Formulas of 2-D and 3-D Figures

Lateral Area, Surface Area & Volume

Pythagorean Theorem

$$a^2 + b^2 = c^2$$

If $a^2 + b^2 = c^2$, then the triangle is right
If $a^2 + b^2 > c^2$, then the triangle is acute
If $a^2 + b^2 < c^2$, then the triangle is obtuse

Special Right Triangles

30° - 60° - 90°

$\sqrt{3}$

45° – 45° – 90°

$\sqrt{2}$

Arc Length and Sector Area

Arc Length	$(M/360) \cdot 2\pi r$
Sector Area	$(M/360) \cdot \pi r^2$
M = angle measure of sector	

Coordinate Formulas

Distance between 2 points	$\sqrt{(x_2-x_1)^2 + (y_2-y_1)^2}$
Midpoint of a line segment	$(x_2 + x_1)/2, (y_2 + y_1)/2$
Slope Formula	$(y_2 - y_1)/(x_2 - x_1)$

Congruent Triangles

Valid	SSS, SAS, ASA, AAS, & HL
NOT Valid	SSA or the converse
HL only applies to right triangles.	

Equation of a Circle

Circle:
Equation of circle center at origin:
$x^2 + y^2 = r^2$ where r is the radius.
Equation of circle not at origin:
$(x - h)^2 + (y - k)^2 = r^2$ where (h,k) is the center and r is the radius.

Parallel Lines cut by a Transversal

Parallels: If lines are parallel ....

Corresponding angles are equal.
$m\angle1 = m\angle5$, $m\angle2 = m\angle6$, $m\angle3 = m\angle7$, $m\angle4 = m\angle8$
Alternate Interior angles are equal.
$m\angle3 = m\angle6$, $m\angle4 = m\angle5$
Alternate Exterior angles are equal.
$m\angle1 = m\angle8$, $m\angle2 = m\angle7$
Same side interior angles are supp.
$m\angle3 + m\angle5 = 180$, $m\angle4 + m\angle6 = 180$

Polygon Interior/Exterior Angles

Sum of Int. Angles	$180(n - 2)$
Each Int. Angle Measure	$180(n - 2)/n$
Sum of Ext. Angles	360
Each Ext. Angle Measure	$360/n$

Conditionals

Conditional (Original)	If p, then q
Converse	If q, then p
Inverse	If not p, then not q
Contrapositive	If not q, then not p
Biconditional	p if and only if q

Geometry Eoc 2014

Karin Nielsen-Saines

Geometry Eoc 2014:

    <u>Meeting the Challenges to Measurement in an Era of Accountability</u> Henry Braun,2016-01-29 Under pressure and support from the federal government states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4 8 Teachers in these subject areas however constitute less than thirty percent of the teacher workforce in a district Comparatively little has been written about the measurement of achievement in the other grades and subjects This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all It addresses traditional end of course tests as well as alternative measures such as portfolios exhibitions and student learning objectives In each case issues related to design and development psychometric considerations and validity challenges are covered from both a generic and a content specific perspective The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research based applications of educational measurement and assessment Edited by leading experts these books are comprehensive and practical resources on the latest developments in the field The Open Access version of this book available at http www taylorfrancis com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4 0 license *Making Sense of Mathematics for Teaching High School* Edward C. Nolan,Juli K. Dixon,Farhsid Safi,Erhan Selcuk Haciomeroglu,2016-05-19 Develop a deep understanding of mathematics by grasping the context and purpose behind various strategies This user friendly resource presents high school teachers with a logical progression of pedagogical actions classroom norms and collaborative teacher team efforts to increase their knowledge and improve mathematics instruction Explore strategies and techniques to effectively learn and teach significant mathematics concepts and provide all students with the precise accurate information they need to achieve academic success Combine student understanding of functions and algebraic concepts so that they can better decipher the world Benefits Dig deep into mathematical modeling and reasoning to improve as both a learner and teacher of mathematics Explore how to develop select or modify mathematics tasks in order to balance cognitive demand and engage students Discover the three important norms to uphold in all mathematics classrooms Learn to apply the tasks questioning and evidence TQE process to ensure mathematics instruction is focused coherent and rigorous Gain clarity about the most productive progression of mathematical teaching and learning for high school Watch short videos that show what classrooms that are developing mathematical understanding should look like Contents Introduction Equations and Functions Structure of Equations Geometry Types of Functions Function Modeling Statistics and Probability Epilogue Next Steps Appendix Weight Loss Study Data References Index **Making Sense of Mathematics for Teaching Grades K-2** Juli K. Dixon,Edward C.

Nolan,2016-04-11 Develop a deep understanding of mathematics This user friendly resource presents grades K 2 teachers with a logical progression of pedagogical actions classroom norms and collaborative teacher team efforts to increase their knowledge and improve mathematics instruction Explore strategies and techniques to effectively learn and teach significant mathematics concepts and provide all students with the precise accurate information they need to achieve academic success Clarify math essentials with figures and tables that facilitate understanding through visualization Benefits Dig deep into mathematical modeling and reasoning to improve as both a learner and teacher of mathematics Explore how to develop select and modify mathematics tasks in order to balance cognitive demand and engage students Discover the three important norms to uphold in all mathematics classrooms Learn to apply the tasks questioning and evidence TQE process to ensure mathematics instruction is focused coherent and rigorous Use charts and diagrams for classifying shapes which can engage students in important mathematical practices Access short videos that show what classrooms that are developing mathematical understanding should look like Contents Introduction 1 Number Concepts and Place Value 2 Word Problem Structures 3 Addition and Subtraction Using Counting Strategies 4 Addition and Subtraction Using Grouping Strategies 5 Geometry 6 Measurement Epilogue Next Steps Appendix A Completed Classification of Triangles Chart Appendix B Completed Diagram for Classifying Quadrilaterals   **Making Sense of Mathematics for Teaching Girls in Grades K - 5** Thomasenia Lott Adams,Taylar B. Wenzel,Kristopher J. Childs,Samantha R. Neff,2019-03-08 Close the gender gap in mathematics across K 5 classrooms In Making Sense of Mathematics for Teaching Girls in Grades K 5 a team of acclaimed experts presents their research and recommendations for teaching math to girls in four succinct results focused chapters Included are a variety of tools tips short exercises and reflection questions as well as videos demonstrating how real classroom teachers strengthen girls experiences as learners of mathematics Use this book to better understand gender biases related to mathematics and improve girls education Understand the environmental barriers and gender stereotypes that create gender differences in mathematics performance and prevent many girls from learning mathematics at high levels Learn how to foster a safe learning environment that encourages girls to take risks when they learn math Focus on the mathematics gender achievement gap through three lenses 1 perceptions 2 possibilities and 3 priorities Apply the tasks questions and evidence TQE process to successfully plan and implement inclusive lessons that engage all students Watch short videos of girls engaging meaningfully in mathematics learning Contents About the Authors Introduction Chapter 1 Mathematics Gender Achievement Gap Chapter 2 Perceptions About Girls in Mathematics Chapter 3 Possibilities for Girls in Mathematics Chapter 4 Priorities for Teaching Girls Mathematics Epilogue Encouragement for Girls in Mathematics References and Resources Index   **Journal of the Senate, State of Florida** Florida. Legislature. Senate,2017   Official Florida Statutes Florida,2013   **Florida Administrative Register** ,2010-05   Planning & Changing ,2014   *Geological Abstracts* ,1986   *Addison Wesley Secondary Math* Cathy L. Seeley,1996-06-01   *Foundations of Geometry* C. R.

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