

Pacing Guide 2010-2011
Subject Geometry (revised 5-10)
Grade Level 8-12

Grading Period 1st quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
August 5 – 27 Weeks 1, 2, 3	<p>1.0 Students demonstrate understanding by indentifying and giving examples of undefined terms, (axioms, theorems, and inductive and deductive reasoning)</p> <p>16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, (and the line parallel to a given line through a point off the line.)</p> <p>8.0 Student know, derive, solve problems involving the perimeter, circumference, area, (volume, lateral area, and surface area of common geometric figures.)</p> <p>17.0 Students prove theorems by using coordinate geometry, including midpoint of a line segment, the distance formula, and various forms of equations of lines and circles. (Just finding and using midpoint and distance formulas)</p> <p>15.0 Students use the Pythagorean Theorem to determine distance (and find missing lengths of sides of right</p>	<p>Holt Geometry Chapter 1: Section 1 - Understanding Points, Lines, and Planes</p> <p>Section 2 - Measuring and Constructing Segments</p> <p>Section 3 – Measuring and Constructing Angles</p> <p>Section 4 – Pairs of Angles</p> <p>Section 5 – Using Formulas in Geometry</p> <p>Section 6 – Midpoint and Distance in the Coordinate Plane</p> <p>Section 7 – Transformation in the Coordinate Plane</p>	<p>Holt Chapter 1 Resource File Practice workbook Review for Mastery workbook</p> <p>Geometry software Compass, Straightedge Ruler, protractor</p>	<p>Assessment Resources Chapter 1 Quizzes and Tests</p> <p>Test and practice generator</p>	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
	triangles) 22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.				
Aug. 30– Sept. 17 Weeks 4, 5, 6	1.0 Student demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning. 3.0 Students construct and judge the validity of a logical argument and give counterexamples to disprove a	Holt Geometry Chapter 2: Section 1- Using Inductive Reasoning to Make Conjectures Section 2 – Conditional Statements	Holt Chapter 2 Resource File Practice workbook Review for Mastery workbook Geometry software Compass, Straightedge	Assessment Resources Chapter 2 Quizzes and Tests Test and practice generator	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
	<p>statement.</p> <p>2.0 Student write geometric proofs, (including proofs by contradiction).</p> <p>13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles</p>	<p>Section 3 - Using Deductive Reasoning to Verify Conjectures</p> <p>Section 4- Bi-conditional Statements and Definitions</p> <p>Section 5 – Algebraic Proof</p> <p>Section 6 – Geometric Proof</p> <p><i>{Skip Section 7 -Flowchart and Paragraph Proof}</i></p>	Ruler, protractor		

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Sept. 20– Oct. 4 Weeks 7, 8, 9</p> <p>Oct. 5 - 7</p>	<p>1.0 Student demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>2.0 Student write geometric proofs, (including proofs by contradiction.)</p> <p>7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, (the properties of quadrilaterals, and the properties of circles)</p> <p>16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</p> <p>Review Standards 1.0, 2.0, 3.0, 7.0,8.0, 15.0, 16.0, 22.0</p>	<p>Holt Geometry Chapter 3</p> <p>Section 1 – Lines and Angles</p> <p>Section 2 – Angles Formed by Parallel Lines and Transversals</p> <p>Section 3 – Proving Lines Parallel</p> <p>Section 4 – Perpendicular Lines</p> <p><i>Section 5 - Slopes of Lines (optional)</i></p> <p><i>Section 6 - Lines in the Coordinate Plane (optional)</i></p>	<p>Holt Chapter 3 Resource File Practice workbook Review for Mastery workbook</p> <p>Geometry software Compass, Straightedge Ruler, protractor Patty paper</p>	<p>Assessment Resources Chapter 3 Quizzes and Tests</p> <p>Test and practice generator</p>	<p>1st Quarter Benchmark Test</p>

Pacing Guide 2009-2010
Subject Geometry(revised 6-09)
Grade Level 8-12

Grading Period 2nd quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Oct 12 - 28</p> <p>Weeks 10 , 11, 12</p>	<p>12.0 Students find and use measures of sides and of interior and exterior angles of triangles (and polygons) to classify figures and solve problems.</p> <p>2.0 Student write geometric proofs, (including proofs by contradiction).</p> <p>4.0* Students prove basic theorems involving congruence and similarity.</p> <p>13.0 Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.</p> <p>5.0 Student prove that triangles are congruent (or similar), and they are able to use the concept of corresponding parts of congruent triangles</p> <p>16.0 Student perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</p>	<p>Holt Geometry Chapter 4</p> <p>Section 1 – Classifying Triangles</p> <p>Section 2 - Angle Relationship in Triangles</p> <p>Section 3 - Congruent Triangles</p> <p>Section 4 – Triangle Congruence: SSS and SAS</p> <p>Section 5 – Triangle Congruence: ASA, AAS, and HL</p> <p>Section 6 – Triangle Congruence: CPCTC</p> <p>Section 7 – Introduction to Coordinate Proof</p> <p>Section 8 – Isosceles and Equilateral Triangles</p>	<p>Holt</p> <p>Chapter 4 Resource File</p> <p>Practice workbook</p> <p>Review for Mastery workbook</p> <p>Geometry software</p> <p>Compass, Straightedge</p> <p>Ruler, protractor</p> <p>Patty paper</p>	<p>Assessment Resources</p> <p>Chapter 4 Quizzes and Tests</p> <p>Test and practice generator</p>	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Nov. 1 – 19 Weeks 13 – 14 – 15	<p>1.0 Student demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning</p> <p>2.0 Students write geometric proofs, including proofs by contradiction.</p> <p>6.0 Students know and are able to use the triangle inequality theorem.</p> <p>16.0 Student perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</p> <p>17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.</p> <p>12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.</p>	<p>Holt Geometry Chapter 5:</p> <p>Section 1 – Perpendicular and Angle Bisectors</p> <p>Section 2 – Bisectors of Triangles</p> <p>Section 3 – Medians and Altitudes of Triangles</p> <p>Section 4 – The Triangle Midsegment Theorem</p> <p>Section 5 – Indirect Proof and Inequalities in One Triangle</p> <p>Section 6 – Inequalities in Two Triangles</p> <p><i>[Move Section 7 – The Pythagorean Theorem to chapter 8]</i></p> <p><i>[Move Section 8 – Applying Special Right Triangles to chapter 8]</i></p>	<p>Holt Chapter 5 Resource File Practice workbook Review for Mastery workbook</p> <p>Geometry software Compass, Straightedge Ruler, protractor Patty paper</p>	<p>Assessment Resources Chapter 5 Quizzes and Tests</p> <p>Test and practice generator</p>	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Nov. 22– Dec. 10 Weeks 16 ,17 ,18	<p>16.0 Student perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</p> <p>12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.</p> <p>7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.</p> <p>17.0 Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.\</p> <p>1.0 Student demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning</p> <p>2.0 Students write geometric proofs, including proofs by contradiction.</p>	<p>Holt Geometry Chapter 6:</p> <p>Section 1 – Properties and Attributes of Polygons</p> <p>Section 2 – Properties of Parallelograms</p> <p>Section 3 - Conditions for Parallelograms</p> <p>Section 4 – Properties of Special Parallelograms</p> <p>Section 5 – Conditions for Special Parallelograms</p> <p>Section 6 – Properties of Kites and Trapezoids</p>	<p>Holt Chapter 6 Resource File Practice workbook Review for Mastery workbook</p> <p>Geometry software Compass, Straightedge Ruler, protractor Patty paper</p>	<p>Assessment Resources Chapter 6 Quizzes and Tests</p> <p>Test and practice generator</p>	
Dec. 13 – 17				Final Exams	District Benchmark Test

Pacing Guide 2009-2010
Subject Geometry (revised 6/09)
Grade Level 8-12

Grading Period 3rd Quarter

Approximate Time Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Jan. 6 – 21</p> <p>Weeks 19, 20</p>	<p>5.0 Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.</p> <p>12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.</p> <p>1.0 Student demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning</p> <p>7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.</p> <p>16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</p> <p>8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>11.0 Students determine how changes in dimensions affect the perimeter area and volume of common geometric solids.</p>	<p>Holt Geometry Chapter 7</p> <p>Section 1- Ratio and Proportion</p> <p>Section 2 - Ratios in Similar Polygons</p> <p>Section 3 – Triangle Similarity: AAA, SSS, SAS</p> <p>Section 4 – Applying Properties of Similar Triangles</p> <p>Section 5 – Using Proportional Relationships</p> <p><i>(Optional Section 6 – Dilations and similarity in the coordinate plane)</i></p>	<p>Holt Chapter 7 Resource File Practice workbook Review for Mastery workbook</p> <p>Geometry software</p> <p>Compass, Straightedge Ruler, protractor Patty paper</p>	<p>Assessment Resources Chapter 7 Quizzes and Tests</p> <p>Test and practice generator</p>	

Approximate Time Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
<p>Jan 24 – Feb. 11</p> <p>Weeks 21, 22, 23</p>	<p>20.0 Students know and are able to use angle and side relationships in problems with special right triangles, such as 30, 60, and 90 triangles and 45, 45, and 90 triangles</p> <p>4.0 Students prove basic theorems involving congruence and similarity.</p> <p>18.0 Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example, $\tan(x) = \sin(x) / \cos(x)$, $(\sin(x))^2 + (\cos(x))^2 = 1$</p> <p>19.0 Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.</p> <p>14.0 Students prove Pythagorean Theorem.</p> <p>15.0 Students use the Pythagorean Theorem to determine distance and find missing lengths of sides of right triangles.</p>	<p>Holt Geometry Chapter 8:</p> <p>Section 1- Similarity in Right Triangles</p> <p>Holt Geometry Chapter 5:</p> <p>Section 7 – The Pythagorean Theorem</p> <p>Section 8-Special Right Triangles</p> <p>Holt Geometry Chapter 8:</p> <p>Section 2 – Trigonometric Ratios</p> <p>Section 3 – Solving Right Triangles</p> <p>Section 4 – Angles of Elevation and Depression</p> <p><i>Skip Section 5 – Law of Sines and Law of Cosines}</i></p> <p><i>{Skip Section 6 – Vectors}</i></p>	<p>Holt Chapter 8 Resource File Practice workbook Review for Mastery workbook</p> <p>Geometry software</p> <p>Compass, Straightedge Ruler, protractor Patty paper</p>	<p>Assessment Resources Chapter 8 Quizzes and Tests</p> <p>Test and practice generator</p>	

Approximate Time Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
Feb. 14 – Mar. 4 Weeks 24 , 25, 26	<p>7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.</p> <p>16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</p> <p>21.0 Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, inscribed and circumscribed polygons of circles.</p>	<p>Holt Geometry Chapter 11:</p> <p>Section 1 – Lines That Intersect Circles</p> <p>Section 2 – Arcs and Chords</p> <p><i>[Move Section 3 – Sector Area and Arc Length to chapter 9]</i></p> <p>Section 4 – Inscribed Angles</p> <p>Section 5 – Angle Relationships in Circles</p> <p>Section 6 – Segment Relationships in Circles</p> <p>Section 7 – Circles in the Coordinate Plane</p>	<p>Holt Chapter 11 Resource File Practice workbook Review for Mastery workbook</p> <p>Geometry software</p> <p>Compass, Straightedge Ruler, protractor</p>	<p>Assessment Resources Chapter 11 Quizzes and Tests</p> <p>Test and practice generator</p>	<p>Benchmark Exam</p>
District benchmark tests March 7 – 11					Benchmark Exam

Pacing Guide 2009-2010
Subject Geometry(revised 06-09)
Grade Level 8-12

Grading Period 4th quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
March 21 – April 8 Weeks 28-29-30	<p>12.0 Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.</p> <p>15.0 Students use the Pythagorean Theorem to determine distance and find missing lengths of sides of right triangles</p> <p>8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>10.0 Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.</p> <p>1.0 Student demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning</p> <p>11.0 Students determine how changes in dimensions affect the perimeter area and volume of common geometric solids</p>	<p>Holt Geometry Chapter 9:</p> <p>Section 1 – Developing Formulas for Triangles and Quadrilaterals</p> <p>Section 2 – Developing Formulas for Circles and Regular Polygon</p> <p>Section 3 - Composite Figures</p> <p>Section 4 – Perimeter and Area in the Coordinate Plane</p> <p>Chapter 11: Section 3 – Sector Area and Arc Length</p> <p>Chapter 9: Section 5 - Effects of Changing Dimensions Proportionality</p> <p><i>{Skip Section 6 – Geometric Probability}</i></p>	<p>Holt Chapter 9 Resource File Practice workbook Review for Mastery workbook</p> <p>Geometry software Compass, Straightedge Ruler, protractor</p>	<p>Assessment Resources Chapter 9 Quizzes and Tests</p> <p>Test and practice generator</p>	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
April 11 - 29 Weeks 31,32,33	<p>8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>9.0 Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.</p> <p>11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures.</p>	<p>Holt Geometry Chapter 10:</p> <p>Section 1 – Solid Geometry</p> <p><i>{Skip Section 2 – Representations of Three-Dimensional Figures}</i></p> <p>Section 3 – Formulas in Three Dimensions</p> <p>Section 4 – Surface Area of Prisms and Cylinders</p> <p>Section 5 – Surface Area of Pyramids and Cones</p> <p>Section 6 – Volume of Prisms and Cylinders</p> <p>Section 7 – Volume of Pyramids and Cones</p> <p>Section 8 – Spheres</p>	<p>Holt</p> <p>Chapter 10 Resource File Practice workbook Review for Mastery workbook</p> <p>Geometry software</p> <p>Compass, Straightedge Ruler, protractor Patty paper</p>	<p>Assessment Resources Chapter 10 Quizzes and Tests</p> <p>Test and practice generator</p>	

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
May 2 – May 20 Weeks 33, 34, 35	<p>22.0 Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.</p> <p>8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>11.0 Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures.</p> <p>16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</p>	<p>Holt Geometry Chapter 12 (optional) :</p> <p>Section 1 – Reflections</p> <p>Section 2 – Translations</p> <p>Section 3 – Rotations</p> <p>Section 4 – Compositions of Transformations</p> <p>Section 5 – Symmetry</p> <p>Section 6 – Tessellations</p> <p>Section 7 - Dilations</p>	<p>Holt Chapter 12 Resource File Practice workbook Review for Mastery workbook</p> <p>Geometry software Compass, Straightedge Ruler, protractor</p>	<p>Assessment Resources Chapter 12 Quizzes and Tests</p> <p>Test and practice generator</p>	
May 23– May 26 Week 36	Review all standards			Final Exams	

Note: Teachers will need to review for the CST's and students will take them. This will take at least a week.

Note: Teachers may chose to substitute a cumulative project in place of chapter 12, as long as it is appropriate for this level of student.