

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Honor Geometry

2024

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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning that believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities that present **problem-solving through critical thinking**. Students will **use technology as a tool applying it to decision making**. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Honors Geometry is designed for the advanced math student. It differs from Advanced College Preparatory Geometry by its approach to geometry, its content, pace, and difficulty of the problems studied.

The honors course approach to geometry is based on the concept of proof. Principles of logical reasoning are introduced at the beginning of the year, even before the study of proof. Students develop their deductive reasoning skills throughout the course by providing informal justifications and by writing formal two-column and paragraph proofs. Most theorems studied are proven and students are challenged regularly with writing proofs in class and on assessments.

In addition, more topics are covered in Honors Geometry than in Advanced College Preparatory Geometry and at greater depth. Throughout each unit, students are also asked to recall and apply algebra skills that were mastered in Algebra I, such as solving linear equations, solving systems of linear equations, solving quadratic equations by factoring, and simplifying radical expressions. Algebra concepts and skills are interwoven with the geometry, challenging students to know how and when to apply such concepts. For this reason, Honors Geometry is open to 9th graders who meet the criteria for 8th to 9th grade placement posted on the Trumbull Public Schools website.

The problems studied throughout the year are more demanding than the problems assigned in ACP Geometry. The demands of the course are such because it is designed for students who have a strong mathematical background and ability and who wish to continue in the advanced mathematics sequence. These students are most likely planning to apply to competitive universities and they will need this type of learning to assist them in being admitted to these institutions of higher learning. This course will provide them with the content knowledge, critical thinking, and problem solving skills that will be expected of them. This course will also help them adjust to the workload that they will be expected to carry. Needless to say, students enrolled in this course should be highly self-motivated and have strong mathematical ability.

COURSE GOALS

The following course goals are from the 2010 Connecticut Common Core State Standards for Mathematics and apply to all units:

G-CO Prove Geometric Theorem

Prove theorems about lines and angles, triangles, and parallelograms.

G-CO Understand Congruence in Terms of Rigid Motions

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-SRT Prove Theorems Involving Similarity

Prove theorems about triangles. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

G-SRT Define Trigonometric Ratios and Solve Problems Involving Right Triangles

Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

G-C Understand and Apply Theorems about Circles

Prove that all circles are similar. Identify and describe relationships among inscribed angles, radii, and chords. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

G-C Find Arc Lengths and Areas of Sectors of Circles

Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

G-GPE Translate between the Geometric Description and the Equation for a Conic Section

Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

G-GPE Use Coordinates to Prove Simple Geometric Theorems Algebraically

Use coordinates to prove simple geometric theorems algebraically. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems. Find the point on a directed line segment between two given points that partitions the segment in a given ratio. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.

G-GMD Explain Volume Formulas and Use Them to Solve Problems

Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.

G-MGA Apply Geometric Concepts in Modeling Situations

Use geometric shapes, their measures, and their properties to describe objects.

N-Q Reason Quantitatively and Use Units to Solve Problems

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas

N-RN The Real Number System

Extend the properties of exponents to radical exponents. Use properties of rational and irrational numbers.

A-SSE Seeing Structure in Expressions

Interpret the structure of expressions. Write expressions in equivalent forms to solve problems.

A-APR Arithmetic with Polynomials and Rational Expressions

Perform arithmetic operations on polynomials. Understand the relationship between zeros and factors of polynomials.

A-CED Creating Equations

Create equations that describe numbers or relationships.

A-REI Reasoning with Equations and Inequalities

Understand solving equations as a process of reasoning and explain the reasoning. Solve equations and inequalities in one variable. Solve systems of equations. Represent and solve equations and inequalities graphically.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- technology can help them analyze, organize, and display data to support their conclusions.
- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.

Syllabus/Course Description

Course Name: Geometry

Course Level: Honors

Course Number: 2025

Prerequisites:

Honors Geometry is open to 9th graders who meet the criteria for 8th to 9th grade placement posted on the Trumbull Public Schools website.

Credit

This course is a one-credit, full-year course at Trumbull High School.

General Description of Course Content:

Geometry focuses on the development of inductive and deductive reasoning. It is designed to develop the eight standards of mathematical practice in students. The course includes a study of the tools of Geometry, formal proofs, parallel and perpendicular lines and the relationships between angles, triangle congruence, and the relationships between the sides and the angles of similar polygons. Geometry continues with the study of the area of polygons, volume and surface area of three-dimensional figures with an emphasis on real world applications, the study of relationships in triangles, quadrilaterals, right triangle trigonometry and the study of circles.

This honors level course is designed for the advanced math student. It differs from ACP Geometry in its approach, content, and level of difficulty. It strongly emphasizes the development of reasoning, inductive and deductive, through the concept of proof. SAT problems are also previewed. To succeed, students need to be highly self-motivated and have strong mathematical ability.

Assured Assessments

Formative assessments can include, but are not limited to:

- Warm-up problems
- Individual and group activities
- Homework
- Exit slips

Summative assessments can include, but are not limited to:

- Individual and group assessments
- Common mid- and end-of-unit assessments
- Common end-of-semester examination

Text and Supplementary Materials:

1. Geometry – Houghton Mifflin Company, 2004
2. TI-84+ graphing calculator, ruler
3. Chromebook or laptop
4. CSDE CCSS

<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/algebra-1>

5. CSDE CCSS

<https://portal.ct.gov/sde/ct-core-standards/materials-for-teachers/mathematics/connecticut-model-curriculum/geometry>

Unit P Prerequisite Material

Unit Goals

At the completion of this unit, students will be able to:

- Solve multi-step equations involving rational numbers.
- Solve systems of linear equations using algebraic methods
- Solve quadratic equations by factoring.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- 8EE 7. Solve linear equations in one variable.
 - a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
 - b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
- A.REI-B.4 Solve quadratic equations in one variable.
 - b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.
- A.SSE-B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
 - a. Factor a quadratic expression to reveal the zeros of the function it defines.

Unit Essential Questions

- How do I solve a multi-step equation?
- How do I solve a quadratic equation?

Unit Essential Vocabulary

Equation	Quadratic	Factor
Zeroes	Solve	Evaluate

Time Allotment

- 8 days - can be broken up

Unit 1

Points, Lines, Planes and Angles

Unit Goals

At the completion of this unit, students will be able to:

- Define and draw representations of points, lines, planes, collinear, coplanar, segments, and rays.
- Use symbols for lines, segments, rays, angles, measures, and distances.
- State and apply the Segments Addition Postulate and the Angle Addition Postulate.
- Recognize what can be concluded from a diagram.
- Use postulates and theorems related to points, lines, and planes.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.1.** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the definitions in the context of geometric figures.
- G-GPE.B.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
- G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
- G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Unit Essential Questions

- Why are *point*, *line*, and *plane* the undefined terms of geometry?
- How do you find the lengths of segments and measures of angles?
- What does it mean to bisect a segment or an angle?

Unit Essential Vocabulary

Point	Line	Plane	Space	Collinear
Coplanar	Segment	Ray	Opposite Rays	Midpoint
Bisector	Angle Bisector	Right, Acute, Obtuse, & Straight Angles		Complementary & Supplementary
Adjacent & Vertical Angles	Linear Pair			

Time Allotment

- 8 days

UNIT 2

Deductive Reasoning

Unit Goals

At the completion of this unit, students will be able to:

- Use conditional statements to identify hypothesis and conclusion, state the converse, use a counterexample, and write a biconditional statement.
- Know and use properties from algebra and properties of congruence.
- State and apply the Midpoint Theorem, Angle Bisector Theorem, Vertical Angle Theorem, Congruent Complement Theorem, Congruent Supplement Theorem, and perpendicular line theorems.
- Apply the definitions of complementary and supplementary angles and perpendicular lines.
- Know the kinds of reasons that can be used in proofs, plan proofs, and write two-column proofs.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.1.** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the definitions in the context of geometric figures.
- **G-CO.9.** Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
- **G-CO.10.** Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Unit Essential Questions - other questions?

- How and why is deductive reasoning used in geometric proofs?
- What conditions are sufficient and necessary to prove lines perpendicular?
- What conditions are sufficient and necessary to prove angles complementary, supplementary and congruent?
- How are the foundations of logical reasoning used to develop and prove conjectures?

Unit Essential Vocabulary

Conditional statement	Converse	Counterexample	Biconditional statement
Complementary angles	Supplementary angles	Vertical angles	Perpendicular lines

Time Allotment

- 14 days

UNIT 3

Parallel Lines & Planes

Unit Goals

At the completion of this unit, students will be able to:

- Distinguish between intersecting, parallel, and skew lines.
- Identify angles formed when two lines are cut by a transversal.
- State and apply postulate and theorems regarding two parallel lines cut by a transversal.
- Classify triangles according to sides and angles.
- State and apply the theorem and the corollaries about the sum of the measures of the angles of a triangle.
- Find the measures of interior angles and exterior angles of convex polygons and regular polygons.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.1.** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the definitions in the context of geometric figures.
- **G-CO.9.** Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
- **G-CO.10.** Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*

Unit Essential Questions

- What angles relationships are formed when two parallel lines are cut by a transversal?
- What does it mean to be perpendicular?
- How can you describe the relationships among the angles of a triangle? Of a polygon?
- What does it mean for a polygon to be *regular*?

Unit Essential Vocabulary

Parallel & Perpendicular	Skew	Transversal	Corresponding Angles
Interior & Exterior Angles	Same-Side Interior Angles	Acute, Right, Obtuse, & Equiangular Triangles	Scalene, Isosceles, & Equilateral Triangles
Alternate Interior Angles	Vertex	Regular Polygon	Auxiliary Line
Diagonal	Midsegment		

Time Allotment

- 11 days

UNIT 4

Congruent Triangles

Unit Goals

At the completion of this unit, students will be able to:

- Identify the corresponding parts of congruent figures and congruent triangles.
- Prove two triangles congruent by using the SSS, SAS, ASA Postulates and the AAS and HL Theorem.
- Deduce information after proving that two triangles are congruent.
- State and apply the theorems and corollaries about isosceles triangles.
- State and apply the theorem about a point on the perpendicular bisector of a segment and its converse.
- State and apply the theorem about a point on the bisector of an angle and its converse.
- State and apply definitions of the median and altitude of a triangle and the perpendicular bisector of a segment.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-SRT.5:** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G-CO.6.** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- **G-CO.7.** Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- **G-CO.8.** Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
- **G-CO.9.** Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
- **G-CO.10.** Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*

Unit Essential Questions

- What does it mean for triangles to be congruent?
- How do we show that triangles are congruent?
- How do we use congruent triangles to derive other geometric relationships?

Unit Essential Vocabulary

Congruent

Included side

Included Angle

Legs

Base

Base angle

Isosceles

Median

Altitude

Perpendicular bisector

Distance (from a point to
a line)

Time Allotment

- 13 days

UNIT 5

Quadrilaterals

Unit Goals

At the completion of this unit, students will be able to:

- Apply the definition of a parallelogram and the theorems about properties of a parallelogram.
- Apply the definitions and identify the special properties of a rectangle, rhombus, and a square.
- Apply the definitions and identify the properties of a trapezoid and an isosceles trapezoid.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.11.** Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*
- **G-CO.10.** Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
- **G-SRT.5.** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G-GPE.4.** Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle.

Unit Essential Questions

- How do you prove that a quadrilateral is a parallelogram?
- What are the similarities and differences of the special quadrilaterals?
- What is the hierarchy of quadrilaterals?

Unit Essential Vocabulary

Parallelogram	Rectangle	Rhombus	Square
Trapezoid	Isosceles Trapezoid	Base	Leg
Midsegment			

Time Allotment

- 8 days

UNIT 6

Similar Polygons

Unit Goals

At the completion of this unit, students will be able to:

- Express a ratio in simplest form.
- Solve for an unknown term in a given proportion.
- Using properties of proportions, express a given proportion in an equivalent form.
- State and apply the properties of similar polygons.
- Use the AA~ Postulate, the SAS~ Theorem, and the SSS~Theorem to prove triangles similar.
- Use similar triangles to deduce information about segments or angles.
- Apply the Triangle Proportionality Theorem and its corollary.
- State and apply the Triangle Angle-Bisector Theorem.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.4.** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- **G-SRT.2.** Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
- **G-SRT.3.** Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
- **G-SRT.4.** Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
- **G-SRT.5.** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Unit Essential Questions

- How do we know when two geometric figures are similar?
- What relationships can be found between the angles and the sides of similar triangles/polygons?
- How do we use similarity to prove relationships among figures or parts of figures?

Unit Essential Vocabulary

Ratio	Proportion	Extended proportion
Means & Extremes	Divided proportionally	Similar

Time Allotment

- 7-8 days

UNIT 7

Radicals

Unit Goals

At the completion of this unit, students will be able to:

- Simplify radical expressions.
- Understand and apply the key rules of radicals to simplify and evaluate expressions involving adding, subtracting, multiplying and dividing.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- 8EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
- **A-APR.1.** Add, subtract and multiply polynomials. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication.
- **A-SSE.2.** Use the structure of an expression to identify ways to rewrite it. For example, use the properties of exponents to simplify expressions involving radicals.
- N-RN.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Unit Essential Questions

- How do you simplify radical expressions?

Unit Essential Vocabulary

Radical	Square Root	Perfect Square
Rationalize the Denominator	Simplify	Radicand

Time Allotment

- 4-5 days

UNIT 8

Right Triangles

Unit Goals

At the completion of this unit, students will be able to:

- Determine the geometric mean between two numbers.
- State and apply the relationships that exist when the altitude is drawn to the hypotenuse of a right triangle.
- State and apply the Pythagorean Theorem, the converse of the Pythagorean Theorem and related theorems about obtuse and acute triangles.
- Determine the lengths of two sides of a 45° - 45° - 90° or a 30° - 60° - 90° triangle when the length of the third side is known.
- Define the tangent, sine, and cosine ratios for an acute angle.
- Solve right triangle problems by correct selection and use of the tangent, sine, and cosine ratios.
- Model real-life situations involving right triangles and select appropriate strategies to find missing sides or angles.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-SRT.4.** Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
- **G-SRT.5.** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
- **G-SRT.6.** Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
- G-SRT.7. Explain and use the relationship between the sine and cosine of complementary angles.
- **G-SRT.8.** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

Unit Essential Questions

- How can the Pythagorean Theorem be used to find missing side lengths of a right triangle?
- How can special right triangle relationships be used to find missing sides of 45° - 45° - 90° or a 30° - 60° - 90° triangles?
- What are trigonometric ratios?
- How can you use trigonometry to solve real world-problems?

Unit Essential Vocabulary

Geometric mean	Pythagorean Triple	Legs	Hypotenuse
Tangent	Sine	Cosine	Angle of depression/elevation

Time Allotment

- 12 days

UNIT 9

Circles

Unit Goals

At the completion of this unit, students will be able to:

- Describe and illustrate the following terms: circle, radius, diameter, chord, secant, tangent, point of tangency, minor and major arcs, semicircle, sphere, and interior and exterior points.
- Define and apply properties of arcs and central angles.
- Apply theorems about the chords of a circle to find the measures of arcs and central angles
- Solve problems involving inscribed angles.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-CO.1:** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the definitions in the context of geometric figures.
- **G-C.2.** Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
- **G-GPE.4.** Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.*
- G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
- G-C.1. Prove that all circles are similar.
- G-C.4. Construct a tangent line from a point outside a given circle to the circle.

Unit Essential Questions

- How are angles and intercepted arcs of circles related?
- How can the properties of tangent lines help find segment lengths and angle measures?

Unit Essential Vocabulary

Circle	Center	Radius	Diameter
Chord	Tangent	Point of Tangency	Secant
Sphere	Concentric	Inscribed in	Circumscribed about
Common Tangent	Central Angle	Minor & Major Arcs	Semicircle
Inscribed Angle	Intercepted Arc		

Time Allotment

- 10 days

UNIT 10

Areas of Plane Figures

Unit Goals

At the completion of this unit, students will be able to:

- Apply the formulas for the area of rectangles, parallelograms, triangles, rhombuses, trapezoids, regular polygons, and circles.
- Find the area of shaded regions which can be decomposed into squares, rectangles, parallelograms, triangles, rhombi, and trapezoids.
- Find the area of similar triangles.
- Find the arc length and area of the sector of a circle.
- Understand and apply the relationship between scale factors, perimeters and areas of similar figures.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-GPE.7.** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
- G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone using dissection arguments, Cavalieri's principle, and informal limit arguments.
- G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
- G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
- **G-SRT.5.** Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Unit Essential Questions

- How do you find the area of a plane figure?
- How do you find the length of an arc or the area of a sector of a circle?

Unit Essential Vocabulary

Apothem

Circumference

Sector of a Circle

Segment of a Circle

Time Allotment

- 10 days

UNIT 11

Areas & Volumes of Solids

Unit Goals

At the completion of this unit, students will be able to:

- Identify the parts of prisms, cylinders, pyramids, cones and spheres.
- Describe the following terms: edge, base, face, lateral face, lateral edge, and altitude of a solid, slant height, oblique solids, and right solids.
- Find the lateral areas, surface areas, and volumes of right prisms, right cylinders, pyramids and right cones.
- Find the volume and surface area of a composite of solids.
- Solve real world problems by using formulas for area and volume of solids.
- State and apply the properties of similar solids.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- **G-GMD.3.** Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
- G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone using dissection arguments, Cavalieri's principle, and informal limit arguments.
- G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
- G-GMD.2. Visualize relationships between two-dimensional and three-dimensional objects, which can help in understanding how to find the surface area and volume of composite solids.

Unit Essential Questions

- How do you find the surface area and volume of solids in the real-world?
- What are the similarities and differences of area and volume?

Unit Essential Vocabulary

Prism	Bases	Lateral Faces	Lateral Edges
Right & Oblique Prisms	Lateral Area	Total Surface Area	Cube
Pyramid	Slant Height	Cylinder	Cone
Similar Solids			

Time Allotment

- 9 days

UNIT 12

Coordinate Geometry

Unit Goals

At the completion of this unit, students will be able to:

- State and apply the distance, midpoint, and slope formulas.
- State and apply the general equation of a circle.
- Write the equations of a line given one point and the slope or two points.
- Graph lines from any form.

2010 Connecticut Common Core State Standards for Mathematics (Priority standards in bold)

- G-GPE.5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
- **G-CO.12.** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
- **G-GPE.4.** Use coordinates to prove simple geometric theorems algebraically.
- G-GPE.6. Use coordinates to prove geometric theorems involving lines and angles, including determining the equation of a line given a point and a slope or two points.
- **A-SSE.1.** Interpret expressions that represent a quantity in terms of its context. For example, interpret the structure of expressions such as $y = mx + b$ where m represents the slope and b represents the y -intercept.
- **A-SSE.3.** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Unit Essential Questions

- How do you write the equation of a line? Of a circle?
- How can you find the equation of a line parallel/perpendicular to a given line?
- How do you graph a circle?
- How do you find the distance and midpoint between two points?

Unit Essential Vocabulary

Slope Slope-Intercept Form Point-Slope Form Standard Form

Time Allotment

- 10 days

TPS VISION OF THE GRADUATE SKILLS AND DISPOSITIONS

TPS Vision of a Graduate



Critical Thinking & Problem Solving

The ability to use knowledge, facts, and data to effectively solve problems.

Innovation

The ability to look at something familiar and see new possibilities, which leads to curiosity about new learning and the desire to create something original or imaginative.

Communication

The ability to understand others and be understood for a variety of reasons and purposes.

Growth Mindset

The belief that one can improve their intelligence or skills through continued hard work and adapt when faced with challenges.

Collaboration

The qualities and competencies we use to collectively make progress toward common goals or outcomes.

Emotional Intelligence

The aptitude for identifying how and why a person is feeling the way they are and how to regulate and address those emotions.

Self-Efficacy

The belief that you are capable of successfully performing a task or managing a situation.

Integrity

The act of consistently doing the right thing even when it's hard or no one is looking.

Approved May 2022



ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Problem-Solving Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric

Trumbull High School School-Wide Problem Solving Through Critical Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	<ul style="list-style-type: none"> • Student demonstrates clear understanding of the problem and the complexities of the task 	<ul style="list-style-type: none"> • Student demonstrates sufficient understanding of the problem and most of the complexities of the task 	<ul style="list-style-type: none"> • Student demonstrates some understanding of the problem but requires assistance to complete the task 	<ul style="list-style-type: none"> • Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	<ul style="list-style-type: none"> • Student gathers compelling information from multiple sources including digital, print, and interpersonal 	<ul style="list-style-type: none"> • Student gathers sufficient information from multiple sources including digital, print, and interpersonal 	<ul style="list-style-type: none"> • Student gathers some information from few sources including digital, print, and interpersonal 	<ul style="list-style-type: none"> • Student gathers limited or no information
Reasoning and Strategies X_____	<ul style="list-style-type: none"> • Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies 	<ul style="list-style-type: none"> • Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies 	<ul style="list-style-type: none"> • Student demonstrates some critical thinking skills to develop a plan integrating some strategies 	<ul style="list-style-type: none"> • Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	<ul style="list-style-type: none"> • Solution shows deep understanding of the problem and its components • Solution shows extensive use of 21st-century technology skills 	<ul style="list-style-type: none"> • Solution shows sufficient understanding of the problem and its components • Solution shows sufficient use of 21st-century technology skills 	<ul style="list-style-type: none"> • Solution shows some understanding of the problem and its components • Solution shows some use of 21st-century technology skills 	<ul style="list-style-type: none"> • Solution shows limited or no understanding of the problem and its components • Solution shows limited or no use of 21st-century technology skills

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> • Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> • Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> • Establishes a purpose • Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> • Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> • Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions 	<ul style="list-style-type: none"> • Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions 	<ul style="list-style-type: none"> • Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions 	<ul style="list-style-type: none"> • Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> • Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> • Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> • May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> • Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> • Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning 	<ul style="list-style-type: none"> • Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	<ul style="list-style-type: none"> • Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work 	<ul style="list-style-type: none"> • Student demonstrates initiative by generating appropriate questions, creating original projects/work 	<ul style="list-style-type: none"> • Student demonstrates some initiative by generating questions, creating appropriate projects/work 	<ul style="list-style-type: none"> • Student demonstrates limited or no initiative by generating few questions and creating projects/work
Independent Research & Development X_____	<ul style="list-style-type: none"> • Student is analytical, insightful, and works independently to reach a solution 	<ul style="list-style-type: none"> • Student is analytical, and works productively to reach a solution 	<ul style="list-style-type: none"> • Student reaches a solution with direction 	<ul style="list-style-type: none"> • Student is unable to reach a solution without consistent assistance
Presentation of Final Product X_____	<ul style="list-style-type: none"> • Presentation shows compelling evidence of an independent learner and thinker • Solution shows deep understanding of the problem and its components • Solution shows extensive and appropriate application of 21st-century skills 	<ul style="list-style-type: none"> • Presentation shows clear evidence of an independent learner and thinker • Solution shows adequate understanding of the problem and its components • Solution shows adequate application of 21st-century skills 	<ul style="list-style-type: none"> • Presentation shows some evidence of an independent learner and thinker • Solution shows some understanding of the problem and its components • Solution shows some application of 21st-century skills 	<ul style="list-style-type: none"> • Presentation shows limited or no evidence of an independent learner and thinker • Solution shows limited or no understanding of the problem and its components • Solution shows limited or no application of 21st-century skills

HONORS GEOMETRY
TEACHER SCOPE AND SEQUENCE PACING GUIDE*

Timeline	Unit of Study	Content Descriptors Students will be able to...	Assessments
Unit P (~8 days) (can be split)	Algebra Review	<ol style="list-style-type: none"> 1) Simplify complex fractions. 2) Solve linear equations and identify special cases. 3) Solve proportions. 4) Solve systems of equations using elimination and substitution. 5) Solve quadratic equations by factoring. 	Quiz on summer packet selected topics
Unit 1 (~8 days)	Points, Lines, Planes & Angles Chapter 1: 1-1, 1-2, 1-3, 1-4, 1-5	<ol style="list-style-type: none"> 1) Describe and illustrate the following terms: point, line, plane space, collinear points, coplanar points. 2) Use postulates and theorems relating points, lines, and planes. 3) Describe and illustrate segments, rays, opposite rays, and distances. 4) State and use the Segment Addition Postulate. 5) Calculate the distance and midpoint between points on a number line. 6) Define and illustrate the midpoint of a segment, the bisector of a segment, and congruent segments. 7) Define, name, and illustrate an angle, an angle bisector, and congruent angles. 8) State and use the Angle Addition Postulate. 9) Identify the following angles or pairs of angles: right, acute, obtuse, complementary, supplementary, adjacent, straight, vertical, and linear pair. 10) Describe and illustrate the perpendicular bisector of a segment. 	Quiz on 1-1 to 1-3 Chapter 1 Test
Unit 2 (~13 days)	Deductive Reasoning Chapter 2: 2-1, 2-2, 2-3, 2-4, 2-5, 2-6	<ol style="list-style-type: none"> 1) Use conditional statements to identify hypothesis and conclusion, state the converse, and use a counterexample. 2) Understand the meaning of and write a biconditional. 3) Use properties from algebra and properties of congruence in proofs. 4) Use the Midpoint Theorem and the Angle Bisector Theorem. 	Quiz on 2-1 to 2-3 Chapter 2 Test

		<ol style="list-style-type: none"> 5) Know the kinds of reasons that can be used in proofs. 6) Apply the definitions of complementary and supplementary angles and perpendicular lines. 7) Given the measures of angles as algebraic expressions, find the measures of the complement and supplement of an angle. 8) State and use the theorem about vertical angles. 9) State and apply the theorems about angles supplementary to, or complementary to, congruent angles. 10) Plan proofs and write them in a two-column deductive form to prove geometric conjectures. 	
<p>Unit 3 (~12 days)</p>	<p>Parallel Lines & Planes</p> <p>Chapter 3: 3-1, 3-2, 3-3, 3-4, 3-5</p> <p>*Review solving systems of linear equations and factoring</p>	<ol style="list-style-type: none"> 1) Distinguish between intersecting lines, parallel lines, and skew lines. 2) Identify the angles formed when two lines are cut by a transversal. 3) Describe the following terms and identify them in a diagram: parallel lines, transversal, skew lines, interior angles, exterior angles, alternate interior angles, same-side interior angles, and corresponding angles. 4) Determine if two lines are parallel given conditions using corresponding angles, alternate interior angles, or same-side interior angles. 5) Classify triangles according to sides and to angle measures. 6) State and apply the exterior angle theorem of a triangle. 7) Find the measures of interior angles and exterior angles of convex polygons and regular polygons. 	<p>Quiz on 3-1 to 3-3 Chapter 3 Test</p>
<p>Unit 4 (~12 days)</p>	<p>Congruent Triangles</p> <p>Chapter 4: 4-1, 4-2, 4-3, 4-4, 4-5, 4-6, 4-7</p>	<ol style="list-style-type: none"> 1) Identify the corresponding parts of congruent figures. 2) Prove two triangles congruent by using the SSS, SAS, and ASA Postulates and the AAS and HL Theorems. 	<p>Quiz on 4-1 to 4-3 Quiz on 4-4 to 4-6 Chapter 4 Test</p>

		<ol style="list-style-type: none"> 3) Deduce information about segments and angles after proving that two triangles are congruent. 4) Identify the corresponding parts of congruent triangles and use congruent triangles to prove corresponding parts congruent. 5) Describe how to measure the distance from a point to a line and calculate that distance. 6) Prove two triangles congruent by first proving two other triangles congruent. 7) Apply the definitions of the median and the altitude of a triangle and the perpendicular bisector of a segment. 8) State and apply the theorem about a point on the perpendicular bisector of a segment, and the converse. 9) State and apply the theorem about a point on the bisector of an angle, and the converse. 	
Unit 5 (~11 days)	Quadrilaterals Chapter 5: 5-1, 5-2, 5-3, 5-4, 5-5	<ol style="list-style-type: none"> 1) Apply the definition of a parallelogram and the theorems about properties of a parallelogram. 2) Apply the definitions and identify the special properties of a rectangle, rhombus, and a square. 3) Prove that certain quadrilaterals are parallelograms. 4) Apply the midsegment theorem for triangles. 5) Apply the definitions and identify the properties of a trapezoid and an isosceles trapezoid. 6) Apply the properties of the midsegment of a trapezoid to calculate length of segments and angle measurements. 	Quiz on 5-1 to 5-3 Chapter 5 Test
2-3 days	Midterm Exam Review		Midterm Exam
Unit 6 (~11 days)	Similar Polygons Chapter 7: 7-1, 7-2 , 7-3, 7-4, 7-5, 7-6 *Include algebra review prior to 7-3	<ol style="list-style-type: none"> 1) Express a ratio in simplest form. 2) Solve for an unknown term in a proportion. 3) Using properties of proportions, express a given proportion in an equivalent form. 4) State and apply the properties of similar polygons. 5) Find the dimensions of diagrams drawn to 	Quiz on 7-1 to 7-3 Chapter 7 Test

		<p>scale.</p> <ol style="list-style-type: none"> 6) Find the lengths of segments of similar triangles by using proportions and algebra. 7) Determine if two figures are similar by using proportions. 8) Use the AA~ Postulate, SAS~ and SSS~ Theorems to prove triangles similar. 9) Use the ratio of altitudes, medians, angle bisectors, and perimeters to find measures of segments of triangles. 10) Prove corresponding parts of triangles are proportional by using similar triangles. 11) Describe the ratios formed when the altitude is drawn to the hypotenuse in a right triangle. 12) Use similar triangles to deduce information about segments or angles. 13) State and apply the Triangle Proportionality Theorem and its corollary; the Triangle Angle-Bisector Theorem 14) Apply the properties of similar triangles to real world problems. 	
Unit 7 (4-5 days)	<p>Simplifying Radicals</p> <p>*Include variables in the radicands, operations on radicals, & rationalizing the denominator</p>	<ol style="list-style-type: none"> 1) Simplify single radical expressions with and without variables. 2) Multiply radical expressions. 3) Add and subtract radical expressions. 4) Divide and rationalize radical expressions. 	Quiz on Simplifying Radicals
Unit 8 (~12 days)	<p>Right Triangles</p> <p>Chapter 8: 8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7</p>	<ol style="list-style-type: none"> 1) Determine the geometric mean between two numbers. 2) State and apply the relationships that exist when the altitude is drawn to the hypotenuse of a right triangle. 3) State and apply the Pythagorean Theorem. 4) State and apply the converse of the Pythagorean Theorem and related theorems about obtuse and acute triangles. 5) Solve for segment lengths of squares and rectangles by using the Pythagorean Theorem. 6) Determine the lengths of two sides of a $45^\circ-45^\circ-90^\circ$ or a $30^\circ-60^\circ-90^\circ$ triangle when the length of the third side is known. 7) Define the tangent, sine and cosine ratios for an acute angle. 	Quiz on 8-1 to 8-4 Chapter 8 Test

		8) Solve right triangle problems by correct selection and use of the tangent, sine and cosine ratios. 9) Apply the Pythagorean Theorem and properties of special right triangles to real world problems. 10) Identify the angles of depression and elevation within real world problems. 11) Solve real world problems by using angles of elevation and depression along with the application of trigonometric ratios.	
Unit 9 (~10 days)	Circles Chapter 9: 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7	1) Describe and illustrate the following terms: circle, radius, diameter, chord, secant, tangent, point of tangency, minor and major arcs, semicircle, sphere, great circle, and interior and exterior points. 2) Define and illustrate: inscribed in and circumscribed about 3) Apply theorems that relate tangents and radii. 4) Define and apply properties of arcs and central angles. 5) Solve problems involving inscribed angles.	Quiz on 9-1 to 9-4 Chapter 9 Test
Unit 10 (~10 days)	Areas of Plane Figures Chapter 11: 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7	1) Understand the concept of the area of a polygon. 2) Understand and apply the area postulates and formulas of rectangles, parallelograms, triangles, rhombuses, trapezoids, and regular polygons. 3) Find the area of shaded regions which can be decomposed into squares, rectangles, parallelograms, triangles, rhombuses, and trapezoids. 4) Find the area of similar triangles. 5) Know and use formulas for the circumferences and areas of circles that are derived from the perimeter and area formulas for regular polygons. 6) Describe how the area changes with a proportional change in dimensions of a figure. 7) Find the area and circumference of circles	Quiz on 11-1 to 11-4 Chapter 11 Test

		<p>and shaded circular regions using an additive or subtractive process.</p> <p>8) Know and use formulas for arc length and the areas of sectors of a circle.</p> <p>9) Find the ratio of areas of two triangles.</p> <p>10) Understand and apply the relationship between scale factors, perimeters and areas of similar figures.</p>	
Unit 11 (~10 days)	<p>Areas & Volumes of Solids</p> <p>Chapter 12: 12-1, 12-2, 12-3, 12-4, 12-5</p>	<p>1) Identify the parts of prisms, cylinders, pyramids and cones.</p> <p>2) Describe the following terms: edge, base, face, lateral face, lateral edge, and altitude of a solid, slant height and regular solids.</p> <p>3) Find the lateral areas, surface areas, and volumes of right prisms, right cylinders, pyramids and right cones.</p> <p>4) Find the surface area and volume of a sphere.</p> <p>5) Find the volume and surface area of a composite of solids.</p> <p>6) Solve real world problems by using formulas for area and volume of solids.</p> <p>7) State and apply the properties of similar solids.</p>	<p>Quiz on 12-1 to 12-3</p> <p>Chapter 12 Test</p>
Unit 12 (~11 days)	<p>Coordinate Geometry</p> <p>Chapter 13: 13-1, 13-2, 13-3, 13-5, 13-6*, 13-7*</p> <p>*if time allows</p>	<p>1) State and apply the midpoint, distance, and slope formulas.</p> <p>2) State and apply the general equation of a circle.</p> <p>3) Determine whether two lines are parallel, perpendicular, or neither.</p> <p>4) Identify the slope and y-intercept of the line specified by a given equation.</p> <p>5) Draw the graph of the line specified by a given equation.</p> <p>6) Write an equation of a line when given either one point and the slope of the line, or two points on the line.</p> <p>7) Determine the intersection of two lines by graphing and algebraically.</p>	<p>Quiz on 13-1 to 13-5 (no 13.4)</p> <p>Chapter 13 Test</p>
2-3 days	Final Exam Review		Final Exam

*This pacing guide is based on a Drop 2 Bell Schedule with approximately 59 minute class times.