Geometry Pacing 2025-26

Pacing guides are essential tools designed to ensure consistency in curriculum delivery across all schools within the Lansing School District. These guides provide a structured timeline for instructional planning while allowing flexibility for educators to meet the specific needs of their students and classrooms. Testing schedules, short weeks, and breaks have been factored into the pacing guidelines. By maintaining consistency in curriculum delivery and allowing flexibility for instructional adjustments, we can create optimal learning experiences for every student. For further guidance or support regarding pacing guides, please contact the Instructional Division.

Pacing guides serve multiple important purposes within our district:
1. Consistency in Curriculum: By following pacing guides, educators can ensure that all students receive the same essential content and skills regardless of the school they attend. This consistency supports academic achievement and reduces gaps in learning for students who transition between schools within our district.
2. Smooth Transitions for Students: Many students move between different schools within our district due to various reasons. Pacing guides help to align curriculum delivery across schools, making transitions smoother and minimizing disruptions in their educational journey.
3. Flexibility for Instruction: While pacing guides provide a structured framework, they also allow teachers the flexibility to adjust pacing based on classroom data and the unique needs of their students. This flexibility ensures that instruction remains responsive and effective.

Implementation Guidelines: Effective implementation of pacing guides plays a vital role in ensuring that all students in the Lansing School District receive high-quality instruction aligned with district standards and goals.
1. Distribution and Review: Pacing guides are available on the district website and in the Instructional Minute. Principals are responsible for ensuring that teachers within their respective grade levels and subjects review and follow these guides thoroughly.
2. Alignment with Instructional Plans: Teachers should align their instructional plans with the pacing guides to ensure that essential content and skills are covered within the designated time frame.
3. Monitoring and Adjustment: Teachers are encouraged to monitor student progress regularly using formative assessments and adjust pacing as needed based on classroom data. However, teachers should aim to stay within two weeks of the pacing outlined in the guides to maintain alignment with district-wide goals.

Strategies for Maintaining Effective Pacing:
To maintain effective pacing throughout the year, consider the following strategies:
1. Collaborative Planning (ILC): Encourage subject-level teams to collaborate regularly to review pacing guides, share instructional strategies, and discuss adjustments based on student needs.
2. Data-Driven Instruction: Use ongoing assessment data to inform instructional decisions and make necessary adjustments to pacing to support student learning.
3. Professional Development: Provide opportunities for professional development focused on effective instructional practices and strategies for adapting pacing guides to meet the needs of diverse learners.
4. Feedback and Reflection: Encourage teachers to provide feedback on the pacing guides and reflect on their effectiveness in supporting student achievement. This feedback loop is essential for continuous improvement.

* In June, 2025, the 9-12 Math Steering Committee voted to adopt the curricular tool *enVision math* for grades 9-12.
For the 2025-26 school year, enVision should be taught according to the pacing guide. Steering Committee members should collect their feedback on the units using the document linked HERE. DPPD and Steering Committee time will be dedicated to reviewing student artifacts, pacing, and implementation feedback.

Geometry Pacing Semester 1, 2025

Week	Dates	Lesson *Teachers are encouraged to utilize lesson quizzes provided by enVision.*	Standards
1	August 20-22	Welcome Back: Establishing Routines and Procedures, Topic 1 Foundations of Geometry: Readiness Assessment	
2	August 25-28	1.1: Measuring Segments and Angles, 1.2: Basic Constructions, 1.3: Midpoint and Distance	HSG.CO.A.1, MP.1, MP.2, MP.7
3	September 2-5	1.4: Inductive Reasoning, Mathematical Modeling Topic 1, 1.5: Conditional Statements	HSG.CO.A.1, HSG.CO.D.12, MP.3, MP.5, MP.7
4	September 8-12	1.6: Deductive Reasoning, 1.7: Writing Proofs	HSG.CO.A.1, HSG.GPE.B.6, MP.1, MP.2, SG.CO.C.10, HSG.CO.C.11, MP.3, MP.7, MP.8
5	September 15-19	1.8: Indirect Proof, Topic 1 Foundations of Geometry: Assessment	HSG.CO.A.1, HSG.CO.D.12, MP.4, SG.CO.C.9, HSG.CO.C.10, HSG.CO.C.11, MP.1, MP.6, MP.7
6	September 22-25	Topic 2 Parallel and Perpendicular Lines: Readiness Assessment, 2.1: Parallel Lines	HSG.CO.C.10, HSG.CO.C.11, MP.2, MP.4, MP.7, HSG.CO.C.9, MP.3
7	September 29-October 3	2.2: Proving Lines Parallel, 2.3: Parallel Lines and Triangle Angle Sums, 2.4: Slopes of Parallel and Perpendicular Lines	HSG.CO.C.9, HSG.CO.C.10, HSG.CO.C.11, MP.1, MP.2, MP.7
8	October 6-10	Topic 2 Parallel and Perpendicular Lines: Assessment, Mathematical Modeling Topic 2	MP.1, MP.8, HSG.CO.A.1, HSG.CO.C.9, HSG.CO.D.12, HSG.MG.A.3, MP.2, MP.7, HSG.CO.C.10, MP.4, HSG.GPE.B.4, HSG.GPE.B.5,
9	October 13-16	Topic 3 Transformations: Readiness Assessment, 3.1: Reflections, 3.2: Translations	HSG.GPE.B.4, HSG.GPE.B.5, MP.2, MP.3, MP.4, HSG.CO.C.9, HSG.MG.A.3
10	October 20-24	3.3: Rotations, 3.4: Classification of Rigid Motions, 3.5: Symmetry	HSG.CO.A.4, MP.2, MP.5, MP.7, HSG.CO.A.2, HSG.CO.A.5, HSG.CO.B.6, MP.3, MP.1, MP.6,
11	October 27-31	Mathematical Modeling Topic 3, Topic 3 Transformations: Assessment	HSG.CO.A.5, HSG.CO.B.6, MP.2,, HSG.CO.A.3, MP.3, MP.6, MP.7, MP.4
12	November 3-7	Topic 4 Triangle Congruence: Readiness Assessment, 4.1: Congruence,	HSG.CO.A.5, HSG.CO.B.6 MP.2, MP.6, MP.7, HSG.CO.C.10,MP.3, MP.7, HSG.CO.B.7, MP.8, HSG.CO.B.8, HSG.SRT.B.5

		4.2: Isosceles and Equilateral Triangles	
13	November 10-14	4.3: Proving and Applying the SAS and SSS Congruence Criteria, 4.4: Proving and Applying the ASA and AAS Congruence Criteria, 4.5: Congruence and Right Angles	HSG.CO.A.5, HSG.CO.B.6, HSG.CO.B.7, HSG.CO.B.8, MP.1, MP.5, MP.7 HSG.CO.C.10, MP.2, MP.6, MP.7 HSG.SRT.B.5, MP.3, MP.4
14	November 17-21	4.6: Congruence in Overlapping Triangles Mathematical Modeling Topic 4, Topic 4 Triangle Congruence: Assessment	HSG.CO.C.9, HSG.CO.D.12, MP.3, MP.7, HSG.CO.C.10, HSG.C.A.3, MP.1, MP.4, MP.7
15	December 1-5	Topic 5 Relationships in Triangles: Readiness Assessment, 5.1:Perpendicular and Angle Bisectors, 5.2: Bisectors in Triangles	HSG.CO.C.9, HSG.CO.C.10, MP.4, MP.1, MP.7, MP.2, MP.3,
16	December 8-12	5.3: Medians and Altitudes, 5.4: Inequalities in One Triangle, Mathematical Modeling Topic 5 (optional), Topic 5 Relationships in Triangles: Assessment	HSG.SRT.B.5, MP.3, MP.4
17	December 15-19	Topic 6 Quadrilaterals and Other Polygons: Readiness Assessment, 6.1: The Polygon Angle-Sum Theorems, 6.2: Kites and Trapezoids, Mathematical Modeling Topic 6 (optional)	HSG.SRT.B.5, MP.4, HSG.CO.C.11, HSG.SRT.B.5, MP.1, MP.3, MP.5
18	January 5-9	6.3: Properties of Parallelograms, 6.4: Proving a Quadrilateral Is a Parallelogram,, 6.5: Properties of Special Parallelograms	HSG.SRT.B.5, MP.4, MP.5, MP.6, HSG.CO.C.11, HSG.SRT.B.5, MP.1, MP.3, MP.7, HSG.SRT.B.5,MP.7
19	January 12-16	6.6: Conditions of Special Parallelograms, Topic 6 Quadrilaterals and Other Polygons: Assessment	HSG.CO.C.11, HSG.SRT.B.5, MP.1, MP.4, MP.7
20	January 19-23 Final Exam Week	Geometry Common Assessment (will be supplied by department chair/team leader)	

Geometry Pacing Semester 2, 2026

Week	Dates	Lesson *Teachers are encouraged to utilize lesson quizzes provided by enVision.*	Standards
1	January 26-29	Topic 7 Similarity: Readiness Assessment, 7.1: Dilations	HSG.CO.A.2, HSG.CO.A.5, HSG.SRT.A.1.A, HSG.SRT.A.1.B, HSG.MG.A.2, MP.2, MP.3, MP.8
2	February 2-6	7.3: Proving Triangles Similar, 7.4: Similarity in Right Angles, Mathematical Modeling Topic 7	HSG.SRT.A.2, HSG.SRT.A.3, HSG.SRT.B.5, MP.1, MP.3, HSG.SRT.B.4, MP.4, MP.5, MP.7, HSG.SRT.A.1.B
3	February 9-12	7.5: Proportions in Triangles, Topic 7 Similarity: Assessment	HSG.CO.C.10, HSG.SRT.B.4, MP.1, MP.3, MP.7
4	February 17-20	Topic 8 Right Triangles and Trigonometry: Readiness Assessment, 8.1: Right Triangles and Pythagorean Theorem	HSG.SRT.C.8, MP.2, MP.6
5	February 23-27	8.2: Trigonometric Ratios, 8.3: The Law of Sines, 8.4: The Law of Cosines	HSG.SRT.C.6, HSG.SRT.C.7, HSG.SRT.C.8, MP.1, MP.4, MP.6, HSG.SRT.D.10 (+), HSG.SRT.D.11 (+), MP.1, MP.2
6	March 2-6	8.5: Problem Solving with Trigonometry, Mathematical Modeling Topic 8, Topic 8 Right Triangles and Trigonometry: Assessment	HSG.SRT.D.10 (+), HSG.SRT.D.11 (+), MP.2, MP.4, MP.7, HSG.SRT.C.8, HSG.SRT.D.9 (+), MP.3, MP.5, MP.6
7	March 9-13	Topic 9 Coordinate Geometry: Readiness Assessment, 9.1: Polygons in the Coordinate Plane	HSG.GPE.B.4, HSG.GPE.B.7, MP.3, MP.4, MP.5
8	March 16–19	9.2: Proofs Using Coordinate Geometry, 9.3: Circles in the Coordinate Plane, 9.4: Parabolas in the Coordinate Plane	HSG.CO.C.10, HSG.GPE.B.4, MP.2, MP.6, MP.7, HSG.CO.A.1, HSG.GPE.A.1, MP.4, MP.8, HSG.GPE.A.2, MP.1
9	March 23-26	Topic 9 Coordinate Geometry: Assessment, Mathematical Reasoning Topic 9	HSG.GPE.B.4, HSG.GPE.B.6, MP.4
10	April 6-10	Topic 10 Circles: Readiness Assessment, 10.1: Arcs and Sectors, 10.2: Lines Tangent to a Circle	HSG.CO.A.1, HSG.C.B.5, HSG.GMD.A.1, MP.2, MP.6, MP.7, HSG.C.A.2, HSG.C.A.4 (+), MP.1, MP.5
11	April 13-17 SAT Week	10.3: Chords, Mathematical Modeling Topic 10	HSG.C.A.2, HSG.C.A.2, HSG.CO.D.13, MP.3, MP.4, MP.7
12	April 20-23	10.4: Inscribed Angles, 10.5: Secant Lines and Segments, Topic 10 Circles: Assessment	HSG.C.A.2, MP.7, HSG.C.A.2, MP.1, MP.3, MP.6
13	April 27-May 1	Topic 11 Two- and Three-Dimensional	HSG.GMD.B.4, MP.1, MP.2, MP.6

		Models: Readiness Assessment, 11.1:Three-Dimensional Figures and Cross Sections	
14	May 4-7	11.2: Volumes and Prisms and Cylinders, Mathematical Modeling Topic 11	HSG.GMD.A.1, HSG.GMD.A.2 (+), HSG.GMD.A.3, MP.2, MP.3, MP.4, HSG.MG.A.3
15	May 11-15	11.3: Pyramids and Cones, 11.4: Spheres	HSG.GMD.A.2 (+), HSG.GMD.A.3, HSG.MG.A.1, MP.2, MP.6, MP.7,MP.5
16	May 18-21	Topic 11 Two- and Three-Dimensional Models: Assessment, 12.1: Probability Events	HSS.CP.A.1, HSS.CP.A.2, HSS.CP.A.5, HSS.CP.B.7, MP.2, MP.3, MP.7
17	May 26-29	12.2: Conditional Probability, Mathematical Modeling Topic 12	HSS.CP.A.3, HSS.CP.A.4, HSS.CP.A.5, HSS.CP.B.6, HSS.CP.B.8 (+), MP.1, MP.3, MP.7, HSS.CP.A.1, HSS.CP.A.2, MP.4
18	June 1-5 Final Exam Week	Geometry Common Assessment (will be supplied by department chair/team leader)	