

Geometry Semester I Final Part I



1. What is another name for plane PT ?
- A. plane AB C. plane ABC
 B. plane n D. plane BAO

2. Which is the name of a ray with endpoint D ?
- A. AB C. DB
 B. BC D. BA

3. F is between J and G , $JF = 7$, and $FG = 5$. Find JG .
- A. 6 C. 18
 B. 7 D. 26

4. What is the measure of $\angle PTQ$?
-
- A. 5 C. 26
 B. 10 D. 40

5. What is $\angle A$?



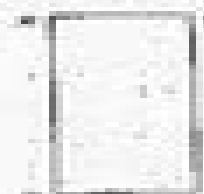
- A. 30° C. 60°
 B. 40° D. 100°

6. An angle measuring 22° is bisected. What is the measure of the angles that are formed?
- A. 11° C. 30°
 B. 22° D. 44°

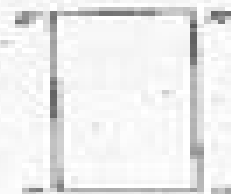
7. What are the coordinates of the midpoint of GH with endpoints $G(-2, 5)$ and $H(6, 1)$?
- A. $(-4, 4)$ C. $(-3, 2)$
 B. $(1, 3)$ D. $(2, 4)$

8. M is the midpoint of RS and R has coordinates $(2, 5)$. Find the coordinates of S .
- A. $(4, 5)$ C. $(4, 4)$
 B. $(10, 10)$ D. $(10, 14)$

9. Which best describes the transformation?



- A. glide
 B. reflection



- C. rotation
 D. translation

10. If $\angle A = 3^\circ$, what is the measure of a supplement of $\angle A$?
- A. 90° C. $90 - 3^\circ$
 B. 180° D. $(180 - 3)^\circ$

Geometry Honors Final Semester Practice Answers

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schools respectively The final section is a commentary by Jeremy Kilpatrick Regents Professor of Mathematics Education at the University of Georgia on the research reported in this book It provides a historical perspective on the use of research to guide mathematics curriculum reform in schools and makes additional recommendations for further research In addition to the references provided at the end of each chapter other references about the Standards based curriculum projects are provided at the end of the book This volume is a valuable resource for all participants in discussions about school mathematics curricula including professors and graduate students interested in mathematics education curriculum development program evaluation or the history of education educational policy makers teachers parents principals and other school administrators The editors hope that the large body of empirical evidence and the thoughtful discussion of educational values found in this book will enable readers to engage in informed civil discourse about the goals and methods of school mathematics curricula and related research

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