

Monday 2/10/2020



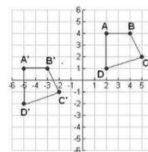
1. Put ALL phones in your bag
2. Warm-up
3. Parallel Lines Notes
4. HW/Practice

Jul 31-9:37 PM

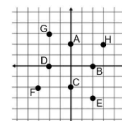
**High School HS Geometry
Unit 1B EOC Review #1**

1. The vertices of a triangle are $P(-3, 8)$, $Q(-6, -4)$, and $R(1, 1)$. What are the vertices of the image reflected over the x -axis?
 - A. $P'(-3, -8)$, $Q'(-6, 4)$, $R'(1, -1)$
 - B. $P'(3, 8)$, $Q'(6, -4)$, $R'(-1, 1)$
 - C. $P'(8, -3)$, $Q'(-4, -6)$, $R'(1, 1)$
 - D. $P'(-8, 3)$, $Q'(4, 6)$, $R'(-1, -1)$
2. If the image of (x, y) $(x - 1, y + 2)$ is $A'(-5, 2)$, what is the pre-image, or A ?
 - A. $(-4, 4)$
 - B. $(-4, 0)$
 - C. $(-6, 4)$
 - D. $(-6, 0)$

3. What is the rule to describe the following translation from the pre-image $ABCD$ to the image $A'B'C'D'$?
 - A. (x, y) to $(x - 3, y - 7)$
 - B. (x, y) to $(x - 7, y - 3)$
 - C. (x, y) to $(x + 7, y + 3)$
 - D. (x, y) to $(x + 3, y + 7)$



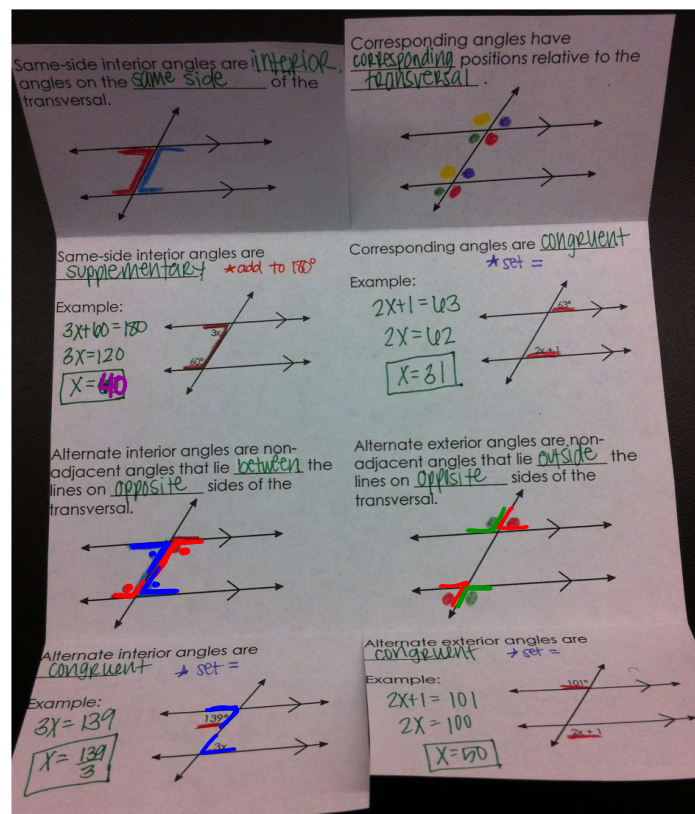
4. If Point $A(-8, 5)$ is reflected over the line $y = 2$ and then translated according to the rule $(x, y) \rightarrow (x - 1, y - 4)$, what quadrant will Point A be in?
 - A. Quadrant I
 - B. Quadrant II
 - C. Quadrant III
 - D. Quadrant IV
5. Which point is the image of $H(3, 2)$ after the three transformations?
 - I. A translation one unit to the left and two units down
 - II. A reflection over the y -axis
 - III. A 90 degrees counterclockwise rotation about the origin



- A. Point A
- B. Point B
- C. Point C
- D. Point D

Foldable

1. Grab Scissors, Yellow Paper, Glue Stick
2. Grab 4-5 Colored Pencils



What am I learning today?

Learning Objective 2A.5

How to describe and use the different angle relationships in parallel lines

Jul 31-6:18 PM

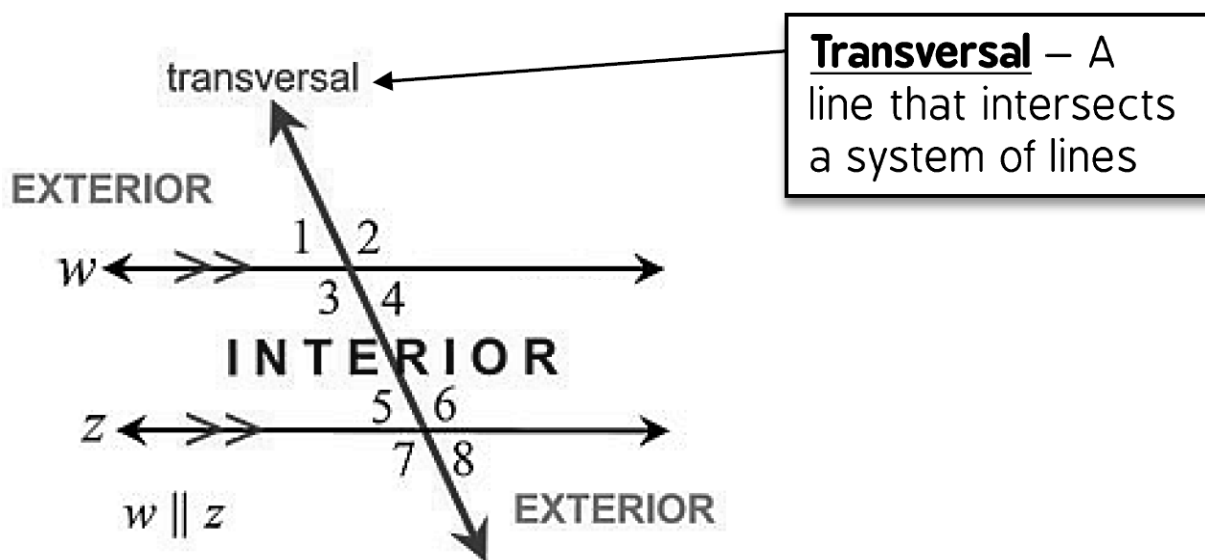
Mr. Thornton

What will I do to show that I have learned it?

I can...

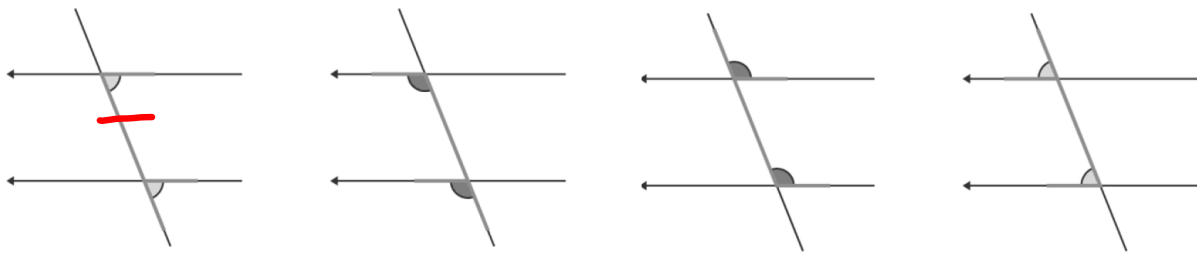
Set pairs of angles equal to each other OR
equal to 180°

Jul 31-6:18 PM



Aug 13-12:41 PM

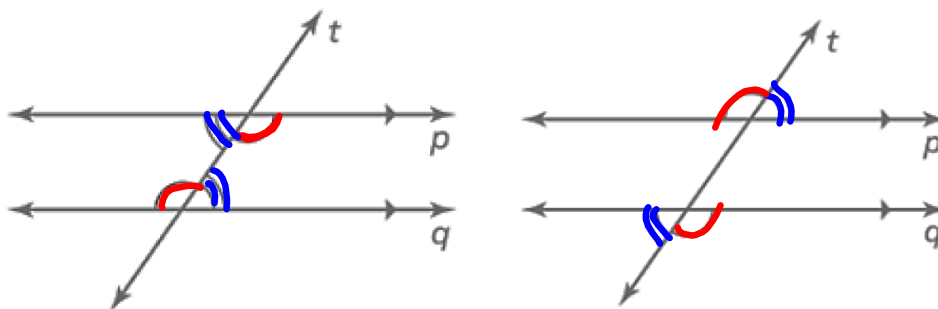
Corresponding Angles - Pairs of angles located in the **SAME** location on each parallel line



Equation Setup: $m\angle 1 = m\angle 2$

Aug 13-12:47 PM

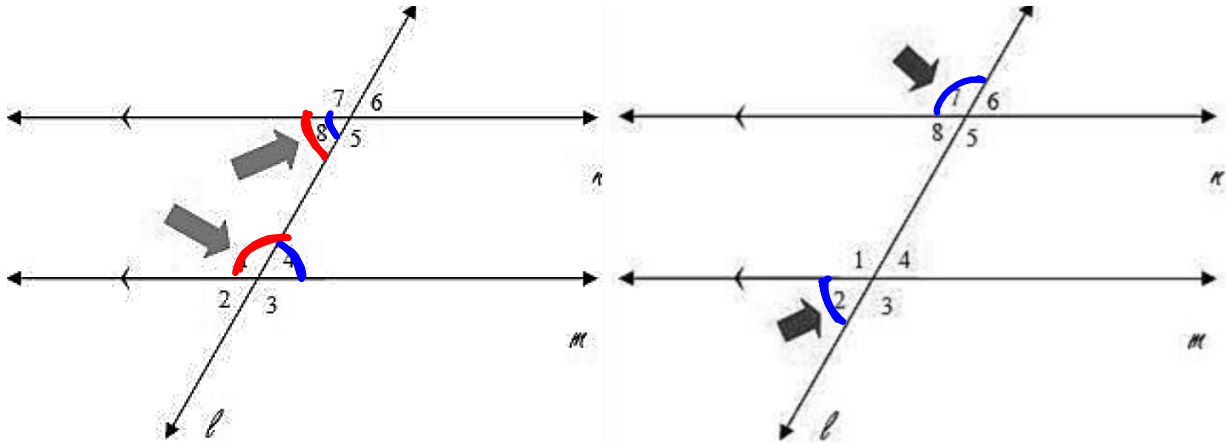
Alternate Angles - Pairs of angles located either BOTH on the **INSIDE** (*interior*) or BOTH on the **OUTSIDE** (*exterior*) and **JUMP** over the transversal



Equation Setup: $m\angle 1 = m\angle 2$

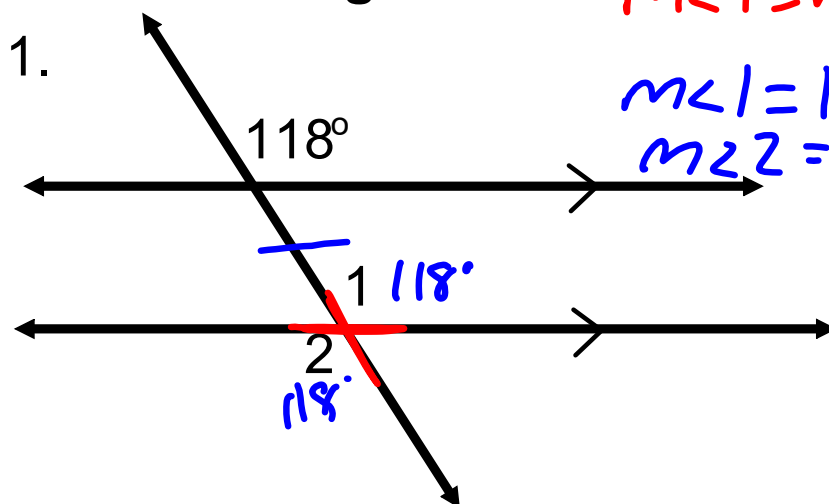
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Same-Side (Consecutive) Angles - Pairs of angles located either BOTH on the **INSIDE** (*interior*) or BOTH on the **OUTSIDE** (*exterior*) **BUT DO NOT JUMP** over the transversal



Equation Setup: $m\angle 1 + m\angle 2 = 180$

Find the measure of the missing or numbered angle.



$m\angle 1 = m\angle 2$

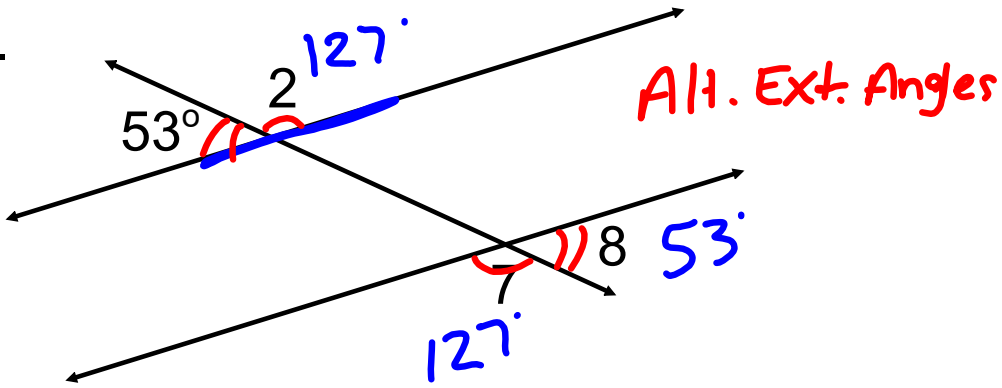
$m\angle 1 = 118^\circ$

$m\angle 2 = 118^\circ$

Find the measure of the missing or numbered angle.

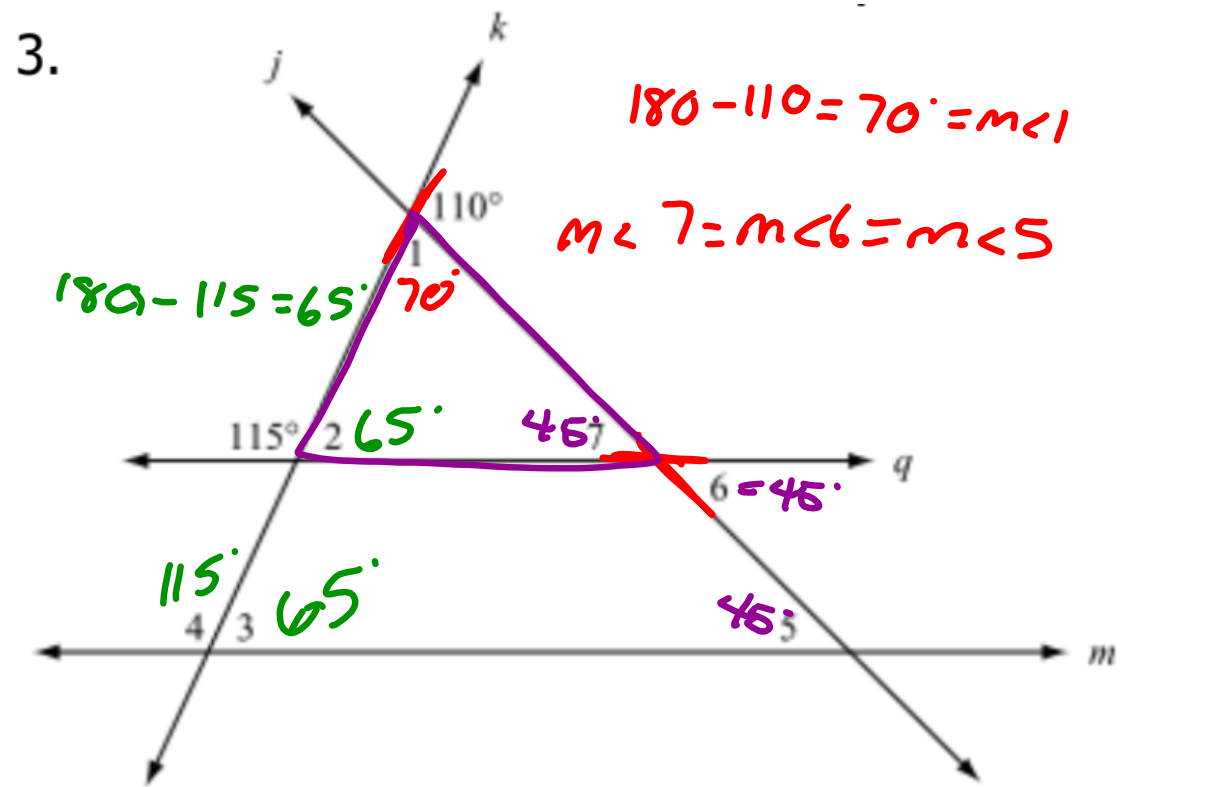
$m\angle 2 \Rightarrow 180 - 53 = 127$

2.

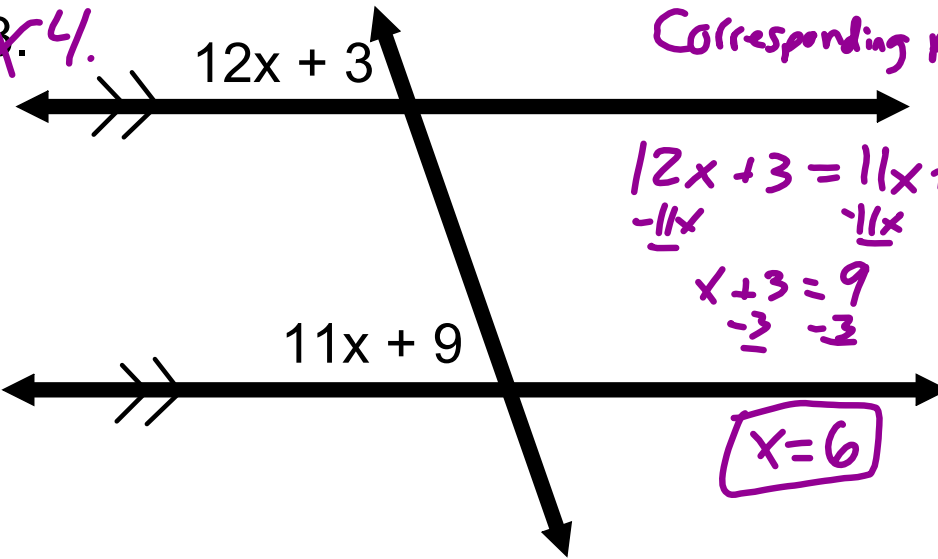


Aug 13-12:48 PM

3.



Find the value of all variables.

3.4.  Corresponding Angles.

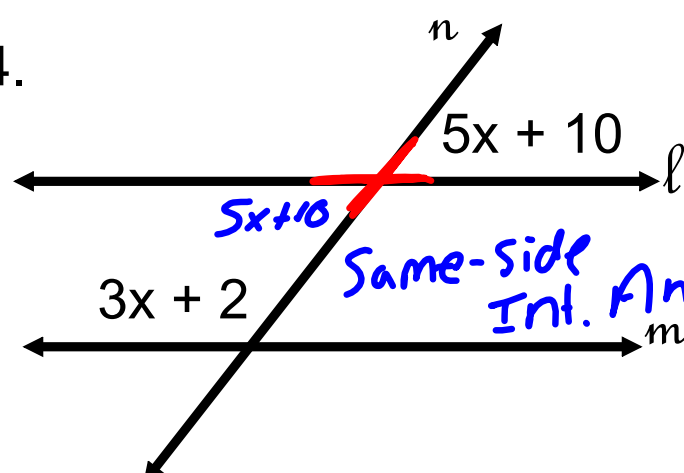
$$12x + 3 = 11x + 9$$

$$\begin{array}{r} -11x \\ \hline x + 3 = 9 \\ -3 \quad -3 \\ \hline \end{array}$$

$x = 6$

Aug 13-12:48 PM

Find the value of all variables.

4.  Same-side Int. Angles

$$5x + 10 + 3x + 2 = 180$$

$$8x + 12 = 180$$

$$\begin{array}{r} -12 \quad -12 \\ \hline 8x = 168 \\ \frac{8}{8} \quad \frac{168}{8} \\ \hline \end{array}$$

$x = 21$

Aug 13-12:48 PM

Find the value of all variables.

Ex 6.

Handwritten work:

$$17x - 70 = 2x + 5$$

$$\begin{array}{r} +70 \\ \hline 17x = 2x + 15 \\ -2x \quad -2x \\ \hline 15x = 15 \\ \frac{15x}{15} = \frac{15}{15} \\ \boxed{x = 1} \end{array}$$

$$3y + 5 + 5y + 15 = 180$$

$$\begin{array}{r} 8y + 20 = 180 \\ -20 \quad -20 \\ \hline 8y = 160 \\ \frac{8y}{8} = \frac{160}{8} \\ \boxed{y = 20} \end{array}$$

Aug 13-12:49 PM

Find the value of all variables.

6.

Handwritten work:

Alt. Int. 57°

$b^\circ = 64^\circ$

$c^\circ = 57 + d = 116$

$d^\circ = 59$

$180 - 57 - 64 = 59$

Aug 13-12:50 PM

Classwork:

Complete the classwork by using angle relationships in parallel lines.

HW: Finish classwork

Jul 31-9:12 PM