

Math

Common Core State Standards

High School Geometry

Coordinate Geometry, Triangles, Parallelograms, Similarity, Three-Dimensional Figures, Probability, and more!

BUILDING BLOCKS OF GEOMETRY G.CO.1

Points, Lines, & Planes

A **point** is an exact location. It has no size or shape. Points are typically labeled with capital letters.

EX: point *C* and point *F*



A **line** is made up of an infinite number of points. It has infinite length and no width. There is exactly one line through any two points. Lines are typically named by a lowercase script letter or by two points on the line.

EX: line *l*, $\overleftrightarrow{CD}$, $\overleftrightarrow{DC}$, line $\overleftrightarrow{CD}$, line $\overleftrightarrow{DC}$



A **plane** is a flat surface made up of an infinite number of points. It has no thickness and extends infinitely in all directions. There is exactly one plane through any three points. Planes are typically named by a capital script letter or by three points on the plane that do not lie in the same line.

EX: plane *P*, plane $\overleftrightarrow{RST}$, plane $\overleftrightarrow{SRT}$, plane $\overleftrightarrow{STR}$, plane $\overleftrightarrow{TSR}$, plane $\overleftrightarrow{TRS}$



Collinear points lie on the same line, while **noncollinear points** do not. **Coplanar points** lie in the same plane, while **noncoplanar points** do not.

Distance & Midpoints

A **line segment** is a section of a line that starts at one point and ends at another point.

These points are the **endpoints** of the line segment. Because a line segment has a starting point and an ending point, it has finite length that can be measured.

EX: segment $\overline{XY}$, segment $\overline{YX}$, $\overline{XF}$, $\overline{FX}$ has length 5.2 cm

The **midpoint** of a segment is the point that lies halfway between the endpoints. A **segment bisector** is a segment, line, or plane that intersects a segment at its midpoint.



Angles

A **ray** is part of a line. Rays have one endpoint and extend infinitely in one direction. Two rays that share a common endpoint and are noncollinear form an **angle**. The rays are the **sides** of the angle, and the common endpoint is called the **vertex** of the angle. Angles are typically named by using the vertex, and a point on each side of the angle, or by using a number.

EX: $\angle A$, $\angle M$, $\angle AMN$, $\angle NMA$ is formed by rays $\overrightarrow{MA}$ and $\overrightarrow{MN}$ (the sides of the angle) and has vertex *M*.



Angles are measured in **degrees**, which are labeled with the symbol $^\circ$. There are 360° in one full rotation around a circle.



Parallel & Perpendicular Lines

Lines, segments, or rays that form a right angle are called **perpendicular** and are represented by the symbol $\perp$.

EX: line *a* $\perp$ line *b*



Parallel lines are coplanar lines that never intersect.

Parallel lines are represented by the symbol $\parallel$.

EX: line *c* $\parallel$ line *d*



COORDINATE GEOMETRY G.GPE.4, G.GPE.5, G.GPE.7

The coordinate plane can be used to demonstrate and verify many geometric properties.

Slopes of Parallel & Perpendicular Lines

The **slope** of a line or segment is the ratio of the vertical rise to the horizontal run. For two points on the line or segment, the slope can be calculated as the change in the *y*-coordinates divided by the change in the *x*-coordinates.

Slope Formula: For the points (x_1, y_1) and (x_2, y_2) , the slope of the line or segment that connects the points is given by $m = \frac{y_2 - y_1}{x_2 - x_1}$.

Parallel lines have the same slope, and perpendicular lines have slopes that are opposite reciprocals.

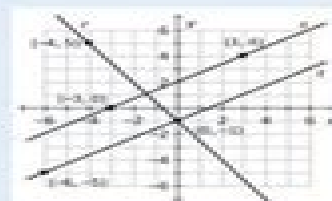
EX: Find the slope of each line and determine the relationships between them.

$$\text{slope of line } r: \frac{-1-5}{0-(-4)} = -\frac{3}{2}$$

$$\text{slope of line } s: \frac{4-0}{3-(-3)} = \frac{2}{3}$$

$$\text{slope of line } t: \frac{-1-(-5)}{0-(-6)} = \frac{2}{3}$$

Lines *s* and *t* have the same slope, so they are parallel. The slope of line *r* is the opposite reciprocal of the slope of lines *s* and *t*. So, line *r* is perpendicular to both line *s* and line *t*.



Distance Formula

Length can be calculated on the coordinate plane using the **Distance Formula**.

The distance between two points on the coordinate plane is given by the formula

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

EX: Find the length of $\overline{RS}$ with endpoints $R(3, -5)$ and $S(-2, 6)$.

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} \quad \text{Distance Formula}$$

$$d = \sqrt{(-2-3)^2 + (6-(-5))^2} \quad \text{Substitute the coordinates of the endpoints.}$$

$$d = \sqrt{145} \quad \text{Simplify.}$$

The length of $\overline{RS}$ is $\sqrt{145} \approx 12.1$ units.

Figures on the Coordinate Plane

Geometric figures can be represented on the coordinate plane, and you can use slopes and the Distance Formula to analyze them.

EX: Quadrilateral $ABCD$ has vertices located at $A(-6, 2)$, $B(4, 4)$, $C(5, -1)$, and $D(-5, -3)$. Determine the type of quadrilateral and find the area.

1. Plot the figure on a coordinate plane.

Then find the slopes of the sides.

$$\text{slope of } \overline{AB}: \frac{1}{5}$$

$$\text{slope of } \overline{BC}: -5$$

$$\text{slope of } \overline{CD}: \frac{1}{5}$$

$$\text{slope of } \overline{AD}: -5$$

2. Find the lengths of the sides.

$$\overline{AB} = \sqrt{104} = 2\sqrt{26}$$

$$\overline{BC} = \sqrt{26}$$

$$\overline{CD} = \sqrt{104} = 2\sqrt{26}$$

$$\overline{AD} = \sqrt{26}$$

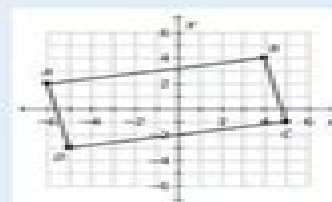
3. Classify the quadrilateral.

$ABCD$ has sides that are perpendicular, so they form 90° angles.

The opposite sides of $ABCD$ are congruent. The quadrilateral is a rectangle.

4. Find the area of $ABCD$.

$$\text{area} = 2\sqrt{26}(\sqrt{26}) = 2(26) = 52 \text{ square units}$$



Math Common Core Geometry 10th Grade

Prentice Hall, Pearson Education, Inc.



Math Common Core Geometry 10th Grade:

Math Common Core Geometry 10th Grade Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Math Common Core Geometry 10th Grade**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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