

GEOMETRY - SEMESTER 1
Module 1: TOOLS OF GEOMETRY

Wed. Aug. 6	Thinking tasks # 1 1) Two truths and a lie 2) First Day # Task
Thurs. Aug. 7	Thinking tasks # 1) How many high fives? 2) How many 7's? 3) Chicken One:-)
Fri. Aug. 8	Thinking tasks #3 1) Tax Collector 2) Can you cross the river? 3) Zombie Bridge
Mon. Aug. 11	<p>1.2 Points. Lines, & Planes</p> <p>1) I made this into a matching exercise I am going to give them nine pictures to look at and notice and wonder, and then I'm going to give them the second set which is like the notation of those pictures and I'm going to have them go through and match what they feel that notation represents. (planning on making a TikTok Video Monday to show how it went). It really did start discussions on what they remembered:-). After they correctly matched them, I drew on their boards the congruent sign, the parallel sign, and the perpendicular sign, and had them tell me what those mean based on their answers. This part of the class took about 20 minutes.</p> <p>2) We then headed back to our seats, and then we went over the quick notes and had them do example number one.</p> <p>3) After we did example one, my intention was to take them to the boards to do example 2. I did not have time to send them back to the board so we just stayed at our seat and completed example 2.</p>
Tues. Aug. 12	<p>1.2 Points. Lines, & Planes</p> <p>1) On the start of the second day, I felt they needed a little extra practice on the vocab so I created a QUIZZZ to review what we learned the day before and that took about 5 to 10 minutes at the beginning of class. (note to future self: there was an error on one of the quizizz questions)</p> <p>2) Then sent them to the boards after that and we had a TWO TRUTHS & a LIE activity at the boards(TPT). We got through what we could:-)</p> <p>3) In the last 10 minutes I sent them back to their tables to do their "Pepper Paper" CYU 1.2.</p>
Wed. Aug. 13 Thurs. Aug. 14	<p>1.3 Line Segment</p> <p>1) While taking attendance have them think of three to four vocab words they remember from first two days.</p> <p>2) I introduced this lesson by sending them straight to the boards and we did SEGM,</p>

	<p>and then had them sit.</p> <p>3) At their tables, we went over the quick notes and example 1 and 2.</p> <p>4) After we completed the notes, I sent them back to the boards to do ENTS. You get through what you can:-)</p> <p>5) I then sent them back to their tables, and had them complete the CYU 1.3</p>
Fri. Aug. 15	<p>1.3 Line Segments</p> <p>1) I created a warm-up QUIZIZZ to review some of the vocab again. This only took about 10 to 15 minutes.</p> <p>2) I then sent them to the boards to do LINE.</p>
Mon. Aug. 18	<p>Review 1.2-1.3</p> <ol style="list-style-type: none"> 1) Check Notes & CYU 2) I had them at the board doing as many of the BTC review questions as they could. 3) For the last 10 to 15 minutes of class, I handed them a hard copy of the review and had them work at their tables.
Tues. Aug. 19	<p>Quiz (1.2/1.3)</p> <ol style="list-style-type: none"> 1) Took Quiz 2) Gave a review a pythagorean theorem (Linked on Lesson 1.4)
Wed. Aug. 20	<p>1.4 Distance</p> <ol style="list-style-type: none"> 1) I started them at the boards, and in the shop ticket I had the map. we got through LENG and I had them sit. 2) At their tables, we went over NOTES 1.4 #1 & #2.
Thurs. Aug. 21/ Fri. Aug. 22 90 min.	<p>1.4 Distance</p> <ol style="list-style-type: none"> 1) I then sent them back to the boards, and we did TH(I changed this up and used Music Festival, Zombie, and then H). 2) Head to seats to do, I had them work on CYU 1.4 3) Send them to boards to do SKILL CHECK 1.4, and then I showed them how the Pythagorean theorem is related to the distance formula. 4) I had a seated activity today, and they were to complete the MAD LIB 1.4.
Mon. Aug. 25	<p>1.7 Midpoints and Bisectors</p> <ol style="list-style-type: none"> 1) I put the map back in the shop ticket, and at the boards we did MID. 2) at the tables, we did notes example #1 ONLY. 3) I sent them back to the boards, and we did P&O.

Tues. Aug. 26	<p>1.7 Midpoints and Bisectors</p> <ol style="list-style-type: none"> 1) At their tables, I started class off with a 1.7 SKILL CHECK and then we went over example number two. 2) I sent them back to the boards and we did INT. 3) With about 10-15 minutes to go, I had them go back to their seats for CYU 1.7
<p>Wed. Aug. 27 Thurs. Aug. 28</p>	<p>2.1 Angles & Congruence</p> <ol style="list-style-type: none"> 1) I started class off by having them draw and label an acute, obtuse, and right angle, and they had to tell me why they named each of them that. 2) I then gave them the first three strips ANG, and they were to list two to three things that they noticed that are similar on each strip. As I was observing the answers, I went around and boxed definitions that I wanted to discuss. 3) After I let them brainstorm over ANG for a few minutes, I gave them the next set LE& Curious to see at that point if they start putting them together matching them up with ANG, and asked them to find two or three things they found similar in each. As I was observing the answers, I went around and boxed definitions that I wanted to discuss. 4) After I let them brainstorm over LE& for a few minutes(I was also encouraging them to think about the words that we just talked about), I gave them six words to match with the pictures. 5) After a few minutes, I started calling the kids to the boards with answers that helped Define the words. 6) After the consolidation, I had them go back to their tables and we went over notes example number one and example number two. 7) With about 10-15 minutes to go, I had them go back to their seats and finish CYU 1.7 from the day before.
Fri. Aug. 29	<p>2.1 Angles & Congruence</p> <ol style="list-style-type: none"> 1) Started off by doing a warm up to help review vertical angles, linear pairs, and angle bisectors. I made that warm up from CON(Warm up 2.1 is attached to Lesson 2.1 *need to make #'s bigger)). 2) After the warm up, I sent them to the boards to do GRUENCE\$. I had the figure from one of the questions in the shop ticket. 3) The last 10 to 15 minutes of class, I had them back to their seats to do CYU 2.1

Mon. Sept. 1	LABOR DAY
Tues. Sept. 2	2.2 Angle Relationships <ol style="list-style-type: none"> 1) I'm sending them to the boards first thing to do is A(review). Consolidate briefly. 2) They are to stay at boards and do NG. 3) We are then heading back to our seats to do notes example one only. 4) I'm sending them back to the boards to do L. I had <u>three "banner" questions</u> I drew by hand on boards.
Wed. Sept. 3 Thurs. Sept 4	2.2 Angle Relationships <ol style="list-style-type: none"> 1) At their tables, I'm going to have a <u>QUIZZZ</u> that will concentrate mainly on vocab & mild relationships. 2) I am sending them to the boards to do EP. 3) We will then head back to our seats, and go over notes example 2. 4) I will send them back to the boards to do AIRS 5) Next 10 to 15 minutes of class I am sending them back to their seats to do CYU 2.2 6) Head to boards for <u>Banner QUIZ REVIEW</u> 7) <u>QUIZ REVIEW 1.4-2.2</u> 8) Not this year(I need to have <u>banner questions #2</u> for those who finish fast)
Fri. Sept. 5	QUIZ 1.4,1.7, 2.1 and 2.2



Mon. Sept. 8	REVIEW <ol style="list-style-type: none"> 1) The first half of the class I will have them up doing BTC review questions 2) The last 15 to 20 minutes of class I will have them go back to their tables and work on a <u>hard copy test review</u>
Tues. Sept. 9	REVIEW <ol style="list-style-type: none"> 1) The first half of the class I will have them up doing BTC review questions we didn't get to . 3) The last 15 to 20 minutes of class I will have them go back to their tables and work on a <u>hard copy test review</u>

Wed. Sept. 10 Thurs. Sept. 11	Unit 1 & 2 Assessment
Fri. Sept. 12	Logic Thinking Task <ol style="list-style-type: none"> 1) Two Truths & a Lie: Head to boards to do LOG 2) Stay at Boards for IC! <ul style="list-style-type: none"> • Future Me: Maybe another LOGIC PUZZLE, but this year it was timed per after you gave back Tests:-).

Mon. Sept. 15	3.1 Conjectures & Counterexamples <ol style="list-style-type: none"> 1) I'm going to start off the lesson by sending them straight to the board and have them work on CONJ. (time was short so I only did ONJ) 2) I will then send them back to their seats, and we will complete notes example number 1 and example 2. 3) I will then send them back to the boards to go through ECT URE and we get through what we can get through. 4) The last 10 minutes of class I will send them back to their seats to work on CYU 3.1
Tues. Sept. 16	3.2 Statements, Conditionals, and Biconditionals <ol style="list-style-type: none"> 1) I'm going to start off the class by doing notes example number one only. 2) We will stay at our seats and talk about CON. 3) Stay at seats to work on notes Example 2 & Example 3. 4) Head to boards to do AN.
Wed. Sept. 17 Thurs. Sept. 18	3.2 Statements, Conditionals, and Biconditionals <ol style="list-style-type: none"> 1) <u>QUIZIZZ</u> at seats 2) Sending them to the boards to do GLES. 3) I'm going to send them back to their seats to do an activity at their seats <u>I HAVE, WHO HAS?</u> (tpt) 4) In the last 10-15 minutes of class they will work on CYU 3.2.
Fri. Sept. 19	3.3 Logic <ol style="list-style-type: none"> 1) WARM UP (I used nID from lesson and went around and asked about what has to be true in biconditional statements, and the phrase we use) 2) Going to have them go to the boards today and work on the two logic puzzles. I'm going to have them do the LOGIC PUZZLE that I need to find(39 minute class for Homecoming Pep Session) 3) Head back to seats to do <u>Snack Bar 1st, then the Halftime Show</u> from TpT.

	FUTURE ME: Send to the boards with just the puzzle, and give them clues in strips & see if that works better:-).
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Mon. Sept. 22	3.5 Proving segment relationships (Butler students coming) <ol style="list-style-type: none"> 1) Head to board to do WUP, consolidate push them to be mindful and intentional about the reasoning behind each step 2) Have them do the matching statements to reasons activity Future me: This Activity was great next year try adding angle postulate definition of an angle bisector definition of complementary angles definition of supplementary angles and the vertical angle theorem. consider this kind of like the thinking task moving into proving segments and angle relationships so you might want to rethink and do the matching activity first since it involves everything and then do the WUP. 3) Head to seats and do Notes Example #1.
Tues. Sept. 23	3.5 Proving segment relationships Hand out CHEAT SHEET & Have one in ShopTicket <ol style="list-style-type: none"> 1) Start at seats for Notes Example #2. 2) Have them go back to their boards, and complete MENT. 3) In the last 10 to 15 minutes of class have them sit back at their desk and work on CYU 3.5.
Wed. Sept. 24 Thurs. Sept. 25	3.6 Proving angle relationships <ol style="list-style-type: none"> 1) Make sure the CHEAT SHEET is in each shop ticket, and send the kids to the board to do PRO(start O). 2) Go back to seats and do go over O & 3.6 Example #1 only. 3) Head back to the boards and do VEA. (get to what you can:). 4) Head back to their seats and do example #2. 5) Head to boards for NG 6) The last 10 to 15 minutes of class had them head back to their desk to do CYU 3.6
Fri. Sept. 26	3.6 Proving angle relationships (Class shortened b/c Pep session) <ol style="list-style-type: none"> 1. Start off at the boards today trying to get through what you can get through of GLS. 2. Hand out QUIZ Review 3.1-3.6

Mon. Sept. 29	QUIZ 3.1-3.6
Tues. Sept. 30	3.7 Parallel lines and Transversals <ol style="list-style-type: none"> At the first couple minutes of class briefly go over what coplanar and planar points are and then have that discussion lead into the kids defining skew lines, and parallel lines. I drew a set of parallel lines with red arrows to let them know that that is given, and that those are parallel. I also did a set of perpendicular lines with a red 90° marking to let them know that that was given, and then I had a set of intersecting lines. I also drew and labeled a cube and I had them tell me which segment was coplanar and then which segment was non coplanar and then from there we were able to Define what skew lines were. Send them to the boards to do TR. Have them go back to seats and do example number one only. Send them back to the boards to do AN. Back to seats EXIT TICKET 3.7
Wed. Oct 1 Thurs. Oct 2	3.7 Parallel lines and Transversals <ol style="list-style-type: none"> QUIZIZZ to review vocab <ol style="list-style-type: none"> Start off class in their seats and do the Explore 3.7(I just put the Explore on the Board & Consolidated from there they were taking their own meaningful notes:-). activity on REVEAL. After the Explorer lesson, see if they can do example two on the notes at their desk. Send them back to the boards and have them do SVE rsa L Head to seat for about 10-15 minutes to work on CYU 3.7
Fri. Oct. 3	3.8 Slope and Equations of Lines <ol style="list-style-type: none"> Start of the class by going to the boards and doing SLO. Head back to seats and do notes example one and two Head back to the boards and do PEs!

Mon. Oct 6	3.8 Slope and Equations of Lines <ol style="list-style-type: none"> Start off by doing a quick QUIZIZZ to review Geometry Vocab Launch : Given a line and point, write an equation perpendicular. $y = -\frac{1}{4}x + 3$ (-6,4) Head to the boards and do M S !!. The last 10 or 15 minutes work on CYU 3.8
Tues. Oct 7	3.8 Slope and Equations of Lines <ol style="list-style-type: none"> Do a quick WARM UP with the example on the top of answer sheet. Parallel and perpendicular lines escape room activity(tpt). Finish up CYU 3.8

Wed. Oct 8 Thurs. Oct 9	3.9 Proving lines parallel 1) Start off class with Table Talk W Angle_Converse_Statements.docx 1) At seats do example 1 . 2) Head to the boards and do LI 3) head back to seats and do notes example number two 4) head back to boards and finish NES! 5) CYU 3.9/ QUIZ REVIEW
Fri. Oct 10	QUIZ 3.7-3.9 Have them complete 1st Nine Weeks Self/Class Evaluation

FALL BREAK OCTOBER 13-17

Mon. Oct 20	MODULE 3 REVIEW 1) Head straight to the boards and work on the BTC unit 3 review. 2) The last few minutes of class have them work at review at their desk.
Tues. Oct 21	MODULE 3 REVIEW PSAT Virtual Day
Wed. Oct 22 Thurs. Oct 23	Module 3 Test
Fri. Oct 24	Triangle Thinking Task/ The Making of a Triangle Activity (Math medic) 1) Hand out measured pipe cleaners and rulers. 2) Have the students measure each one of the pipe cleaners, and record color and measurement. 3) Have them work together to complete number one. 4) Consolidate what they notice as a class(don't go over answers just yet) , and then have them check their answers. after they've had a chance to go back and check through their answers as a class go over the chart. 5) After you have gone over the chart, have them answer numbers 1-4 as a group . 6) Go over the QUICK NOTES . 7) In the last 10 minutes, have them complete CYU 5-8 .

Mon. Oct 27	<p>5.1 Angles of Triangles</p> <ol style="list-style-type: none"> 1) Have each member of the group draw either an acute or an obtuse triangle. Make sure both types of triangles are represented in your group. SHOW VIDEO ON HOW TO USE PROTRACTOR(4:13). 2) Use your protractor to carefully measure all three angles. Write the measure of each angle in the appropriate spot in your picture. 3) Find the sum of the measures of the three angles in your triangle. Compare the results with others in your group. What do you notice? 4) Hand out the Patty paper that are cut into acute and obtuse triangles. Have them label the angles a,b, & c. Have them tear the patty paper into three pieces and put the angles together. EXAMPLE This proves to them why a triangle is 180°. 5) Go back to your original triangle and use a ruler to extend one side past the vertex. What is the measure of the new angle made on the outside of the triangle? 6) How does the outside angle relate to the other angles inside the triangle? Why do you think this is? 7) Consolidate by doing notes 5.1 example 1
Tues. Oct 28	<p>5.1 Angles of Triangles</p> <ol style="list-style-type: none"> 1) Starting at seats today doing example number two on notes 5.1 2) Head back to boards and do as many of ANGLES!! as you can. 3) and the last 10 minutes of class head back to seat to do CYU 5.1
<p>Wed. Oct 29 Thurs. Oct 30</p>	<p>5.2 Congruent Triangles *Post Pythagorean Theorem & A drawing of an isosceles triangle with congruent sides and congruent angles. Future you: When making copies, put “ce” on the back of Notes 5.2</p> <ol style="list-style-type: none"> 1) Wayground Warm up: Classify Triangles & Intro to Congruence. 2) Consolidate by going over congruent statement triangle ABC is congruent to triangle XYZ that is on the top of Lesson 5.2 3) Send students to boards to work on NRO. 4) Head back to seats and go over all of Notes 5.2 5) Head back to the boards to do UEN. 6) Head to seats to do ce together 7) Stay at seats to do CYU 5.2
Fri. Oct 31	<p>5.2 Congruent Triangles Future me: You saw something on BTC Geometry FB about introducing proofs with UNO Math Lib Activity</p>

Mon. Nov 3	5.3 Proving triangles congruent: SSS, SAS <ol style="list-style-type: none"> 1) Start off at seats explaining SSS & SAS, and then do Notes #1. 2) Head to Boards and do SIDEA get through what you can:)
Tues. Nov 4	5.3 Proving triangles congruent: SSS, SAS <p>☰ Warm up question 5.3 Day 2</p> <ol style="list-style-type: none"> 1) Start off at seats Notes #2 2) Head to Boards and do N!!E L and both extension get through what you can:) 3) Last 10-15 Minutes CYU 5.3
Wed. Nov 5 Thurs. Nov 6	REVIEW 5.1 - 5.3 <ol style="list-style-type: none"> 1) ☰ EXAMPLES Before Warm up 2) Warmup: SSS or SAS? 3) Head to boards and do BTC REVIEW 5.1-5.3 4) Sit at desk and do a REVIEW QUIZZZ instead of hard copy review.
Fri. Nov 7	QUIZ 5.1 - 5.3a

Mon. Nov 10	5.4 Proving triangles congruent: ASA, AAS <ol style="list-style-type: none"> 1) Start off in seats and go over back of Notes first , then EX 1. 2) .Head to boards to do AN 3) Head to seats for Notes #2 4) Head to board and do: GLE
Tues. Nov 11	5.4 Proving triangles congruent: ASA, AAS <ol style="list-style-type: none"> 1) Start off at seats and do a QUICK QUIZZZ. 2) Head to board and do: TIM e*** 3) Head back to seats and work on CYU 5.4
Wed. Nov 12 Thurs. Nov 13	5.5 Proving Right Triangles Congruent <ol style="list-style-type: none"> 1) Head to seats to do Notes #1 & #2 & CYU 5.5 2) Head to Boards and do RI GHT ANg LE 3) Head back to seats and do hard copy REVIEW 5.3-5.5
Fri. Nov 14	QUIZ 5.3b-5.5

Mon. Nov 17	5.6 Isosceles and Equilateral Triangles <ol style="list-style-type: none"> 1) Start off at seats and do NOTES 5.6 1 & 2. 2) Head to board and do: CTS ! 3) Head back to seats and work on CYU 5.6
Tues. Nov 18	5.6 Isosceles and Equilateral Triangles Congruent Triangles Escape Room Google Form for Puzzles
Wed. Nov 19 Thurs. Nov 20	Module 5 Review <ol style="list-style-type: none"> 1) Wayground Warm-up 2) BTC REVIEW Round 1) REV 2) IEW! 3) Test 5 Review
Fri. Nov 21	Module 5 TEST

Mon. Nov 24	Stack-the Cupcakes
Tues. Nov 25	Stack-the Cupcakes
Wed. Nov 26 Thurs. Nov 27	Thanksgiving Break
Fri. Nov 28	No School

Mon. Dec 1	6.1 Special Segments in Triangles <ol style="list-style-type: none"> 1) Start off by doing Notes Example 1 & 2 2) Head to Boards and do SEGMENT 3) Head to seat to do CYU 6.1
Tues. Dec 2	6.1 Special Segments in Triangles <ol style="list-style-type: none"> 1) Warm up: Special Segments in Triangles 2) Start off at seats and do QUIZZZ 3) Head to BOARDS and do BTC REVIEW
Wed. Dec 3 Thurs. Dec 4	6.2 Triangle Centers <ol style="list-style-type: none"> 1) Segments Of Triangles WARM UP 2) Centers of Triangles Construction(PAGE 2 only) 2) Move on to Notes 6.2 3) Head to Boards and do MID! 4) Last 10 -15 min head to seats and do CYU 6.2

Fri. Dec 5	6.3 Relationships in Triangles 1) Start off by doing Notes Example 1-3 2) Head to Boards and do CEN + Day#1 Extension
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Mon. Dec 8	6.3 Relationships in Triangles 1) Start off by doing GEOMETRY SEMESTER VOCAB REVIEW #2 2) Head to Boards and do TERS! 3) Head to seats and do CYU 6.3
Tues. Dec 9	Center of Triangles REVIEW 1) Whodunnit? Centers of Triangles 2) BTC 6.1- 6.3 Task Card Review
Wed. Dec 10	Center of Triangles REVIEW 1) Go to Boards and do #1-3 on Hard Copy Review (hand out after boards) 2) Finish BTC 6.1- 6.3 Task Card Review
Thurs. Dec 11/ Fri. Dec 12	*School from Aurora coming to observe 12/12 1) Head to boards and do a Centers of Triangles sorting activity. 2) Stay at boards and do #4 & #5 on Hard Copy Review 3) Head back to seats for 6.1-6.3 QUIZZ

Mon. Dec 15 Tues. Dec 16	SEMESTER 1 COURSE EVALUATION FINAL REVIEW
Wed. Dec. 17	Period 2 Final , COACH , Period 5 Final
Thurs. Dec 18	Period 3 Final , COACH , Period 6 Final
Fri. Dec 19	Period 4 Final , Period 7 Final

Geometry Priority Standards Coverage Map (2025)

This document summarizes where each Indiana Geometry Priority Standard is addressed in your Semester 1 (Fall 2025) and Semester 2 (Spring 2025) BTC calendars. It also highlights any standards not explicitly found in the calendars.

 **Standards Covered in Calendars**

Geometry Foundations

- G.GF.1 (axiomatic system, proofs, reasoning, counterexamples):
Covered in *Logic/Proofs* – Sept. 15–19 (Conjectures, Conditionals, Logic)[21†BTC Geometry Fall 2025 Semester 1 Calendar].
 - G.GF.4 (parallel/perpendicular lines, transversals, vertical angles, bisectors):
Sept. 29–Oct. 3 (Parallel Lines & Transversals), Oct. 20–24 (Proving Lines Parallel)[21†BTC Geometry Fall 2025 Semester 1 Calendar].
 - G.GF.5 (slope comparisons in coordinate graphs/equations):
Oct. 6–9 (Slope & Equations of Lines)[21†BTC Geometry Fall 2025 Semester 1 Calendar].
 - G.GF.7 (distance formula, midpoints):
Aug. 20–22 (Distance Formula), Aug. 25–26 (Midpoints & Bisectors)[21†BTC Geometry Fall 2025 Semester 1 Calendar].
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Triangles

- G.T.1 (triangle theorems: interior sum, isosceles, Pythagorean, mid-segment, proportion, bisector, triangle inequalities, hinge):
Oct. 27–Nov. 18 (Triangle Angle Sum, Congruence, Isosceles/Equilateral)[21†BTC Geometry Fall 2025 Semester 1 Calendar].
Jan. 13–24 (Inequalities in Triangles, Triangle Inequality, Hinge Theorem)[20†BTC GEOMETRY SPRING 2025 Geometry Semester 2 Calendar].
 - G.T.2 (triangle congruence: ASA, SAS, AAS, SSS, HL):
Oct. 29–Nov. 14 (Triangle Congruence Proofs)[21†BTC Geometry Fall 2025 Semester 1 Calendar].
 - G.T.4 (congruent/similar triangles applied to perimeter, area, side problems):
Jan. 27–Feb. 11 (Similarity, Proportionality, Pairs of Similar Triangles)[20†BTC GEOMETRY SPRING 2025 Geometry Semester 2 Calendar].
 - G.T.6 (trig ratios + Pythagorean Theorem in right triangles):
Feb. 17–28 (Pythagorean Theorem, Trigonometry)[20†BTC GEOMETRY SPRING 2025 Geometry Semester 2 Calendar].
 - G.T.7 (special right triangles):
Feb. 20–21 (Special Right Triangles)[20†BTC GEOMETRY SPRING 2025 Geometry Semester 2 Calendar].
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Quadrilaterals & Polygons

- G.QP.1 (parallelogram theorems: sides, angles, diagonals):
Mar. 12–21 (Parallelograms, Tests for Parallelograms, Rectangles)[20†BTC GEOMETRY SPRING 2025 Geometry Semester 2 Calendar].
Mar. 25–27 (Rhombi & Squares), Apr. 7–8 (Trapezoids & Kites).
- G.QP.4 (perimeters & areas of polygons):
Apr. 28–May 1 (Area of Quadrilaterals, Regular Polygons)[20†BTC GEOMETRY SPRING 2025 Geometry Semester 2 Calendar].

Circles

- **G.CI.3 (circumference, areas, arcs, angles, sectors):**
Apr. 14–22 (Circles: Circumference, Arcs, Angles, Chords)[20†BTC GEOMETRY SPRING 2025 Geometry Semester 2 Calendar].
May 2–5 (Areas of Circles & Sectors).

Transformations & 3D Solids

- **G.TS.4 (volume & surface area of solids):**
May 6–9 (Surface Area, Volume of Prisms, Pyramids, Cylinders, Cones, Spheres)[20†BTC GEOMETRY SPRING 2025 Geometry Semester 2 Calendar].
- **G.TS.5 (design problems using geometry):**
Implied in BTC thinking tasks, but not directly listed in calendars.

Priority Standards Not Explicitly Covered

- **G.TS.1 (rigid motions, transformations, congruence via transformations):**
Not explicitly shown in Semester 1 or 2 calendars. May need a dedicated unit or stronger tie-in during congruence proofs.
- **G.TS.5 (design problems):**
Only implied through BTC tasks. Consider building an explicit design-based project.
- **Process Standards (PS.1–8):**
Embedded throughout BTC activities but not named directly.

Recommendations

- Add or highlight transformations (G.TS.1) in your pacing guide, even if embedded in congruence/triangle proofs.
- Plan a capstone-style design project (G.TS.5) to clearly hit that standard.
- Make process standards visible in unit overviews (e.g., label group tasks with PS.2, PS.3).

This map provides alignment evidence for admin, PLC teams, and parents, showing that BTC Geometry fully addresses Indiana's Priority Standards.