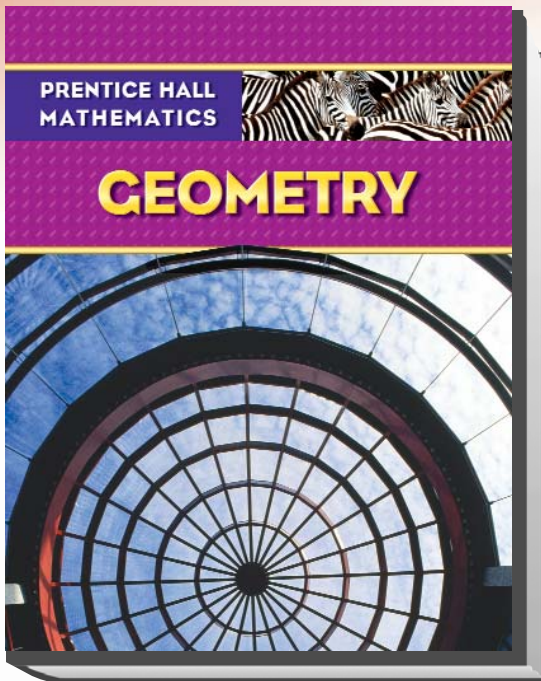


Grades 9-12

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C O R R E L A T E D T O

Idaho Content Standards for Geometry

Grades 9-12

PEARSON

TEACH & LEARN • ASSESS & INFORM • DEVELOP & LEAD

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Idaho Content Standards for Geometry
(Grades 9-12)

Prentice Hall Mathematics, Geometry Program Organization

Prentice Hall Mathematics supports student comprehension of the mathematics by providing well organized sequence of the content, structure of the daily lesson, systematic direct instruction, and teacher support provided for each lesson.

Content Sequence - Prentice Hall is organized with the goal of addressing all of the mathematics standards through direct and effective instruction, building concept upon concept, skill upon skill in an order that is pedagogically sound. The Table of Contents shows the smooth flow of the book, with prerequisite skills and concepts presented before the more complex topics that depend on them.

Starting the Chapter - Every chapter begins by reviewing the previous standards that have been learned and over viewing the standards that will be covered in the chapter. New Vocabulary is identified to prepare students for the chapter. Finally, *Check Your Readiness* questions assess student understanding of necessary prerequisite skills and identifies which lesson they can go to for any necessary remediation.

Lesson Organization - The daily lesson is structured and presented in a consistent format that enables teachers to effectively present the content and monitor student understanding.

- The **Instant Check System** is a system of assessments that helps ensure standards mastery. It is comprised of assessments to use before, during, and after instruction so teachers can easily and effectively monitor student understanding.
 - Each lesson begins with *Check Skills You'll Need* to ensure students have the necessary prerequisite skills for success in the lesson. A Go for Help reference directs them to a previous lesson if remediation is necessary.
 - *Check Skills* questions after every single example provide a way to check student understanding during instruction.
 - Finally, *Checkpoint Quizzes* occur after instruction to continually monitor student progress.
- **Daily Standards Practice** is provided with a comprehensive exercise set following every lesson. Each exercise set is leveled to ensure a variety of practice. **Test Prep and Mixed Review** ensures students also have a daily opportunity to practice concepts and skills previously mastered.

Concluding the Chapter - The following features conclude each chapter, providing opportunities for students to review all standards and demonstrate mastery. This part of the systematic instruction provides regular opportunities for review and practice and ensures focus on and mastery of the Standards.

- **Chapter Review** – The Chapter Review serves as a chapter study guide for students by reviewing the key concepts covered in each lesson and providing an opportunity to practice. In addition, key vocabulary is reviewed.
- **Chapter Test** – Students demonstrate their understanding of the entire chapter by completing this practice chapter test.
- **Standardized Test Prep Cumulative Practice** – This provides a regular opportunity for students to practice and demonstrate mastery of all the standards that have been covered. If remediation is necessary, students are directed to a previous lesson where each concept was taught.

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Assessment

Prentice Hall Mathematics provides teachers with the assessment tools needed to inform instruction and document student progress.

The **Progress Monitoring Assessments** contains all the program assessments needed to evaluate student understanding, monitor student progress, and inform future instruction. The following assessments are included:

- **Formative Assessments**
 - Screening Test – check student readiness at the beginning of the school year
 - Benchmark Tests – monitor student progress
 - Test-Taking Strategy Practice Masters – provide opportunities to improve problem-solving skills
- **Summative Assessments** – *All the summative assessments are provided in two forms – on-level and basic versions. Both forms fully assess student progress on the course content, but the basic versions have been modified for special needs students.*
 - Quarter Tests – on-level and basic versions
 - Mid-Course Tests – on-level and basic versions
 - Final Tests – on-level and basic versions

The **Test Preparation Workbook** contains review lessons and multiple-choice practice tests.

Technology, such as the **ExamView® CD-ROM**, allows teachers to create customized assessment, with all test items correlated to state standards.

Universal Access

Prentice Hall Mathematics provides better solutions for meeting the needs of every student in the classroom. Universal Access can be fostered by modifying instruction to address individual needs, and provided adapted resources when appropriate. Prentice Hall uses a systematic method for labeling and identifying resources and instructional support. This consistency helps teachers easily identify and choose the appropriate support for specific populations of students. The Teacher's Edition provides universal access strategies in detailed daily lesson plans, and daily teaching notes to help differentiate the lesson for all learners, including special needs, below level, advanced and English Language Learners. Chapter-level support pages provide teachers with an easy-to-read overview of the chapter resources available and suggest ways in the instructional lesson to use the resources. Key ancillaries to support universal access include the All-in-One Teaching Resources and the All-in-One Student Workbooks. The Teaching Resources include leveled practice for every lesson and daily activity labs. The All-in-One Student Workbook, available as both on-level and adapted for special needs, includes daily notetaking, daily practice, daily guided problem solving, and vocabulary support.

Instructional Planning and Support

Prentice Hall Mathematics is designed to provide teachers the tools needed to effectively and easily implement the program in the classroom.

A Road Map for Planning the Year - A Leveled Pacing Chart is provided in the Teacher's Edition that lays out a plan for teaching all the mathematics content standards. It suggests time to spend on each Chapter, and offers support for adjusting the instruction to meeting the pacing needs of all students.

Planning a Chapter - The Teacher's Edition begins each chapter with a series of planning pages. These pages provide an overview of the chapter and make it easy to determine how to individualize lessons for specific students.

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Planning Daily Instruction - Teachers can use a variety of program materials to organize their teaching. The primary planning tools are the Teacher's Edition and the Teacher Center Planning CD-ROM. The Teacher's Edition includes step-by-step, daily support for directing instruction. Support is organized systematically around a 4-step teaching plan of Plan, Teach, Practice, and Assess/Reteach.

Instructional Tools to Plan, Teach, and Assess:

- **Core Components**
 - **Student Edition** – Thorough coverage of the standards, with built-in assessments and ongoing student support
 - **Teacher's Edition** – Provides comprehensive support for planning, teaching, and providing Universal Access
- **Teacher Support**
 - **All-in-One Teaching Resources** - All teaching resources are in one convenient place. Includes leveled practice, chapter projects, alternative assessments, cumulative reviews, guided problem solving masters, and vocabulary support.
 - **Progress Monitoring Assessments** – Provides support for formative and summative assessment, with comprehensive resources for monitoring progress on the standards.
 - **Test Preparation Workbook** – Provides instruction and practice on specific test taking strategies.
 - **Teacher Center CD-ROM** – The one-stop solution for planning, teaching, and assessing. The following resources are part of the Teacher Center:
 - **Planning CD-ROM** – Powerful lesson planning software, Teacher's Edition, and Teaching Resources.
 - **Presentation CD-ROM** – Complete support for digital presentations of lessons including videos, activities, stepped-out examples, quick check assessments, and online active math
 - **MindPoint Quiz Show** – Animated game show review for chapter level mathematics
 - **ExamView Test Generator CD-ROM** – Allows teachers to quickly and easily generate tests correlated to the standards.
- **Student Support**
 - **All-in-One Student Workbook** –
 - Structured daily notetaking pages for every lesson
 - Practice for every lesson
 - Guided problem solving pages for every lesson with scaffolded questions
 - Vocabulary and study skills focusing on key mathematical vocabulary
 - **All-in-One Student Workbook, Adapted Version** – Adapted for special needs students. Includes all the resources in the regular All-in-One Student Workbooks, in an adapted form.
 - **Student Center Online** – Complete interactive textbook with videos built-in at point-of-use, digital activities, stepped-out examples, vocabulary support – and more. Also includes the All-in-One Student Workbooks.
 - **Companion Websites** - Grants instant access to a wealth of resources to support learning including vocabulary quizzes, lesson quizzes, data updates, tutorials, chapter tests, and homework video tutors.
- **Transparency Package**
 - **Classroom Aid Transparencies** - Full-color multi-use transparencies such as graphs, fraction strips, and manipulatives
 - **Additional Examples on Transparencies**
 - **Daily Skills Check and Lesson Quiz Transparencies**
 - **Standards Review Transparencies**
 - **Student Edition Answers on Transparencies**

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IDAHO CONTENT STANDARDS FOR GEOMETRY	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
IDAHO MATHEMATICS	
GEOMETRY	
CONTENT STANDARDS	
Students are expected to know content and apply skills from Algebra I and prior math courses.	
Mathematical reasoning and problem solving processes will be incorporated throughout all mathematics standards. Students will demonstrate knowledge and communicate mathematical thinking through words, numbers, symbols, charts, graphs, tables, diagrams, and models.	
Maintenance Concepts should have been taught previously and are important foundational concepts that will be applied in this course. Continued facility with and understanding of the Maintenance Concepts is essential for success in the objectives for this course.	
Objectives provide the focus for this course. They will be taught using a variety of methods and applications so that students attain a deep understanding of these concepts and are able to apply them to solve real-world problems.	
Skill Statements provide clarity and direction to achieve each objective. Students need to demonstrate proficiency in these skills upon completion of this course.	
The appropriate use of technological tools is encouraged to assist students in solving problems and the formation and testing of conjectures.	
Standard 1: Number and Operation	
Maintenance Concepts for Standard 1	
<ul style="list-style-type: none"> Use ratios, including π, and proportions to solve problems. 	SE/TE: 368 (Example 4, Quick Check 4), 369 (#21-25), 370 (#43-44, 66), 374, 375 (Example 5, Quick Check 5), 376 (#13-20, 27-28), 377 (#31, 33, 40-47), 378 (#55b, 56a), 379 (Checkpoint Quiz 1 #6, 9-10), 384 (Example 3, Quick Check 3), 385 (Example 4, Quick Check 4), 386 (#10-19), 387 (#21, 28), 388 (#48b), 393, 394 (#15-21, 23a), 395 (#34-46, 49-51), 396 (#57-58, 59b), 399-400, 401 (#8-16, 25-28), 402 (#29), 403 (#40-43, 47-50, 51b), 404 (Checkpoint Quiz 2 #1-10), 405, 406, 408 (#18-19), 409 (#30-38), 410 (#4-6, 12-13, 18-21, 23-24), 414 (#8-11), 553-558, 568 (Example 4, Quick Check 4), 569 (Example 5, Quick Check 5), 570 (#27-39), 571 (#54-57, 59, 60a), 572 (#63-66, 68, 71), 573 (#72-75), 575-580, 587 (#52-54), 591 (#30-33), 592 (#17-23), 593 (#6, 11-12), 596 (#11-12), 638-643, 644 (#61-62, Checkpoint Quiz 2 #2-4, 9-10), 646-651, 654 (#13), 655 (#15, 17, 19, 23-30), 656 (#11-13, 17b, 21-22), 728 (#1-10), 729 (#19-22, 24-28)
<ul style="list-style-type: none"> Classify real numbers as rational or irrational. 	SE/TE: 62 High School Mathematics Skills Review and Practice: 18, 27

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IDAHO CONTENT STANDARDS FOR GEOMETRY	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<ul style="list-style-type: none"> Distinguish between exact and approximate values of irrational numbers. 	SE/TE: 62-66, 74, 76-77, 418, 420, 422, 426-427, 568-573, 576-580, 583-587, 591-593, 539-644, 647, 649, 651 (Mixed Review #44-46), 654-656 High School Mathematics Skills Review and Practice: 18, 27
<ul style="list-style-type: none"> Approximate the location of an irrational number on a number line. 	<i>An opportunity to address this standard can be found on:</i> High School Mathematics Skills Review and Practice: 18, 27
<ul style="list-style-type: none"> Use appropriate methods to estimate answers and know if they are reasonable. 	SE/TE: 62-66 (#41-45), 549 (#25d), 557 (#33c, 39c), 581 (#3), 612 (#17), 627 (Example 4)
<ul style="list-style-type: none"> Select a suitable method of computing from mental mathematics, paper and pencil, calculators, or computers. 	<i>Multiple methods of computing are used throughout the text. See, for example:</i> SE/TE: 54-59, 63-68, 260-264, 267-268, 367-370, 374-378, 384-386, 393, 399-400, 426, 428, 433-437, 440, 534-539, 540-545, 546-551, 575-580, 608-614, 617-623, 624-630, 631-637, 638-644
<ul style="list-style-type: none"> Simplify radicals containing radicands which are not perfect numbers. 	SE/TE: 390, 392, 394-395, 409-410, 418, 420, 428, 430, 461-462, 464, 755 (Example 1b, #1-3)
<ul style="list-style-type: none"> Find exact and approximate values for radicals. 	SE/TE: 54, 56-58, 59 (#9-10), 63, 67, 68, 73, 372, 378 (#51c), 390, 392, 394-395, 409-410, 418, 420, 428, 430, 453, 461-462, 464, 753 (Example 2, #9-16)
Goal 1.1: Understand numbers, ways of representing numbers, relationships among numbers, and number system.	
Objective(s): By the end of Geometry, the student will be able to:	
G.1.1.1 Compare and contrast the properties of numbers and number systems within the real number system to include rational and irrational numbers.	SE/TE: 62 High School Mathematics Skills Review and Practice: 18, 27 For additional coverage, see Prentice Hall Mathematics, Algebra 1.
Goal 1.2: Understand meanings of operations and how they relate to one another.	
No objectives at this course level.	
Goal 1.3: Compute fluently and make reasonable estimates.	
Objective(s): By the end of Geometry, the student will be able to:	
G.1.3.1 Judge the reasonableness of numerical computations and their results.	SE/TE: 549, 748 <i>Additional numerical computations are found throughout the text. See, for example:</i> SE/TE: 54-59, 63-68, 260-264, 267-268, 367-370, 374-378, 384-386, 393, 399-400, 426, 428, 433-437, 440, 534-539, 540-545, 546-551, 575-580, 608-614, 617-623, 624-630, 631-637, 638-644

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Idaho Content Standards for Geometry
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IDAHO CONTENT STANDARDS FOR GEOMETRY	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Skill Statements	
The student will be able to:	
1. Define and explain the meaning of π as the ratio of the circumference of a circle to its diameter.	SE/TE: 568
2. Recognize π as an irrational number.	SE/TE: 568
3. Use 3.14 and/or $\frac{22}{7}$ as an approximation for π .	SE/TE: 568 (Example 4, Quick Check 4), 570 (#33), 571 (#57, 59, 60a), 572 (#66, 69), 573 (#72, 75), 576 (Example 1, Quick Check 1-2), 577 (Example 3, Quick Check 3, #5-6), 578 (#17-21, 28), 579 (#31, 40c), 580 (#43), 587 (#51b), 591 (#32-33), 592 (#19-20), 735 (#30, 35), 611 (Example 4, Quick Check 4), 612 (#13-15), 613 (#22), 614 (#44-45), 620 (Example 4, Quick Check 4), 621 (#11-13, 23), 622 (#29, 35, 44-45), 623 (#51), 626 (Quick Check 3b), 628 (#13, 15, 23a), 629 (#28, 34-35), 630 (#38, 42, 46), 633, 634 (Example 4, Quick Check 4), 635 (#14-15), 636 (#28, 33b, 34, 36), 637 (#43), 638 (Check Skills You'll Need #1-6)
4. Use appropriate methods to estimate answers and know if they are reasonable.	SE/TE: 66 (#41-45), 540 (Example 1), 544 (#36), 549 (#25d), 557 (#33c, 39c), 581 (#3), 612 (#17), 627 (Example 4)
Suggested vocabulary and symbols π , radical, irrational	
Standard 2: Concepts and Principles of Measurement	
Maintenance Concepts for Standard 2	
<ul style="list-style-type: none"> Understand both metric and customary systems of measurement. 	<p><i>Addressed throughout the text. See, for example:</i></p> <p>SE/TE: 62 (Example 1, Quick Check 1), 64, 65 (#1-15, 20-32), 86 (#68-71), 262 (#20), 263 (#21), 268 (#31), 293 (#28), 299 (#33-42), 311 (#68-70), 366 (Example 1, Quick Check 1), 370 (#43-44, 48-52, 66), 374 (Example 4, Quick Check 4), 375 (Example 5, Quick Check 5), 387 (#21, 28), 395 (#38), 401 (#25-28), 420 (#16-17), 421 (#32), 446, 447 (#9-15, 17), 462 (#28), 540 (Example 1, Quick Check 1), 547, 632-633, 634 (Example 4, Quick Check 4, #1-13), 766</p>
<ul style="list-style-type: none"> Understand relationships among units and convert from one unit to another. 	SE/TE: 574, 628 (#23b), 747
<ul style="list-style-type: none"> Understand, select, and use units of appropriate size and type to measure angles, perimeter, area, surface area, and volume. 	SE/TE: 37 (Example 2, Quick Check 2), 40 (#9-12), 49 (#33b), 543 (#19), 746 (#1-2)

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IDAHO CONTENT STANDARDS FOR GEOMETRY	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<ul style="list-style-type: none"> Use appropriate methods and units to estimate measurements. 	SE/TE: 36-37, 40-42, 52, 66 (#41-45), 76-77, 412-413, 416, 444, 549 (#25d), 557 (#33c, 39c), 581 (#3), 612 (#17), 627 (Example 4)
<ul style="list-style-type: none"> Select and apply techniques and tools to accurately find length, area, volume, and angle measures to appropriate levels of precision. 	SE/TE: 37, 40 (#9-12), 534-539, 540-545, 546-551, 559-563, 565, 575-580, 587 (#52-54), 590 (#6-14, 19-25), 591 (#26-33), 592 (#1-6, 9-23), 624-630, 631-637, 644 (#60-63, 65-67, Checkpoint Quiz 2 #1-9), 654 (#12-14), 655 (#15-20, 23-27), 656 (#8-15, 17b), 736 (#16-19), 737 (#20-35)
<ul style="list-style-type: none"> Select and use formulas to determine the circumference and area of circles, perimeters and areas of triangles and quadrilaterals. 	SE/TE: 62-63, 64 (Example 5, Quick Check 5), 65, 66 (#33-36, 39a-39b, 48-49), 67 (#53-54, 57, 63, 66-68), 73 (#39-40, 42-44), 74 (#18-21, 31), 534-539, 540-545, 546 (Check Skills You'll Need #1-3), 548 (#11, 13-14, 17-18), 549 (#31, 33), 551 (Checkpoint Quiz 1 #1-5, 7-9), 561 (Example 3, Quick Check 3), 562 (#11-17, 18a, 21-22), 570 (#27-32), 571 (#60a), 575 (Check Skills You'll Need #3-4), 577 (#1-4), 578 (#28), 560 (Checkpoint Quiz 2 #6), 587 (#52), 590 (#6-12, 23-25), 592 (#1-4, 9-10), 717 (#49, 51), 734 (#1-9, 11-12), 735 (#20-23, 26-29)
<ul style="list-style-type: none"> Develop strategies to determine the areas of irregular shapes. 	SE/TE: 64 (Example 6, Quick Check 6), 66 (#37-38, 41), 67 (#56), 73 (#41), 537 (#10a), 538 (#34-36), 578 (#25-27), 579 (#35-40), 580 (#43), 592 (#22-23)
<ul style="list-style-type: none"> Solve problems involving scale factors, rates, ratios, and proportions. 	SE/TE: 364 (#1-4), 366-370, 373-378, 379 (#57-59, Checkpoint Quiz 1 #1-10), 384 (Example 3, Quick Check 3), 385 (Example 4, Quick Check 4), 386 (#10-19), 387 (#21, 28, 30-39), 388 (#48b), 391-396, 397, 398-403, 404 (#52-55, Checkpoint Quiz 2 #3-10), 405, 406, 407-409, 410 (#1-6, 12-13, 18-21, 23-24), 414 (#8-11), 553-558, 564 (#43), 580 (Checkpoint Quiz 2 #1-3), 590 (#15-18), 592 (#7-8), 646-651, 655 (#29-30), 656 (#21-22), 728 (#1-10), 729 (#19-22, 24-28, 30), 734 (#15-18), 737 (#37-41)
Goal 2.1: Understand measurable attributes of objects and the units, systems, and processes of measurement.	
Objective(s): By the end of Geometry, the student will be able to:	
G.2.1.1 Make decisions about units that are appropriate for problems involving measurement.	<i>This standard can be developed from:</i> SE/TE: 534-539, 540-545, 546-550, 559-563, 575-580, 608-614, 617-623, 624-630, 631-637, 638-643

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IDAHO CONTENT STANDARDS FOR GEOMETRY	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Goal 2.2: Apply appropriate techniques, tools, and formulas to determine measurements.	
Objective(s): By the end of Geometry, the student will be able to:	
G.2.2.1 Understand and use formulas to calculate the perimeter, circumference, area, surface area, and volume of geometric figures.	SE/TE: 61-68, 73 (#39-44), 74 (#18-21), 534-539, 540-545, 546-551, 552, 553 (Check Skills You'll Need #1-6), 558 (#50-53), 559-563, 570 (#27-32), 575-580, 587 (#52-54), 590 (#6-14, 19-25), 591 (#32-33), 592 (#1-6, 9-12, 19-23), 593 (#5-6, 8, 10-12), 608-614, 617-623, 624-630, 631-637, 638-644, 651 (#43-46), 654, 655 (#15-20, 23-27), 656 (#8-15, 17b), 717 (#49-52), 734 (#1-14), 735 (#20-29, 31-35), 736 (#6-19), 737 (#20-36)
Skill Statements	
The student will be able to:	
1. Determine appropriate units for distance, angle measure, area and volume.	<i>This standard can be developed from:</i> SE/TE: 37, 534-539, 540-545, 546-550, 559-563, 575-580, 608-614, 617-623, 624-630, 631-637, 638-643
2. Determine the circumference, area, and area of a sector of a circle.	SE/TE: 570 (#27-32), 571 (#60a), 572 (#62), 575-576, 577 (#1-6), 578 (#7-16, 28), 579 (#31), 580 (#41-42, Checkpoint Quiz 2 #6-7, 9), 587 (#52-54), 592 (#19), 593 (#11), 735 (#26-29, 31, 33, 35)
3. Determine the perimeter and area of triangles, parallelograms, and other regular polygon.	SE/TE: 61-68, 535 (Example 1, Quick Check 1), 536 (Example 3, Quick Check 3, #1-3), 537 (#7-9), 538 (#17-22, 24-28, 29a, 30-33, 37-39), 539 (#40-43, 44b), 545 (#43), 547, 548 (#4-18, 23), 549 (#24, 29, 31-34), 550 (#37b-37c, 39-43), 551 (Checkpoint Quiz 1 #1-3, 5-10), 552, 553 (Check Skills You'll Need #1-6), 558 (#50-53), 559-563, 580 (Checkpoint Quiz 2 #4-5), 590 (#6-8, 10, 12-14, 19-25), 592 (#1-3, 5-6, 9-12), 593 (#5, 10), 734 (#1, 4-7, 9-10, 13-14), 735 (#20-25)
4. Determine the surface area and volume of prisms, cylinders, pyramids, cones and spheres.	SE/TE: 608-614, 615, 616, 617-623, 624-630, 631-637, 638-643, 644 (#60-62, Checkpoint Quiz 2 #1-9), 651 (#43-46), 654, 655 (#15-20, 23-27), 656 (#8-15, 17b), 736 (#6-19), 737 (#20-36)

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IDAHO CONTENT STANDARDS FOR GEOMETRY	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Suggested vocabulary and symbols Apothem, base of a polygon, cone, circumference, cylinder, diameter, face, lateral area, prism, pyramid, regular polygon, radii, semicircle, sphere	
Standard 3: Concepts and Language of Algebra and Functions	
No specific objectives at this course level; however, the following skills should be maintained.	
Maintenance Concepts for Standard 3	
<ul style="list-style-type: none"> • Define and interpret relations and functions numerically, graphically, and algebraically. 	SE/TE: 166-171, 180 (#53-55, Checkpoint Quiz 2 #4-6), 191 (#35-39), 192 (#20), 354, 355 (Example 3, #9-12), 721 (#26-33)
<ul style="list-style-type: none"> • Write equations and inequalities to represent data. 	SE/TE: 76-77, 758 (#13-15) Data Analysis and Probability Workbook: 31 High School Mathematics Skills Review and Practice: 15, 64
<ul style="list-style-type: none"> • Solve multi-step linear equations and inequalities. 	SE/TE: 30, 104 (Examples 1-2), 107 (#28a, 29a), 111 (Example 1), 112 (#1, 3), 113 (#12-13), 119 (#33), 172-173, 288, 719 (#26-28), 758
<ul style="list-style-type: none"> • Add, subtract, and multiply polynomials. 	SE/TE: 754 (Example 2b-2c, #19, 21-22, 24-26, 28-32) High School Mathematics Skills Review and Practice: 80, 82-83
<ul style="list-style-type: none"> • Divide a polynomial by a monomial. 	High School Mathematics Skills Review and Practice: 81
<ul style="list-style-type: none"> • Factor polynomials including using greatest common factor. 	High School Mathematics Skills Review and Practice: 81, 84-87, 221 <i>Additional related content:</i> SE/TE: 355 (Example 4, #13-17)
<ul style="list-style-type: none"> • Write the equation or inequality in slope-intercept, point-slope, and standard form. 	SE/TE: 168, 169 (#11-32, 40b, 41b), 170 (#61-63), 171 (#64, 68, 69a), 180 (#53-55), 191 (#39), 192 (#20), 721 (#26-33)
<ul style="list-style-type: none"> • Graph linear equations. 	SE/TE: 166-167, 169 (#1-16, 33-37), 170 (#48-51), 171 (#69b), 191 (#35-38)
<ul style="list-style-type: none"> • Interpret the solution in light of the context. 	<i>An opportunity to address this standard can be found on:</i> SE/TE: 166-171, 174-180

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IDAHO CONTENT STANDARDS FOR GEOMETRY	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<ul style="list-style-type: none"> Evaluate the equation or inequality for a given value. 	<p>High School Mathematics Skills Review and Practice: 3, 54, 192</p> <p><i>Formulas for circumference, area, surface area, volume, and perimeter are evaluated on:</i></p> <p>SE/TE: 61-68, 73 (#39-44), 74 (#18-21), 534-539, 540-545, 546-551, 552, 553 (Check Skills You'll Need #1-6), 558 (#50-53), 559-563, 570 (#27-32), 575-580, 587 (#52-54), 590 (#6-14, 19-25), 591 (#32-33), 592 (#1-6, 9-12, 19-23), 593 (#5-6, 8, 10-12), 608-614, 617-623, 624-630, 631-637, 638-644, 651 (#43-46), 654, 655 (#15-20, 23-27), 656 (#8-15, 17b), 717 (#49-52), 734 (#1-14), 735 (#20-29, 31-35), 736 (#6-19), 737 (#20-36)</p> <p><i>Additional related content:</i></p> <p>SE/TE: 754</p>
<ul style="list-style-type: none"> Create a table of values. 	<p>High School Mathematics Skills Review and Practice: 55, 65, 88-89, 102, 105, 201, 243, 255, 281</p> <p><i>Additional related content:</i></p> <p>SE/TE: 172-173, 354, 355 (Example 3, #9-12)</p>
<ul style="list-style-type: none"> Find and interpret the slope (rate of change) and intercepts in relation to the context. 	<p>SE/TE: 76-77, 169 (#38b, 38d), 362-363</p> <p>High School Mathematics Skills Review and Practice: 15, 64, 200</p> <p><i>Additional related content:</i></p> <p>SE/TE: 165</p> <p>High School Mathematics Skills Review and Practice: 59</p>
<ul style="list-style-type: none"> Solve linear systems of equations and inequalities involving two variables using multiple strategies. 	<p>SE/TE: 234, 760</p> <p>High School Mathematics Skills Review and Practice: 66-69, 71, 204-206</p>
Standard 4: Concepts and Principles of Geometry	
Maintenance Concepts for Standard 4	
<ul style="list-style-type: none"> Know and apply algebraic properties (commutative, associative, distributive, inverse, identity, multiplicative property of zero, properties of equality). 	<p>SE/TE: 103-104, 105 (#1-2), 106 (#3-4, 6-7, 9-12, 14, 16-18, 21-22, 24), 107 (#27-30), 108 (#38-39, 41-42), 109, 115 (#40), 119 (#24-31), 120 (#10-11, 13), 719 (#24-25), 767</p>

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IDAHO CONTENT STANDARDS FOR GEOMETRY	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<ul style="list-style-type: none"> Develop proportional relationships to solve problems. 	SE/TE: 368 (Example 4, Quick Check 4), 369 (#21-25), 370 (#43-44, 66), 374, 375 (Example 5, Quick Check 5), 376 (#13-20, 27-28), 377 (#31, 33, 40-47), 378 (#55b, 56a), 379 (Checkpoint Quiz 1 #6, 9-10), 384 (Example 3, Quick Check 3), 385 (Example 4, Quick Check 4), 386 (#10-19), 387 (#21, 28), 388 (#48b), 393, 394 (#15-21, 23a), 395 (#34-46, 49-51), 396 (#57-58, 59b), 399-400, 401 (#8-16, 25-28), 402 (#29), 403 (#40-43, 47-50, 51b), 404 (Checkpoint Quiz 2 #1-10), 405, 406, 408 (#18-19), 409 (#30-38), 410 (#4-6, 12-13, 18-21, 23-24), 728 (#7-10), 729 (#19-22, 24-28, 30)
<ul style="list-style-type: none"> Describe and classify relationships among types of one-, two-, and three-dimensional geometric figures using their defining properties. 	SE/TE: 17, 23, 25 (#1-2), 28 (#51-52), 148 (Example 2), 150 (#7-9), 151 (#29, 32b), 152 (#38c), 153 (Checkpoint Quiz 1 #10), 158, 161 (#8-10), 164 (#80-86), 180 (Checkpoint Quiz 2 #1-3), 186 (#39b), 190 (#22-24), 191 (#25-28), 307, 308 (#1-9), 309 (#10-18), 310 (#43-53), 311 (#54-59, 62-64), 357 (#11-12), 360 (#1-3), 371 (#69-72), 402 (#30b), 543 (#29b), 608, 610, 611 (#4a), 617, 619, 638, 720 (#15-18)
<ul style="list-style-type: none"> Draw and measure various angles and shapes using appropriate tools. 	SE/TE: 37, 40 (#5-12), 45 (Example 2, Quick Check 2), 47 (#5-6), 48 (#13-15, 22-24), 49 (#27, 28a-28b, 29-32, 33a-33b, 35a), 50 (#41), 51 (#2a, 3a), 57 (#59), 59 (Checkpoint Quiz 2 #8), 73 (#32), 74 (#26), 150 (#10-15), 152 (#33, 39), 159 (Activity), 162 (#28-31), 163 (#50-53, 60-63), 182 (Example 2, Quick Check 2), 184 (#1-7, 12-14), 185 (#18-20, 21a, 22-23, 24a, 24c, 27-28), 186 (#29-36, 39a), 192 (#16), 387 (#40), 394 (#23b, 24a), 402 (#30a), 537 (#16), 543 (#18a, 19), 544 (#33), 549 (#28), 557 (#33a, 34), 602 (#20), 603 (#45), 605, 606 (#7-10), 614 (#42-43), 622 (#41-42), 623 (Checkpoint Quiz 1 #9-10), 653 (#11), 717 (#38), 721 (#43-45)
Goal 4.1 Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.	
Objective(s): By the end of Geometry, the student will be able to:	
G.4.1.1 Analyze properties and determine attributes of two- and three-dimensional objects.	SE/TE: 148 (Example 2), 150 (#7-9), 151 (#29, 32b), 152 (#38c), 153 (Checkpoint Quiz 1 #10), 158, 161 (#8-10), 180 (Checkpoint Quiz 2 #1-3), 186 (#39b), 190 (#22-24), 191 (#25-28), 307, 308 (#1-9), 309 (#10-18), 310, 311 (#54-64), 357 (#11-12), 360 (#1-3), 371 (#69-72), 402 (#30b), 543 (#29b), 608, 610, 611 (#4a), 617, 619, 638, 720 (#15-18)

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G.4.1.2 Explore congruence and similarity among classes of two dimensional objects and solve problems involving them.	SE/TE: 198-203, 204, 205-211, 213-218, 219 (#37-38, Checkpoint Quiz 1 #1-10), 220, 221-225, 226, 233 (#45-47), 235-240, 241-246, 247, 249-250, 251 (#34-39), 252, 253 (#4-5, 8), 361 (#5), 373-378, 379 (Checkpoint Quiz 1 #7-10), 382-388, 391-396, 404 (Checkpoint Quiz 2 #1-4), 408, 409 (#22-23, 30-32), 410 (#4-9, 11-13, 17-18, 21-24), 722, 723 (#21-25, 31-35), 728 (#7-18), 729 (#19-24)
G.4.1.3 Establish the validity of geometric conjecture using inductive and deductive reasoning.	SE/TE: 94-99, 108 (#43-44), 118, 126 (#1, 4a, 5a, 6), 185 (#21b, 24d), 220 (#1-2), 227 (Activity 1 #1, 2c, Activity 2 #3), 268 (#32b-32c), 269 (#33b), 403 (#46), 612 (#21e), 669 (#7-8)
G.4.1.4 Apply trigonometric relationships to determine lengths and angle measures.	SE/TE: 433-437, 440-443, 446-449, 450 (Checkpoint Quiz 2 #4-8, 10), 451, 462 (#25-28), 463 (#29-30), 464 (#16-22), 730 (#10-20), 731 (#21-26)
Goal 4.2 Specify locations and describe spatial relationships using coordinate geometry and other representational systems.	
Objective(s): By the end of Geometry, the student will be able to:	
G.4.2.1 Use Cartesian coordinates to analyze geometric situations.	SE/TE: 196 (#1-3), 202 (#46-47), 232 (#33-35), 239 (#23), 263 (#26), 264 (#38), 273 (Example 1, Quick Check 1a), 275 (#1-7), 278 (#32), 289 (Check Skills You'll Need #1-4), 300 (#18-20), 307 (Example 2, Quick Check 2), 309 (#13-18, 28), 311 (#64), 326 (#22-24, 28), 327 (Checkpoint Quiz 1 #10), 343-346, 347 (Checkpoint Quiz 2 #9-10), 348-353, 357 (#11-12), 359 (#30-34), 360 (#1-3, 23), 361 (#15), 371 (#67-72), 388 (#55-56), 394 (#25), 538 (#30-33)
G.4.2.2 Solve problems involving two dimensional objects represented with Cartesian coordinates.	SE/TE: 196 (#1-3), 202 (#46-47), 232 (#33-35), 239 (#23), 263 (#26), 264 (#38), 273 (Example 1, Quick Check 1a), 275 (#1-7), 278 (#32), 289 (Check Skills You'll Need #1-4), 300 (#18-20), 307 (Example 2, Quick Check 2), 309 (#13-18, 28), 311 (#64), 326 (#22-24, 28), 327 (Checkpoint Quiz 1 #10), 343-346, 347 (Checkpoint Quiz 2 #9-10), 348-353, 357 (#11-12), 359 (#30-34), 360 (#1-3, 23), 361 (#15), 371 (#67-72), 388 (#55-56), 394 (#25), 538 (#30-33)

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IDAHO CONTENT STANDARDS FOR GEOMETRY	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Goal 4.3: Apply transformations and use symmetry to analyze mathematical situations.	
Objective(s): By the end of Geometry, the student will be able to:	
G.4.3.1 Understand and represent translations, reflections, dilations, and rotations of objects in the plane.	SE/TE: 470-476, 477, 478-482, 483-487, 488 (#40-42, Checkpoint Quiz 1 #4-10), 489, 490-491, 496 (#57), 498-503, 504-505, 506-512, 520 (#47), 521 (Checkpoint Quiz 2 #1-4), 522, 524 (#8-22), 525 (#25-34), 526 (#1-14, 20, 25-30), 732 (#1-25), 733 (#26, 32-38)
Goal 4.4: Use visualization, spatial reasoning, and geometric models to solve problems.	
Objective(s): By the end of Geometry, the student will be able to:	
G.4.4.1 Draw and construct representations of two dimensional geometric objects using a variety of tools.	SE/TE: 150 (#10-15), 152 (#33, 39), 159 (Activity), 162 (#28-31), 163 (#50-53, 60-63), 182 (Example 2, Quick Check 2), 184 (#1-7, 12-13), 185 (#18-20, 21a, 22-23, 24a, 24c, 27-28), 186 (#29-36, 39a), 387 (#40), 394 (#23b, 24a), 402 (#30a), 537 (#16), 543 (#18a, 19), 544 (#33), 549 (#28), 557 (#33a, 34), 721 (#43-45)
Skill Statements:	
The students will be able to:	
1. Understand and apply the Pythagorean Theorem for problem solving.	SE/TE: 418 (Example 3), 420 (#16-17), 421 (#32), 422 (#49), 424, 730 (#5) High School Mathematics Skills Review and Practice: 98, 152
2. Construct logical arguments, form conjectures, judge their validity, and give counterexamples to disprove statements.	SE/TE: 5, 6 (Example 4, Quick Check 4a, #19-22), 7 (#25-28), 8 (#47c, 48b, 50, 53a), 9 (#59b), 21 (#61e), 27 (#39a), 28 (#66), 42 (#58-59), 91 (#33-37), 126 (#1, 4a, 5a, 6), 185 (#21b, 24d), 220 (#1-2), 227 (Activity 1 #1, 2c, Activity 2 #3), 268 (#32b-32c), 269 (#33b), 403 (#46), 612 (#21e), 669 (#3, 6, 7-9)
3. Use inductive and deductive reasoning.	SE/TE: 4, 5 (Example 2, Quick Check 2), 6 (Example 4, Quick Check 4a, #1-22), 7 (#23-24, 29-39, 41-46), 8 (#48b, 52, 53a), 9 (#56, 58-59), 15 (#39-43), 28 (#62-65, Checkpoint Quiz 1 #1-2), 35 (#53-55), 71 (#10-16), 74 (#1-3), 94-99, 108 (#43-44), 115 (#43-44), 118 (#18-23), 120 (#22-26), 716 (#1-8), 718 (#16-19)
4. Apply the fundamental concepts, properties, and relationships among points, lines, rays, planes, and angles.	SE/TE: 16-22, 23-28, 35 (#45-52), 36, 39, 40 (#1-4, 15-19), 50 (#49), 72 (#19-26), 74 (#6-9, 11-15), 716 (#18-28)

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5. Use accepted geometric notation for lines, planes, segments, rays, angles, similarity and congruence.	<i>Found throughout the text. See, for example:</i> SE/TE: 23 (Example 1), 24-25, 28 (#54-57, Checkpoint Quiz 1 #8-9), 31, 37, 39 (Example 4, Quick Check 4a), 40 (#1-4, 15-19), 59 (#74), 72 (#19, 21-22), 91 (#28-31), 152 (#34-35), 196 (#4-9), 215, 229 (Example 1), 241 (Quick Check 1), 293 (#4-9), 375 (#1-3, 8), 376 (#9-12), 385 (#1), 396 (#60a, 61a), 675 (#35, 37-39), 683 (#34, 36-39), 717 (#31), 719 (#29-30)
6. Identify and determine relationships in adjacent, complementary, supplementary, vertical angles, and linear pairs.	SE/TE: 38, 39 (Example 4, Quick Check 4a, Example 5), 40 (#15-19), 41 (#26, 31), 72 (#31), 74 (#24)
7. Identify and use the special angle pairs formed by parallel lines and a transversal.	SE/TE: 128-133, 136 (Example 2, Quick Check 2), 137 (#5-8), 138 (#24-25), 139 (#28-31), 140 (#51-52), 144 (#26-27), 189 (#11), 190 (#12-17), 192 (#3-14), 720 (#1-4)
8. Formally and informally prove lines are parallel using special angle pair theorems.	SE/TE: 135, 136 (Proof), 137 (Example 3, #9), 138 (#9-12, 14, 16-19, 21-23, 27), 139 (#38-40, 45), 140 (#50b), 143 (#3, 12), 192 (#19)
9. Understand and apply slope as it pertains to parallel and perpendicular lines.	SE/TE: 174-180, 186 (#41-43), 191 (#40-43), 192 (#24-27), 721 (#34-42)
10. Write equations of parallel and perpendicular lines.	SE/TE: 175 (Example 3, Quick Check 3), 176 (Example 5, Quick Check 5), 177 (Example 6, Quick Check 6), 178 (#12-15, 20-24), 179 (#39a, 48)
11. Graph parallel and perpendicular lines given their equations.	SE/TE: 721 (#34-37)
12. Identify and apply congruency and similarity in two-dimensional figures.	SE/TE: 198-203, 204, 205-211, 213-218, 219 (#37-38, Checkpoint Quiz 1 #1-10), 220, 221-225, 226, 227, 233 (#45-47), 235-240, 241-246, 247, 249-251, 252, 253 (#4-5, 8), 373-378, 379 (Checkpoint Quiz 1 #1, 3, 7-10), 382-388, 391-396, 404 (Checkpoint Quiz 2 #1-4), 408, 409 (#30-32), 410 (#4-9, 11-13, 17-18, 21-24), 722, 723 (#21-25, 31-35), 728 (#7-18), 729 (#19-22)
13. Formally and informally prove triangles are congruent using SSS, SAS, ASA and AAS.	SE/TE: 206 (Example 1, Quick Check 1), 208 (#1-3), 209 (#18), 210 (#26-27, 38-40), 214, 215 (Quick Check 3, Example 4), 216 (#5-12), 217 (#20-23, 25), 252 (#13-14), 722 (#17-20)
14. Identify the scale factor between two similar figures and use it to find missing lengths.	SE/TE: 498 (Example 1), 499 (Quick Check 1), 500 (#1-9), 501 (#42), 502 (#54-55), 503 (#71)
15. Identify and draw the median, altitude, angle bisector, and perpendicular bisector of a triangle.	SE/TE: 267 (Quick Check 2b, #1), 268 (#32a), 269 (#33a), 271 (Construct), 274-275, 276 (#14, 16, 19-22), 277 (#25-26, 28a, 28c), 286 (#47-49), 298 (#20-22), 724 (#17-20)

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16. Use transformational geometry to rotate, translate, dilate, and reflect two-dimensional figures.	SE/TE: 471 (Example 3, Quick Check 3), 473 (#7-10), 474 (#20-22), 475 (#26b, 31-33), 476 (#40, 41b), 477, 479 (Example 2, Quick Check 2), 480 (#6-12, 19), 484 (Example 1, Quick Check 1), 485 (#1-5), 486 (#10-17, 20-25), 487 (#34, 39), 488 (#40-42, Checkpoint Quiz 1 #7-10), 490-491, 499 (Example 3, Quick Check 3), 500 (#15-17), 501 (#27-34, 37-40), 502 (#49-53, 64), 503 (#65a), 504-505, 507-508, 509 (#4-9), 510 (#10-15, 28), 512 (#58a), 520 (#47), 524 (#8-9, 12-17), 525 (#28-29, 34), 526 (#1-10, 25-26), 732 (#7-9, 11-18, 21-25), 733 (#36, 38)
17. Identify sine, cosine and tangent ratios in right triangles and use them to model real-world problems.	SE/TE: 433 (Example 1, Quick Check 1a, Example 2), 434 (#1-3, 10), 435 (#22-23), 436 (#31-34), 439 (Example 1, Quick Check 1a), 440 (Example 2, Quick Check 2a), 441 (#1-3, 10, 17), 442 (#26a-26d, 28a-28d), 443 (#36), 444 (#4), 446, 447 (#11, 14-17), 448 (#18, 23, 28), 449 (#29, 31-34), 450 (Checkpoint Quiz 2 #7-8, 10), 451, 459 (#56), 462 (#28), 463 (#29-30), 464 (#20-22), 730 (#18-20), 731 (#21-26)
18. Identify the parts of a circle including radius, diameter, major/minor arcs, chords, secants and tangents.	SE/TE: 566, 567 (Example 2, Quick Check 2), 568, 570 (#9-14), 576-577, 589 (#2-3), 591, 662, 670, 678, 681 (#1-4), 687, 707-708
19. Classify angles by their measure (acute, right, obtuse, straight).	SE/TE: 37, 40 (#9-12) High School Mathematics Skills Review and Practice: 116
20. Classify triangles by side and angle (acute, right, obtuse, scalene, isosceles, equilateral, equiangular).	SE/TE: 148 (Example 2), 150 (#7-9), 151 (#23-26, 29, 32b), 152 (#38c), 153 (Checkpoint Quiz 1 #10), 190 (#22-24), 191 (#25-28), 192 (#1-2), 419 (Example 5, Quick Check 5), 420 (#21-26), 430 (Checkpoint Quiz 1 #7-9), 437 (#67-69), 464 (#5-7), 720 (#15-18)
21. Determine the midpoint of a segment in the coordinate plane.	SE/TE: 55 (Example 3, Quick Check 3), 56 (#18-23, 32-40, 56), 57 (#44-46, 59c, 59e), 58 (#64, 66), 59 (Checkpoint Quiz 2 #10), 68 (#77-82), 73 (#37), 74 (#17a), 717 (#42-47)
22. Classify quadrilaterals by their attributes (parallelograms, rectangles, rhombi, squares).	SE/TE: 306-307, 308 (#1-9), 309 (#10-18, 27), 310 (#42, 50-53), 311 (#54-59, 62-63), , 318 (#61-62), 327 (Checkpoint Quiz 1 #4-6, 10), 335 (#64-65), 357 (#11-12), 360 (#1-3), 459 (#60), 726 (#1-4)
23. Classify polygons by side and concavity.	SE/TE: 158, 161 (#8-10), 162 (#37), 180 (Checkpoint Quiz 2 #1-3)
24. Identify and apply special right triangle relationships (30-60-90 and 45-45-90) to determine the lengths of the sides of a triangle.	SE/TE: 425-430, 437 (#66), 459 (#57-59), 462 (#11-13), 464 (#3-4), 730 (#2, 4, 6-9)

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25. Apply sine, cosine, and tangent ratios to find missing measurements of right triangles.	SE/TE: 433-437, 440-443, 446-449, 450 (Checkpoint Quiz 2 #4-8, 10), 451, 462 (#25-28), 463 (#29-30), 464 (#16-22), 730 (#10-20), 731 (#21-26)
26. Apply the segment addition postulate to determine lengths of segments.	SE/TE: 32 (Example 2, Quick Check 2), 33 (#8-9, 10b, 11b), 34 (#37), 35 (#39-40), 717 (#30, 33)
27. Apply the angle addition postulate to determine the measures of angles.	SE/TE: 38 (Example 3, Quick Check 3), 40 (#13-14), 41 (#42-45), 50 (#42-43), 59 (Checkpoint Quiz 2 #2), 717 (#34-35)
28. Determine the measures of angles in relationship to adjacent, complementary, supplementary, vertical angles, linear pairs, and the special angle pairs formed by parallel lines and a transversal.	SE/TE: 38 (Quick Check 3), 39 (Quick Check 4b), 40 (#20-23), 41 (#33-34, 47b), 42 (#50-52), 59 (#75, Checkpoint Quiz 2 #3), 130, 131 (#11-13), 132 (#14-17), 133 (#42-44), 140 (#51-52), 189 (#11), 190 (#12-14), 192 (#3-6), 720 (#1-4)
29. Determine the length of a segment given the distance formula.	SE/TE: 54, 56 (#1-17, 32-40), 57 (#43-52, 59a, 59e), 58 (#62-63, 67, 68b), 59 (Checkpoint Quiz 2 #9), 61 (Check Skills You'll Need #4-9), 63 (Example 3, Quick Check 3), 68 (#77-82), 73 (#34-36), 74 (#17b, 18), 717 (#42-47, 48b)
30. Determine the length and measure of arcs of a circle.	SE/TE: 568 (Example 3, Quick Check 3), 569 (Example 5, Quick Check 5), 570 (#15-26, 34-39), 571 (#42-47), 572 (#63-65, 69), 573 (#73), 580 (#44-46, Checkpoint Quiz 2 #10), 591 (#30-31), 592 (#15-16, 17-18), 593 (#11), 735 (#26-29)
31. Determine the lengths of segments and measure of angles formed by radii, chords, secants, and tangents of circles.	SE/TE: 662-668, 670-676, 677, 678-684, 685 (#51-53, Checkpoint Quiz 1 #1-10), 687-693, 700 (#70-71, Checkpoint Quiz 2 #1, 3-4), 707-708, 709 (#16-21), 710 (#14-19), 738 (#1-4, 6-13), 739 (#17-26)
32. Determine the measures of inscribed and central angles and their corresponding intercept arcs.	SE/TE: 678-684, 685 (Checkpoint Quiz 1 #7-10), 708 (#13-15), 710 (#9, 15), 738 (#10-12)
33. Determine the sums of the interior and exterior angles of a polygon.	SE/TE: 159 (Example 3, Quick Check 3a), 160 (Theorem 3-15), 161 (#11-15), 164 (#64, 67), 171 (#70-73), 191 (#34)
34. Determine the measure of each interior and exterior angle of a regular polygon.	SE/TE: 161 (#22-25), 163 (#57a), 164 (#70), 191 (#30-33)
35. Solve problems involving geometric mean.	SE/TE: 391-396, 404 (Checkpoint Quiz 2 #5, 7), 409 (#24-32), 410 (#14-16, 18, 21), 512 (#63-65), 729 (#19-24)

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<p>Suggested vocabulary and symbols</p> <p>acute triangle, adjacent angles, adjacent sides, alternate interior, alternate exterior angles, altitude, angle bisector, angle of elevation, angle of depression, arc length, axioms, postulates, base angles of an isosceles triangle, base angles of an isosceles trapezoid, triangle, bisect, center of a circle, central angle, chord, collinear, common tangent, compass, complementary angles, concave polygon, concentric circles, conclusion, hypothesis, conditional statement, congruent, conjecture, consecutive interior angles or same side interior angles, construction, convex polygon, coplanar, corollary, corresponding angles, cosine, sine, tangent, diagonal, dilation, distance formula, edge, end points, equiangular, equilateral, exterior angle, interior angle, geometric mean, hemisphere, hypotenuse, image, inductive and deductive reasoning, inscribed angle, inscribed polygon, intercepted arc, isosceles, legs of a right triangle, legs of an isosceles triangle, legs of a trapezoid, length of a segment, linear pair, line of reflection, perpendicular, segment, segment notation, major arc, minor arc, median of a triangle, midpoint, midpoint formula, midsegment of a trapezoid, net, parallel, perpendicular bisector, point of tangency, pre-image, Pythagorean triple, Pythagorean Theorem, reflection, rotation, scale factor, scalene triangle, secant line, tangent line, secant segment, sector of a circle, similar, skew, special right triangles, transformation, translation, transversal, trigonometric ratio, two-column proof, vertex, vertical angles, vertex angle of an isosceles triangle, theorem, supplementary angles</p>	
Standard 5: Data Analysis, Probability, and Statistics	
No objectives at this course level.	