-type: none"> A. Deduce properties and relationships of figures from given assumptions and information to show: <ol style="list-style-type: none"> 1. Relationships of parallel lines with a transversal. 													NCTM Standard Pgs. 308, 320, 342		
Text Correlation 5.1, 5.2, 5.4, 5.5 Pgs. 218-233, Pgs. 242-255							Rating 1		Additional Resources Optical Illusion Project Activity; Angles and Transversals Activity; Measuring Angles Activity; Lines, Transversals, and Special Angle Pairs Review Activity; Parallel Line and Angles Activity						
Assessment <ol style="list-style-type: none"> 1. Lines m and n below are parallel, and lines x and y are transversals. What is the value of α? <p style="margin-left: 20px;"> (a) 60° (b) 70° *(c) 80° (d) 100° (e) 110° </p>															

Geometry: Coordinate Geometry																
K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
										I	M					
District Objective *Use the distance formula to: <ol style="list-style-type: none"> Find the distance between 2 points on a coordinate plane. Determine distance in real-world situations. <i>*Critical to success in next course.</i>											PASS Process Standard		Quarter II No. Days 2			
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP																
PASS Objective The student will... III. Coordinate Geometry B. Use coordinate geometry to find: <ol style="list-style-type: none"> Distance between two points. 													NCTM Standard Pg. 308			
Text Correlation 4.1, Pgs. 165-172							Rating 1		Additional Resources Using the Distance Formula in Real Life Activity; How Big Is My TV? Activity; Measure, Graph and Find the Length of the Diagonal Activity; Distance and Slope Activity							
Assessment Towns A , B , and C are connected by the 2 straight highways shown below and can be located using the standard (x, y) coordinate system shown (1 grid unit = 1 mile). How many miles is the trip from A to C along the highways through B ? (a) $4\sqrt{5}$ *(b) $4\sqrt{10}$ (c) $8\sqrt{5}$ (d) $20\sqrt{2}$ (e) 40																

Geometry: Coordinate Geometry

K	1	2	3	4	5	6	7	Pre-Alg	Alg 1	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
									I	M					
District Objective *Find the coordinates of the midpoint of a segment. <i>*Critical to success in next course.</i>												PASS Process Standard II A		Quarter II No. Days 2	
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... III. Coordinate Geometry B. Use coordinate geometry to find: 2. Midpoint of a segment												NCTM Standard Pg. 308			
Text Correlation 4.1, Pgs. 165-172								Rating 1		Additional Resources Placing a Parallelogram on a Coordinate Plane Activity					
Assessment 1. Find the midpoint of the segment with endpoints $(-6, -6)$ and $(4, 8)$. (a) $(-5, -7)$ (b) $(-6, 6)$ (c) $(0, -4)$ (d) $(-1, 1)$ 2. Find the midpoint of the segment shown. (a) $(-1, 55)$ (b) $(-1, 6)$ (c) $(-2, 11)$ (d) $(-2, 3)$															

Geometry: Data Analysis, Statistics and Probability

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
									I	E	E	M			
District Objective 1. Collect data involving two variables and display on a scatter plot ; interpret results using a linear model. 2. Graph lines using slope-intercept form.												PASS Process Standard IV A, D		Quarter II No. Days 1-2	
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... V. Data Analysis, Statistics, and Probability A. Collect data involving two variables and display on a scatter plot ; interpret results using a linear or quadratic model/equation and identify whether the model/equation is a curve of best fit for the data (e.g., given a scatter plot and several linear or quadratic equations, which one is the best fit?).													NCTM Standard Pg. 324		
Text Correlation 4.2, Pgs. 173-179 Pg. 79				Rating 3		Additional Resources Height and Age Scatter Plot Activity									
Assessment 1. Copy and complete the table. Angle 1 and Angle 2 are complementary.															
$m\angle 1$	1°	10°	20°	30°	40°	50°	60°	70°	80°	90°					
$m\angle 2$?	?	?	?	?	?	?	?	?	?					
2. Construct a scatter plot for the data in the table. Let $x = m\angle 1$ and let $y = m\angle 2$. Write an equation that relates x and y .															

Geometry: Coordinate Geometry

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I/M					
District Objective Given a set of points determine the type of figure based on its properties (e.g., parallelogram, isosceles triangle, regular octagon).												PASS Process Standard I B		Quarter II No. Days 2-3	
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... III. Coordinate Geometry C. Given a set of points determine the type of figure based on its properties (e.g., parallelogram, isosceles triangle, regular octagon).												NCTM Standard Pg. 308			
Text Correlation 4.5, Pgs. 194-200								Rating 1		Additional Resources Geometer's Sketchpad; http://aaamath.com/geo318-polygons-numbers.html					
Assessment 1. A rectangle in the standard (x, y) coordinate plane has vertices at $(0, 0)$, $(4, 0)$, and $(0, -2)$. What are the coordinates of the fourth vertex? (a) $(-4, -2)$ (b) $(-4, 0)$ (c) $(0, 2)$ *(d) $(4, -2)$ (e) $(4, 2)$ 2. In the standard (x, y) coordinate plane, straight line segments are drawn between the following pairs of points. $(0, 0)$ and $(2, 2)$ $(2, 2)$ and $(4, 0)$ $(4, 0)$ and $(2, 0)$ $(2, 0)$ and $(0, 0)$ What shape is formed by these line segments? *(a) Triangle (b) Square (c) Trapezoid (d) Pentagon (e) Hexagon															

Geometry: Properties of 2- and 3-Dimensional Figures

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I	M				
District Objective 1. Recognize special characteristics of circles (e.g., center and radius of a circle) 2. Write the equation of a circle and graph the circle on a coordinate plane.												PASS Process Standard		Quarter II No. Days 2	
" ITBS " CRT " EXPLORE " EOI " PLAN ! ACT " AP															
PASS Objective The student will...													NCTM Standard Pg. 308		
Text Correlation 4.4								Rating 1		Additional Resources http://www.mathgoodies.com/lessons/toc_vol2.shtm http://www.mathgoodies.com/lessons/vol2/circumference.html http://practice.satmath.com/sat1/tutorial/section13/p1.html					
Assessment 1. Which is a diameter for circle O at the right ? (a) \overline{RS} (b) \overline{UO} (c) \overline{TS} (d) \overline{RT} 2. Find the equation of the circle with center $(-3, -5)$ and radius of 3. (a) $(x+3)^2 + (y+5)^2 = 9$ (b) $(x+3)^2 + (y-5)^2 = 9$ (c) $(x-3)^2 - (y-5)^2 = 3$ (d) $(x-3)^2 + (y-5)^2 = 3$ 3. Find the equation of the circle of radius 5 with its center at the origin. (a) $x^2 + y^2 = 5$ (b) $\frac{x^2}{10} + \frac{y^2}{10} = 1$ (c) $x^2 + y^2 = 25$ (d) $x^2 + y^2 = 10$															

Geometry: Angles and Triangles

K	1	2	3	4	5	6	7	Pre-Alg	Alg 1	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
							I			M					
District Objective 1. Apply the Isosceles Triangle Theorem and its converse. 2. Find measures of isosceles triangles.												PASS Process Standard		Quarter III No. Days 2	
" ITBS " CRT " EXPLORE " EOI " PLAN ! ACT " AP															
PASS Objective The student will...												NCTM Standard Pg. 308			
Text Correlation Chapter 6, Pgs. 313-318							Rating 2		Additional Resources Isosceles Triangles Activity						
Assessment 1. Given $m\angle TUV = (x - 80)^\circ$; $m\angle UTV = \left(\frac{x}{3}\right)^\circ$; find $\angle TVU$. (a) $\angle TVU = 100^\circ$ (b) $\angle TVU = 140^\circ$ (c) $\angle TVU = 88^\circ$ (d) $\angle TVU = 120^\circ$ 2. Given $\angle BCD \cong m\angle BDC$, $\overline{BC} = 2n + 3$; $\overline{BD} = 7n - 2$; $\overline{CD} = 8$. Find BD . (a) $BD = \frac{11}{9}$ (b) $BD = 1$ (c) $BD = 5$ (d) $BD = 58$															

Geometry: Angles and Triangles

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I/M					
District Objective 1. Identify and draw medians, altitudes and bisectors of triangles. 2. Use the properties of medians, altitudes and bisectors in triangles.												PASS Process Standard		Quarter III No. Days 3-4	
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will...													NCTM Standard Pg. 308		
Text Correlation 6.7, Pgs. 319-325								Rating 2		Additional Resources Semester I Review Activity; Geomo Activity					
Assessment 1. Name a median for $\triangle RST$. (a) \overline{RW} (b) \overline{SU} (c) \overline{TV} (d) \overline{RS} 2. Find an equation of the line that contains the altitude to \overline{LN} . (a) $y = -\frac{1}{9}x - \frac{17}{9}$ (b) $y = \frac{1}{9}x + \frac{28}{9}$ (c) $y = -9x + 7$ (d) $y = 9x - 11$															

Geometry: Coordinate Geometry

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I					
District Objective 1. Find the coordinates of a polygon reflected over the x -axis, the y -axis, or the line $y = x$. 2. Describe how coordinates change after reflections. 3. Explore situations involving reflections that can be modeled on a coordinate plane.												PASS Process Standard		Quarter III No. Days 3	
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... III. Coordinate Geometry A. Use transformations (reflection, rotation, translation) within coordinate geometry (e.g., reflect points across the y -axis).													NCTM Standard Pg. 308		
Text Correlation 8.1, 8.2					Rating 1		Additional Resources Congruent Polygons and Corresponding Points Activity; Reflections Activity; Reflecting a Polygon Over a Line Activity								
Assessment Which graph represents a reflection in the x -axis? (a) (b) (c) (d)															

Geometry: Coordinate Geometry

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I					
District Objective 1. Find the coordinates of the image of a figure after a translation. 2. Describe a translation based on an original figure and its image. 3. Describe patterns that involve translation.												PASS Process Standard		Quarter III No. Days 1-2	
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... III. Coordinate Geometry A. Use transformations (reflection, rotation, translation) within coordinate geometry (e.g., reflect points across the y-axis).													NCTM Standard Pg. 308		
Text Correlation 8.3								Rating 1		Additional Resources Transformations Activity; Translation Activity; Transformation Golf Activity; End of the Year Project					
Assessment What is the translation image of (2, 5) after the translation $(x, y) \rightarrow (x - 3, y + 1)$? (a) (-1, 4) (b) (5, 6) (c) (5, 4) (d) (-1, 6)															

Geometry: Coordinate Geometry

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I					
District Objective 1. Rotate a figure around a center of rotation. 2. Find the coordinates of the vertices of a polygon that has been rotated around the origin. 3. Describe rotations of real-world objects.												PASS Process Standard		Quarter III No. Days 1-2	
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... III. Coordinate Geometry A. Use transformations (reflection, rotation, translation) within coordinate geometry (e.g., reflect points across the y-axis).												NCTM Standard Pg. 308			
Text Correlation 8.4						Rating 1		Additional Resources Crossword Puzzle Activity; A Puzzle From Games Magazine Activity; Symmetry in Snowflakes Activity							
Assessment Identify the coordinates of the point (3, 7) after a rotation of 180° clockwise around the origin. (a) (3, -7) (b) (-3, 7) (c) (7, 3) (d) (-3, -7)															

Geometry: Coordinate Geometry

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I					
District Objective 1. Combine a translation and a reflection to form a glide reflection. 2. Find the image of a figure after a glide reflection. 3. Identify, describe, and create patterns that use glide reflections.												PASS Process Standard		Quarter III No. Days 2	
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP															
PASS Objective The student will... III. Coordinate Geometry A. Use transformations (reflection, rotation, translation) within coordinate geometry (e.g., reflect points across the y-axis).												NCTM Standard Pg. 308			
Text Correlation 8.5						Rating 1		Additional Resources Translation Activity; Book Cover Project Activity; Grocery Store Activity; Spatial Relations Activity; The Transformation Game Activity							
Assessment Which of the following shows the image of $\triangle ABC$ after the glide reflection $(a, b) \rightarrow (a - 6, b - 3)$ over the line $y = -1$? <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">(a)</div> <div style="text-align: center;">(b)</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">(c)</div> <div style="text-align: center;">(d)</div> </div>															

Geometry: Logical Reasoning

K	1	2	3	4	5	6	7	Pre-Alg	Alg 1	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
							I	E	E	M					
District Objective 1. Determine and use the relationships of similarity to determine unknown values. 2. Use scale factors to determine the magnitude of a size change. 3. Write equations with a single variable for common settings (i.e., set up problems that can be solved using proportion). 4. Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry and finding ratios in geometry settings.												PASS Process Standard IV C		Quarter III No. Days 7-9	
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... I. Logical Reasoning B. Determine and use the relationships of congruency and similarity to determine unknown values.													NCTM Standard Pgs. 296, 308, 320, 334		
Text Correlation 9.1-9.4, Pgs. 445-467							Rating 1		Additional Resources Using Photo Images to Bring Real World Situations Into Your Classroom Activity; Finding the Unknown Height of Objects Activity; Grading Rubric: Height Project (Mirror/Shadow Method) Activity; Altitude to the Hypotenuse of a Right Triangle Model Activity; The Golden Ratio Activity; Scale Drawings Activity; Ratio Puzzles with Triangles Activity; Similarity Activity; Making an Enlargement Activity; Similar Polygons Activity; Similar Shapes Activity						
Assessment 1. If the lengths of the sides of one triangle are 8 inches, 10 inches, and 12 inches, respectively, what is the perimeter, in inches, of a similar triangle whose longest side is 4 inches? (a) 90 (b) 30 (c) 15 (d) 12 (e) 10 2. There are 3 empty spherical containers with radii of 1, 2, and 4 meters, respectively. How many fillings of the middle - sized container would be equivalent to 1 filling of the largest container? (Note: The volume of a sphere of radius r is $\frac{4}{3}\pi r^3$.) (a) $\frac{1}{2}$ (b) 2 (c) 4 (d) 7 *(e) 8															

Geometry: Data Analysis, Statistics and Probability

K	1	2	3	4	5	6	7	Pre-Alg	Alg 1	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
								I	E	E	E	E	M		
District Objective Determine the probability of an event involving “and”, “or”, or “not”.												PASS Process Standard IV B		Quarter III No. Days 2	
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... V. Data Analysis, Statistics, and Probability C. Determine the probability of an event involving “and”, “or”, or “not”.													NCTM Standard Pg. 324		
Text Correlation 9.5						Rating 3		Additional Resources Locker Measurement Activity							
Assessment 1. If a cube is tossed onto the 10 × 10 square, what is the probability of the cube landing a. on the circle? b. on the rectangle? c. on the circle or rectangle? d. on the circle and rectangle? e. neither the circle or the rectangle? 2. If the probability that an event will happen is $\frac{5}{8}$, what is the probability that the event will NOT happen? *(a) $\frac{3}{8}$ (b) $\frac{3}{5}$ (c) $\frac{5}{3}$ (d) $\frac{8}{5}$ (e) Cannot be determined from the given information															

Geometry: Angles and Triangles

K	1	2	3	4	5	6	7	Pre-Alg	Alg 1	Geom	Alg II	MA	P & S	Pre-Cal	AP Cal
										I/M					
District Objective 1. Apply properties of 30-60-90, 45-45-90, similar, and congruent triangles.												PASS Process Standard		Quarter III No. Days 7	
" ITBS " CRT " EXPLORE " EOI " PLAN ! ACT " AP															
PASS Objective The student will... IV. Angles and Triangles A. Solve problems using properties of angles (e.g., interior, exterior, complementary, vertical, angle sums, 30-60-90).													NCTM Standard Pgs. 308, 334		
Text Correlation 10.1, 10.2, Pgs. 490-499						Rating 2		Additional Resources Geo War Activity							
Assessment 1. In trapezoid $ABCD$ pictured below, \overline{AD} is parallel to \overline{BC} , and diagonals \overline{AC} and \overline{BD} intersect at E. The measure of $\angle ABC$ is 130° , and the measures of other distances (in centimeters) and angles are as marked. What is the length of diagonal \overline{AC} , in centimeters? (a) 36 (b) 12 (c) $2\sqrt{30}$ (d) $4\sqrt{3}$ *(e) $8\sqrt{3}$															
2. In a $30^\circ - 60^\circ - 90^\circ$ triangle, the ratio of the length of the hypotenuse to the length of the shorter side is ? (a) $\sqrt{3}:1$ (b) $\sqrt{2}:1$ (c) $2:\sqrt{3}$ (d) $2:1$															
3. In a $45^\circ - 45^\circ - 90^\circ$ triangle, the ratio of the length of the hypotenuse to the length of a side is ? (a) $\sqrt{3}:1$ (b) $\sqrt{2}:1$ (c) $1:1$ (d) $2:1$															

Geometry: Angles and Triangles

K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal
										I		M			
District Objective 1. Identify a particular trigonometric ratio when all necessary side lengths of a right triangle are given. 2. Apply basic trigonometric ratios to solve right-triangle problems. 3. Use several angle properties to find an unknown angle measurement.												PASS Process Standard IV C		Quarter III No. Days 4-7	
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP															
PASS Objective The student will... IV. Angles and Triangles C. Express the trigonometric functions as ratios and derive the relationship between sine , cosine , and tangent ratios , and use to solve real-world problems.													NCTM Standard		
Text Correlation 10.3-10.4, Pgs. 507-520						Rating 2		Additional Resources Finding Tangent Angles Activity; Finding the Length of Sides of Right Triangles Activity; Geo War Activity; Tasmanian Devil-"The Hero" Activity; Making and Using an Astrolabe Activity							
Assessment 1. From the time it takes a radar signal to bounce back from a plane, Air Traffic Control's radar can determine the distance, d , of the plane from the radar dish. The angle, α° , that the plane makes with the horizontal, as shown below, can also be determined from the radar signal. From this information, a computer must determine the elevation of the plane above the level of the radar dish. Which of the following expressions gives this altitude? *(a) $d \sin \alpha^\circ$ (b) $d \cos \alpha^\circ$ (c) $d \tan \alpha^\circ$ (d) $d \cot \alpha^\circ$ (e) $d \sec \alpha^\circ$ 2. In the figure to the right, $\angle B$ is a right triangle and other measures are marked. What is $\tan x$? (a) $\frac{15}{8}$ *(b) $\frac{8}{15}$ (c) $\frac{8}{17}$ (d) $\frac{15}{17}$ (e) $\frac{17}{15}$															

Geometry: Properties of 2- and 3-Dimensional Figures																
K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
										I/M						
District Objective Use geometric tools (e.g., protractor, compass, straight edge) to construct a variety of figures.												PASS Process Standard I B		Quarter III No. Days 5		
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP																
PASS Objective The student will... II. Properties of 2- and 3-Dimensional Figures *D. Use geometric tools (e.g., protractor, compass, straight edge) to construct a variety of figures.												NCTM Standard				
Text Correlation 5.7, Pg. 263 and integrated throughout textbook						Rating 2		Additional Resources 13 Construction Activities; Geometry Constructions - A Activity; Geometry Constructions-B Activity; Constructing the Perpendicular Bisector of a Segment Activity; Bisecting Angles Activity; Geometry Constructions Activity; Angle Bisectors Activity; Bisect the Angles Activity								
Assessment Given $\triangle ABC$, construct a triangle congruent to it by copying only the sides.																

Geometry: Properties of 2- and 3-Dimensional Figures																
K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
										I/M						
District Objective 1. Find angle measures and arc measures related to circles. 2. Compute the area of sectors and segments of circles.												PASS Process Standard		Quarter IV No. Days 6-8		
" ITBS " CRT " EXPLORE " EOI " PLAN ! ACT " AP																
PASS Objective The student will... II. Properties of 2- and 3-Dimensional Figures E. Find angle measures and arc measures related to circles.													NCTM Standard			
Text Correlation 11.1, 11.4, 11.5, Pgs. 550-559, Pgs. 573-585						Rating 1		Additional Resources Inscribed Angles Activity; Star in a Pentagon Activity; Folding Polygons From a Circle Activity;								
Assessment 1. In the circle below, diameters \overline{AE} , \overline{BF} , \overline{CG} , and \overline{DH} intersect at P . The 4 angles marked have the same measure of x° . What is the measure of $\angle DPE$? (a) $12\frac{1}{2}^\circ$ (b) $22\frac{1}{2}^\circ$ *(c) 45° (d) 72° (e) 90° 2. In the circle centered at C below, \overline{AB} is a diameter, and D lies on the circle. If the measure of $\angle ACD$ is 60° , what is the measure of $\angle ABD$? (a) 15° *(b) 30° (c) 40° (d) 45° (e) 60°																

Geometry: Properties of 2- and 3-Dimensional Figures																
K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
										I/M						
District Objective												PASS Process Standard IV A V A	Quarter IV No. Days 5			
1. Identify quadrilaterals by using their properties 2. Describe relationships between the diagonals and special quadrilaterals 3. Prove figures are special types of parallelograms.																
" ITBS " CRT " EXPLORE " EOI " PLAN " ACT " AP																
PASS Objective The student will...												NCTM Standard				
Text Correlation 7.1-7.3, Pgs. 339-359						Rating 1		Additional Resources Parallelogram Activity; Parallelogram Properties Activity; Diagonals of a Rhombus Are Perpendicular Activity; Parallelograms Activity;								
Assessment																
1. Select the geometric figure that possesses all of the following characteristics: <ol style="list-style-type: none"> quadrilateral diagonals equal opposite sides are parallel (a) trapezoid (b) parallelogram (c) rhombus (d) rectangle																
2. In rhombus $ABCD$, $AB = 20$ and $AC = 23$. Find BD to the nearest tenth. (a) 32.7 (b) 42.9 (c) 30.4 (d) 22.7																

Geometry: Properties of 2- and 3-Dimensional Figures																
K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
							I	E	E	M						
District Objective 1. Compute the perimeter and area of polygons. 2. Compute the area and circumference of circles. 3. Compute the perimeter and area of a simple composite geometric figure with unknown side lengths.												PASS Process Standard V A	Quarter IV No. Days 5			
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP																
PASS Objective The student will... II. Properties of 2- and 3-Dimensional Figures B. Use properties of 2- and 3-dimensional figures to determine unknown values (e.g., given the perimeter/circumference, find the area).														NCTM Standard		
Text Correlation 7.4-7.5, Pgs. 360-367								Rating 1		Additional Resources Measuring Polygons Activity; Designer/(C.A.D.) Operator Activity; Area of a Parallelogram Activity; Area of a Triangle Activity; Finding the Surface Area and Volume of a Swimming Pool Activity						
Assessment 1. What is the area of a circle in the standard (x, y) coordinate plane whose center is $(0, 0)$ and whose x -intercepts are $(-3, 0)$ and $(3, 0)$? (a) 3π (b) 6π *(c) 9π (d) $9\pi^2$ (e) 36π 2. How many feet long is the perimeter of the figure sketched below? (a) 12 (b) 14 (c) 15 *(d) 16 (e) 18																

Geometry: Properties of 2- and 3-Dimensional Figures																
K	1	2	3	4	5	6	7	Pre- Alg	Alg 1	Geom	Alg II	MA	P & S	Pre- Cal	AP Cal	
							I	E	E	M						
District Objective											PASS Process Standard		Quarter IV No. Days 12-15			
1. Compute length, perimeter/circumference, area, volume, and surface area of geometric objects with missing information and correctly identify the appropriate unit of measure of each. 2. Compute the area of irregularly shaped regions that require planning or visualization. 3. Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas (e.g., illustrating a scenario and then determining a solution path, and using algebraic representations for area).																
" ITBS " CRT " EXPLORE " EOI ! PLAN ! ACT " AP																
PASS Objective											NCTM Standard					
The student will... II. Properties of 2- and 3-Dimensional Figures C. Compute length, perimeter/circumference, area, volume , and surface area of geometric objects with missing information and correctly identify the appropriate unit of measure of each.																
Text Correlation					Rating		Additional Resources									
7.6, 10.6, 10.7, 11.6, 11.7					2		Gym Ball Measuring Activity; Volume and Surface Area Activity; Which Cookie is a Better Buy Activity; Area Measuring Activity; Area and Perimeter Activity									
Assessment																
(ACT) 1. The out - of - bounds lines around a basketball court in Central Park need to be repainted. The court is a rectangle 90 feet long and 50 feet wide. What is its perimeter, in feet? (a) 140 (b) 190 (c) 230 *(d) 280 (e) 4,500																
(PLAN) 2. The area of a parallelogram can be found by using the formula $A = bh$, where A is the area, b is the length of the base, and h is the height of the parallelogram. What is the area, in square inches, of $\triangle PQX$ below if the area of parallelogram $PQRS$ is 28 square inches? (Note: Lengths on the diagram are expressed in inches.) (a) 21 (b) 17.5 *(c) 14 (d) 13 (e) 12																

Suggested Strategies / Activities

