

GEOMETRY II

SECOND SEMESTER

FINAL

1) Conditional: If an angle has no obtuse supplement, then it is acute. State the converse of the conditional.

- A) If an angle does not have an obtuse supplement, then it is not acute.
 B) If an angle is acute, then its supplement is obtuse.
 C) If an angle is not acute, then its supplement is not obtuse.

2) What kind of logical reasoning is represented by the following diagram?



- A) affirming the consequent
 B) modus ponens
 C) denying the antecedent
 D) modus tollens

3) Find the correct conclusion from these premises:

If your quadrilateral is a rectangle, then its opposite sides are parallel.
 The opposite sides of ABCD are parallel.

- A) No valid conclusion, negating the antecedent.
 B) ABCD is a rectangle.
 C) ABCD is not a rectangle.
 D) No valid conclusion, affirming the consequent.
 E) ABCD is a rhombus.

4) A solid has 3 faces and 6 vertices. How many edges does it have?

- A) 9
 B) 7
 C) 11
 D) 13
 E) 8

5) Point B is between A and C on $\overline{AC}$.
 $AB = 9x - 5$, $BC = 3x + 3$, and $AC = 11x + 2$.
 Find x.

- A) 10.5
 B) 11
 C) 10
 D) 8
 E) 9.5

6) If $m\angle A = (4x - 10)^\circ$ and $m\angle B = (3x - 10)^\circ$ and $\angle A$ and $\angle B$ are supplementary, then what is the value of x?

- A) 20
 B) 10
 C) 30
 D) 20
 E) 10

7) Find the circumference of $x^2 + 6x + 9x^2 + 16x + 96$.

- A) 96π
 B) 6.5π
 C) 192π
 D) 106.5π
 E) 36π

Honors Geometry Final Exam 2nd Semester

Peipei Pang



Honors Geometry Final Exam 2nd Semester:

Special Honors Smith College, 1927 *Managing School Districts for High Performance* Stacey Childress, 2007

Managing School Districts for High Performance brings together more than twenty case studies and other readings that offer a powerful and transformative approach to advancing and sustaining the work of school improvement. At the center of this work is the concept of organizational coherence aligning organizational design, human capital management, resource allocation, and accountability and performance improvement systems to support an overarching strategy. This central idea provides a valuable conceptual framework for current and future school leaders. The case studies presented in Managing School Districts for High Performance grow out of the Public Education Leadership Project (PELP), a unique partnership between the Harvard Business School, the Harvard Graduate School of Education, and a network of urban school districts. This rich array of cases explores the managerial challenges districts face as they seek to ensure rich learning opportunities and high achievement for all students across a system of schools. This book of insightful case studies fills a void long felt by educational administrators in search of practical, real-world training tools. It will serve as a catalyst for the tough conversations district leaders need to have about achieving high-quality outcomes for all students. The Broad Center for the Management of School Systems has used many of these cases with great success, and we are excited that they are now compiled into a single collection. Dan Katzir, Managing Director, The Broad Foundation. This volume is not a treatise about how schools and districts should work. Rather, it provides a deep immersion in the real dilemmas involved in advancing school district reform. Anyone who works through these cases cannot help but come away with a more informed vision for change, a more reflective orientation about the interrelationships among the multiple tasks involved, and a more prudent grasp of what it takes to educate all children to high academic standards. The course of study presented by Managing School Districts for High Performance should be required professional education for anyone charged with advancing a coherent agenda of school improvement in our diverse, demanding, and rapidly changing society. Anthony S. Bryk, Spencer Professor of Organizational Studies, Stanford University. This set of case studies offers practitioners, policymakers, and scholars the opportunity to learn from the collective wisdom and real-life experiences of educational leaders involved in systemic transformation. Implementing coherent reform strategies designed to improve and sustain student performance often takes place in a vacuum. As a former urban superintendent, I believe that these selected educational case studies provide a compelling forum for shared experiential teaching and learning. Arlene Ackerman, Christian A. Johnson, Professor of Outstanding Educational Practice, Teachers College, Columbia University. This collaboration between the Harvard Business School and the Harvard Graduate School of Education provides a set of analytical tools to address the most complex and challenging issues facing urban public schools. The contemporary case studies document actual choices and constraints and point to patterns and similarities across organizations, from urban schools to corporate environments. Carol Johnson, Superintendent, Boston Public Schools. Stacy

Childress is a lecturer at Harvard Business School Richard F Elmore is the Gregory R Anrig Professor of Educational Leadership at the Harvard Graduate School of Education Allen S Grossman is the MBA Class of 1957 Professor of Management Practice at Harvard Business School Susan Moore Johnson is the Pforzheimer Professor of Teaching and Learning at the Harvard Graduate School of Education

Directory of Distance Learning Opportunities Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

Catalog University of Colorado Boulder, 2005 **Catalogue** Swarthmore College, 1930 General Register University of Michigan, 1963 Announcements for the following year included in some vols *University of Michigan Official Publication* , 1963 *Catalogue of the University of Michigan* University of Michigan, 1964 Announcements for the following year included in some vols *Announcement* University of Michigan. College of Engineering, 1967 MASS Selecta Svetlana Katok, A. B. Sossinsky, Serge Tabachnikov, This book results from a unique and innovative program at Pennsylvania State University Under the program the best of the best students nationwide are chosen to study challenging mathematical areas under the guidance of experienced mathematicians This program Mathematics Advanced Study Semesters MASS offers an unparalleled opportunity for talented undergraduate students who are serious in the pursuit of mathematical knowledge This volume represents various aspects of the MASS program over its six year existence including core courses summer courses students research and colloquium talks The book is most appropriate for college professors of mathematics who work with bright and eager undergraduate and beginning graduate students for such students who want to expand their mathematical horizons and for everyone who loves mathematics and wants to learn more interesting and unusual material The first half of the book contains lecture notes of nonstandard courses A text for a semester long course on p adic analysis is centered around contrasts and similarities with its real counterpart A shorter text focuses on a classical area of interplay between geometry algebra and number theory continued fractions hyperbolic geometry and quadratic forms Also provided are detailed descriptions of two innovative courses one on geometry and the other on classical mechanics These notes constitute what one may call the skeleton of a course leaving the instructor ample room for innovation and improvisation The second half of the book contains a large collection of essays on a broad spectrum of exciting topics from Hilbert's Fourth Problem to geometric inequalities and minimal surfaces from mathematical billiards to fractals and tilings

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