

**Please Note:**

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

**Publisher Resource:**

[HMH \(Holt McDougal\)](#) (use student Active Directory)

**Other Course Supplemental Resources:**

[Math Nation](#) (use student Active Directory)

[Geometry](#) - Khan Academy

[IXL Math – High School Standards](#)

**FSA Practice: (Please Note: these links work best in Firefox or Chrome)**

[Geometry FSA EOC Mathematics Computer-Based PRACTICE TEST](#)

[Geometry FSA Computer-Based Practice Test Answer Key](#)

[Mathematics Practice Tests and Answer Keys – PARCC \(Partnership for Assessment of Readiness for College and Careers\)](#)

[Additional Practice of Course Standards](#)

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	Week	Major Concepts / Topics	Possible Resources
Quarter 1 Aug 10 – Oct 12	1 8/10	<ul style="list-style-type: none"> <li>Solving Linear Equations</li> </ul>	<a href="#">Linear Equations</a>
	2 8/13 – 8/17	<ul style="list-style-type: none"> <li>Solving Linear Equations</li> <li>5.7 Pythagorean Theorem</li> </ul>	<a href="#">Linear Equations</a> <a href="#">5.7 Special Right Triangles</a>
	3 8/20 – 8/24	<ul style="list-style-type: none"> <li>Partitioning a Segment</li> <li>1.6 Distance Formula/Midpoint Formula</li> </ul> <p><b>Chapter 1 Foundations for Geometry</b></p> <ul style="list-style-type: none"> <li>1.1 Understanding points, lines and planes</li> <li>1.2 Measuring and constructing segments</li> <li>1.7 Transformations in the coordinate plane</li> </ul>	<a href="#">1.6 Midpoint formula</a> <a href="#">1.6 Distance Formula</a> <a href="#">1.1 Points Lines and Planes</a> <a href="#">1.2 Measuring line segments</a> <a href="#">1.2 Constructing line segments</a> <a href="#">1.7 Transformations</a>
	4 8/27 – 8/31	<ul style="list-style-type: none"> <li>1.3 Measuring and constructing angles</li> <li>1.4 Pairs of angles</li> <li>Assessment</li> </ul>	<a href="#">1.3 Measuring an angle</a> <a href="#">1.3 Constructing an angle</a> <a href="#">1.3 Bisecting an angle</a> <a href="#">1.4 Pairs of angles</a> <a href="#">1.4 Complementary/Supplementary angles</a>
	5 9/3 – 9/7	<p><b>Chapter 3 Parallel and Perpendicular Lines</b></p> <ul style="list-style-type: none"> <li>3.5 Slopes of lines</li> <li>3.4 Perpendicular Lines</li> <li>3.6 Lines in the coordinate plane</li> </ul>	<a href="#">3.5 Slope and Lines</a> <a href="#">3.4 Perpendicular Lines</a> <a href="#">3.6 Lines in the Coordinate Plane</a>
	6 9/10 – 9/14	<ul style="list-style-type: none"> <li>3.1 Lines and angles</li> <li>3.2 angles formed by transversals</li> </ul>	<a href="#">3.2 Angles formed by transversals</a>
	7 9/17 – 9/21	<ul style="list-style-type: none"> <li>3.3 proving parallel lines</li> <li>Construct Parallel and Perpendicular Lines</li> </ul>	<a href="#">3.3 Proving Lines are parallel</a>
	8 9/24 – 9/28	<ul style="list-style-type: none"> <li>Chapter 3 Assessment</li> </ul> <p><b>Chapter 2 Proofs</b></p> <ul style="list-style-type: none"> <li>2.6 and 2.7 Geometric proofs</li> </ul>	<a href="#">2.6 Algebraic Proofs</a>
	9 10/1 – 10/5	<ul style="list-style-type: none"> <li>2.6 and 2.7 Geometric proofs</li> <li>Assessment</li> </ul> <p><b>Chapter 4 Triangle Congruence</b></p> <ul style="list-style-type: none"> <li>4.2 Classifying triangles</li> </ul>	<a href="#">2.6 Algebraic Proofs</a>  <a href="#">4.2 Classify Triangles</a> <a href="#">4.3 Angle Relationship</a>

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	<p>10 10/8 – 10/12</p>	<ul style="list-style-type: none"> <li>• 4.3 Angle relationships</li> <li>• 4.9 Isosceles and equilateral triangles</li> <li>• 4.1 Congruence in transformations</li> </ul>	<p><a href="#">4.9 Isosceles and equilateral triangles</a> <a href="#">4.1 Congruency in transformations</a></p>

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	Week	Major Concepts / Topics	Possible Resources
Quarter 2 Oct 16 – Dec 21	1 10/16 – 10/19	<ul style="list-style-type: none"> <li>• 4.4 Congruent Triangles</li> <li>• 4.5 Congruent Triangles: SSS, SAS, ASA, AAS, HL</li> <li>• 4.6 Congruent Triangles: SSS, SAS, ASA, AAS, HL</li> </ul>	<a href="#">4.5 Congruent Triangles</a> <a href="#">4.6 Congruent Triangle Practice</a>
	2 10/22 – 10/26	<ul style="list-style-type: none"> <li>• 4.7 Triangle Congruence CPCTC</li> <li>• 4.8 Coordinate Proofs</li> <li>• Assessment</li> </ul>	<a href="#">4.7 Triangle Congruency Proofs</a>
	3 10/29 – 11/2	<p><b>Chapter 5 Properties of Attributes of Triangles</b></p> <ul style="list-style-type: none"> <li>• 5.3 Medians and altitudes</li> <li>• 5.1 Perpendicular and angle bisectors</li> <li>• 5.2 Bisectors of triangles</li> <li>• 5.4 Triangle mid segment theorem</li> </ul>	<a href="#">5.3 Medians and altitudes</a> <a href="#">5.1 Angle Bisectors</a> <a href="#">5.2 Bisectors of Triangles</a> <a href="#">5.4 Triangle Mid segment Theorem</a>
	4 11/5 – 11/9	<ul style="list-style-type: none"> <li>• 5.4 Triangle mid segment theorem</li> <li>• 5.5 Inequalities in one triangle</li> <li>• 5.6 Inequalities in two triangles</li> </ul>	<a href="#">5.6 Inequalities in Two Triangles</a>
	5 11/12 – 11/16	<ul style="list-style-type: none"> <li>• Review</li> <li>• Assessment</li> </ul> <p><b>Chapter 6 Polygons and Quadrilaterals</b></p> <ul style="list-style-type: none"> <li>• 6.1 Properties of regular polygons</li> </ul>	
	6 11/19 – 11/20	<ul style="list-style-type: none"> <li>• 6.2 Properties of parallelograms</li> </ul>	<a href="#">6.2 Properties of parallelograms</a>
	7 11/26 – 11/30	<ul style="list-style-type: none"> <li>• 6.3 Conditions of parallelograms</li> <li>• 6.4 Properties of special parallelograms</li> <li>• 6.5 Conditions for special parallelograms</li> </ul>	<a href="#">6.3 Conditions of parallelograms</a> <a href="#">6.4 Conditions of parallelograms</a> <a href="#">6.5 Conditions of Special Parallelograms Rhombus</a>
	8 12/3 – 12/7	<ul style="list-style-type: none"> <li>• 6.6 Properties of kites and trapezoids</li> <li>• Review</li> <li>• Assessment</li> </ul>	<a href="#">6.6 Properties of Kites and Trapezoids</a>
	9 12/10 – 12/14	<ul style="list-style-type: none"> <li>• Standards Review</li> </ul>	

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	<p style="text-align: center;">10 12/17 – 12/21</p>	<ul style="list-style-type: none"> <li>• Midterms</li> </ul>	
--	---	--	--

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	Week	Major Concepts / Topics	Possible Resources
Quarter 3 Jan 7 – Mar 14	1 1/7– 1/11	<b>Chapter 7 Similarity</b> <ul style="list-style-type: none"> <li>• 7.1 Ratios in similar polygons</li> <li>• 7.3 Triangle similarity: AA, SSS, SAS</li> <li>• 7.4 Applying properties of similar triangles</li> </ul>	<a href="#">7.1 Ratios in Similar polygons</a> <a href="#">7.3 Similarity Triangle Practice</a> <a href="#">7.4 Triangle Congruency Proofs</a>
	2 1/14 – 1/18	<ul style="list-style-type: none"> <li>• 7.5 Using Proportional Relationships</li> <li>• 7.2 Similarity in transformations</li> <li>• 7.6 Dilations and similarity in the coordinate plane</li> </ul>	<a href="#">7.2 Similarity in Transformations</a> <a href="#">7.6 Dilations and similarity in the coordinate plane</a>
	3 1/21 – 1/25	<b>Chapter 8 Right Triangles and Trigonometry</b> <ul style="list-style-type: none"> <li>• 8.1 Similarity in right triangles</li> <li>• 8.2 Trigonometric ratios</li> </ul>	<a href="#">8.1 Similarity in right triangles</a> <a href="#">8.2 Trigonometric Ratios</a>
	4 1/28 – 2/1	<ul style="list-style-type: none"> <li>• 8.3 Solving right triangles (inverse trig)</li> <li>• Sin/Cos Relationship of acute angles of a triangle: <math>\sin x = \cos (90-x)</math></li> </ul>	<a href="#">8.3 Solving Right Triangles</a>
	5 2/4 – 2/8	<ul style="list-style-type: none"> <li>• 8.4 Angles of elevation and depression</li> <li>• Assessment</li> </ul> <b>Chapter 9 Extending Transformational Geometry</b> <ul style="list-style-type: none"> <li>• 9.1 Reflections</li> <li>• 9.2 Translations</li> </ul>	<a href="#">9.1 Reflections</a> <a href="#">9.2 Translations</a>
	6 2/11 – 2/15	<ul style="list-style-type: none"> <li>• 9.2 Translations</li> <li>• 9.3 Rotations</li> </ul>	<a href="#">9.2 Translations</a> <a href="#">9.3 Rotations</a>
	7 2/18 – 2/22	<ul style="list-style-type: none"> <li>• 9.4 Compositions of transformations</li> <li>• 9.5 Symmetry</li> <li>• Assessment</li> </ul>	<a href="#">9.4 Composition of transformations</a> <a href="#">9.5 Symmetry</a>
	8 2/25 – 3/1	<b>Chapter 10 Extending Perimeter, Circumference, and Area</b> <ul style="list-style-type: none"> <li>• 10.1 Developing formulas for triangles and quadrilaterals</li> <li>• 10.2 Developing formulas for circles</li> <li>• 10.4 Perimeter and area in the coordinate plane/Composite Figures</li> <li>• 10.5 Effects of changing dimensions proportionally</li> </ul>	<a href="#">10.1 Developing formulas for triangles and quadrilaterals</a> <a href="#">10.2 Developing Formulas for Circles</a> <a href="#">10.4 Area of shapes on coordinate plane</a> <a href="#">10.5 effects of changing dimensions</a>

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	9 3/4 – 3/8	<ul style="list-style-type: none"> <li>• Population Density</li> <li>• Assessment</li> </ul> <b>Chapter 11 Spatial Reasoning</b> <ul style="list-style-type: none"> <li>• 11.1 Solid geometry</li> <li>• Surface Area of Prisms and Cylinders</li> <li>• Surface Area of Pyramids and Cones</li> </ul>	<a href="#">11.1 Solid Geometry Surface Area</a>
	10 3/11 – 3/14	<ul style="list-style-type: none"> <li>• 11.4 Surface Area of Spheres</li> <li>• Similarity of Solids</li> <li>• Assessment</li> </ul>	<a href="#">11.4 Volume of Sphere Volume Formulas Review</a>

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	Week	Major Concepts / Topics	Possible Resources
Quarter 4 Mar 18 – May 24	1 3/18 – 3/22	<ul style="list-style-type: none"> <li>• <b>SPRING BREAK – NO SCHOOL</b></li> </ul>	
	2 3/25 – 3/29	<ul style="list-style-type: none"> <li>• 11.2 Volumes of prisms and cylinders</li> <li>• 11.3 Volumes of Pyramids and Cones</li> <li>• 11.4 Volume of spheres</li> <li>• Assessment</li> </ul> <b>Chapter 12 Circles</b> <ul style="list-style-type: none"> <li>• 12.7 Circles in the coordinate plane</li> </ul>	<a href="#">11.2 Volume of Cylinder</a> <a href="#">11.3 Volume of Cone</a>  <a href="#">12.7 Graphing circles on the coordinate plane</a>
	3 4/1 – 4/5	<ul style="list-style-type: none"> <li>• 12.1 Lines that intersect circles</li> <li>• 12.2 Arcs and Chords</li> <li>• 12.3 Sector area</li> </ul>	<a href="#">12.1 Tangent Lines</a> <a href="#">12.2 Arcs and Chords</a> <a href="#">12.3 Sector Area</a> <a href="#">Radians &amp; Degrees Conversion</a> <a href="#">12.3 Arc Length</a>
	4 4/8 – 4/12	<ul style="list-style-type: none"> <li>• 12.4 Inscribed angles</li> <li>• 12.5 Angle relationships and circles</li> </ul>	<a href="#">12.4 Inscribed angles</a>
	5 4/15 – 4/19	<ul style="list-style-type: none"> <li>• 12.6 Segment relationships in circles</li> <li>• Assessment</li> </ul>	<a href="#">12.6 Secant tangent product theorem</a>
	6 4/22 – 4/26	<ul style="list-style-type: none"> <li>• Standards Review</li> </ul>	
	7 4/29 – 5/3	<ul style="list-style-type: none"> <li>• Standards Review</li> </ul>	
	8 5/6 – 5/10	<ul style="list-style-type: none"> <li>• Standards Based Performance Tasks and Algebra Standards Review</li> </ul>	
	9 5/13 – 5/17	<ul style="list-style-type: none"> <li>• Standards Based Performance Tasks and Algebra Standards Review</li> </ul>	
	10 5/20 – 5/24	<ul style="list-style-type: none"> <li>• Final Exams</li> </ul>	

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.