Department: Math
Course Title: Geometry
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Unit Title	Unit Length (weeks)	Dates of Unit (Month - Month)	Essential Questions	Topics to be Covered Texts Used	Skills to be Assessed	Standard Alignment	Formative Assessments	Summative Assessments
Unit 1: Foundations of Geometry	**2**	**August-September**	**How is coordinate geometry used to find distances and determine parallel and perpendicular lines?**	Savvas Learning Company. (2024). enVision Geometry Savvas Learning Company.. ISBN-13: 9781418401849 Topic 1 Measuring Segments and Angles Midpoint and Distance - Skip Ex. 2	**Students should recognize the power of being able to use it to find the distance between any two points in the coordinate plane.** **Students will recognize that performing a translation does not change the size or orientation of a figure** **Students will understand that an angle is formed by two rays with a common endpoint and that any such formation creates two angles, an angle less than or equal to 180° and one that is greater than 180° and less than 360°. Students also will understand how to apply the slope criteria for perpendicular lines and find the image of a figure in the coordinate plane under rotations about the origin that are multiples of 90°**	**HSG.CO.A.1** **Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.** **HSG.GPE.B.6** **Find the point on a directed line segment between two given points that partitions the segment in a given ratio.** **.**	**Homework from each investigation of the chapter, including vocabulary, exercises and word problems.** **Chapter test includes free response** **Quick Quizzes – every 2-3 investigations in the chapter – gives immediate feedback to the student & teacher. Remediate accordingly.** **Performance Task: The Performance Task for this unit will involve the application of transformations to a work of art.**	UNIT TEST
Unit 2: Parallel and Perpendicular Lines	**2**	**September**	**What makes a geometric proof valid, and why is logical reasoning essential in geometry?** **How can we use definitions, postulates, and theorems to justify geometric claims?** **What are the different types of geometric proofs (e.g., two-column, paragraph, flowchart), and when should each type be used?** **How do we know that our reasoning is correct when proving geometric relationships?** **How can the process of writing a proof help us better understand the properties of geometric figures?**	Savvas Learning Company. (2024). enVision Geometry Savvas Learning Company.. ISBN-13: 9781418401849 Topic 2 Parallel Lines Proving Lines Parallel Parallel Lines and Triangle Sums Slopes of Parallel and Perpendicular Lines	**SWBAT: Use definitions, postulates, and theorems to justify geometric statements.** **Construct valid logical arguments to prove geometric relationships.** **Write two-column, paragraph, and flowchart proofs to demonstrate geometric theorems.** **Use deductive reasoning to prove properties of geometric figures.** **Apply geometric transformations (translations, rotations, reflections, dilations) in proofs.** **Use congruence and similarity criteria (SSS, SAS, ASA, AAS, HL) to prove theorems about triangles.** **Prove theorems about parallel lines, angles, and triangles using geometric reasoning.** **Use coordinate geometry (distance formula, slope, midpoint) to prove geometric properties algebraically.** **Prove relationships involving angles and sides in polygons using geometric reasoning.** **Solve real-world problems by applying geometric reasoning and proofs.**	**G-PS.1: Understand and apply geometric properties through logical reasoning.** **Develop the ability to use definitions, postulates, theorems, and given information to construct logical arguments and proofs in geometry.** **G-GPE.4: Use coordinates to prove geometric theorems algebraically.** **This standard allows for reasoning through algebraic proofs by working with coordinate geometry, specifically applying the distance formula, midpoint formula, and slope to prove properties of geometric figures.**	**Homework from each investigation of the chapter, including vocabulary, exercises and word problems.** **Chapter test includes free response** **Quick Quizzes – every 2-3 investigations in the chapter – gives immediate feedback to the student & teacher. Remediate accordingly.** **Performance Task: The Performance Task for this unit will involve the application of transformations to a work of art.**	UNIT TEST

Unit 3: Transformations	**4**	**October**	**What defines parallel lines, and how can we determine if two lines are parallel?** **How do perpendicular lines interact, and how can we identify perpendicular lines in geometric figures?** **What makes a transversal a key element in understanding the relationships between parallel and perpendicular lines?**	Savvas Learning Company. (2024). enVision Geometry Savvas Learning Company.. ISBN-13: 9781418401849 Chapter 3 Reflections Translations Rotations Classification of Rigid Motions Symmetry	**SWBAT: Identify parallel and perpendicular lines in geometric diagrams.** **Identify and describe the angle relationships formed by parallel lines and a transversal.** **Prove two lines are parallel using angle relationships.** **Use the slope formula to prove that two lines are parallel or perpendicular in a coordinate plane.** **Calculate missing angle measures using the relationships between angles formed by parallel lines and a transversal.** **Explain and apply the properties of parallel and perpendicular lines in geometric proofs.** **Demonstrate how to construct parallel and perpendicular lines using geometric tools and methods.** **Apply the properties of parallel and perpendicular lines to solve real-world problems.** **Prove that two lines are perpendicular using angle relationships.**	**G-CO.9: Prove theorems about triangles.** **Although focused on triangles, this standard is relevant because many geometric proofs involving parallel lines and transversals use triangle congruence (e.g., proving angles formed by transversals are congruent or supplementary).** **G-CO.10: Make formal geometric constructions with a variety of tools and methods.** **Involves constructing figures, including parallel and perpendicular lines and transversals, using tools like a compass and straightedge.** **G-CO.11: Prove theorems about lines and angles.** **This standard specifically addresses properties of lines, including parallel and perpendicular lines and the angles formed when a transversal intersects them.** **This includes proving that alternate interior angles, corresponding angles, and vertical angles are congruent, and that consecutive interior angles are supplementary when two parallel lines are cut by a transversal.**	**Homework from each investigation of the chapter, including vocabulary, exercises and word problems.** **Chapter test includes free response** **Quick Quizzes – every 2-3 investigations in the chapter – gives immediate feedback to the student & teacher. Remediate accordingly.** **Performance Task: The Performance Task for this unit will involve the application of transformations to a work of art.**	UNIT TEST

Unit 4: Triangle Congruence	**4**	**November**	**What does it mean for two triangles to be congruent, and how can we prove that two triangles are congruent?** **How can we use rigid motions (translations, rotations, reflections) to show that two triangles are congruent?** **What is the significance of congruent triangles in geometry, and how do they help us solve problems and prove other geometric properties?**	Savvas Learning Company. (2024). enVision Geometry Savvas Learning Company.. ISBN-13: 9781418401849 Topic 4 (Honors Only) Congruence Isosceles and Equilateral Triangles Proving and Applying the SAS and SSS Congruence Criteria Proving and Applying the ASA and AAS Congruence Criteria Congruence in Right Triangles Congruence in Overlapping Triangles (Go easy on the proofs)	**SWBAT: Identify and apply the criteria for triangle congruence (SSS, SAS, ASA, AAS, HL).** **Prove that two triangles are congruent using appropriate congruence criteria.** **Use congruent triangles to prove geometric relationships, such as angle and side relationships.** **Solve problems involving the congruence of triangles, including word problems and geometric proofs.** **Apply the properties of congruent triangles to solve real-world problems.** **Use rigid motions (translations, rotations, reflections) to demonstrate the congruence of triangles.** **Justify the congruence of triangles through geometric reasoning and logical argumentation.** **Prove theorems involving congruent triangles, such as the properties of medians, altitudes, and perpendicular bisectors.** **Apply congruence of triangles to solve problems involving other polygons or geometric figures.** **Use triangle congruence to establish properties of geometric shapes and figures.**	**G-CO.5: Understand congruence in terms of rigid motions.** **Explain that two figures are congruent if and only if there is a sequence of rigid motions (translations, rotations, reflections) that maps one figure onto the other.** **G-CO.6: Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure.** **Understand how rigid motions (translations, rotations, reflections) are applied to a triangle to preserve its size and shape, which is essential for proving triangle congruence.** **G-CO.7: Develop definitions of congruence and similarity for figures, particularly triangles, and explore their properties.** **Establish definitions of triangle congruence, and use the properties of congruent triangles to prove other geometric facts.** **G-CO.8: Explain and justify the triangle congruence criteria (SSS, SAS, ASA, AAS, HL) and apply them in solving problems.** **SSS (Side-Side-Side): If three sides of one triangle are congruent to three sides of another triangle, then the triangles are congruent.** **SAS (Side-Angle-Side): If two sides and the included angle of one triangle are congruent to two sides and the included angle of another triangle, then the triangles are congruent.** **ASA (Angle-Side-Angle): If two angles and the included side of one triangle are congruent to two angles and the included side of another triangle, then the triangles are congruent.** **AAS (Angle-Angle-Side): If two angles and a non-included side of one triangle are congruent to two angles and the corresponding non-included side of another triangle, then the triangles are congruent.** **HL (Hypotenuse-Leg): Specifically for right triangles, if the hypotenuse and one leg of one right triangle are congruent to the hypotenuse and one leg of another right triangle, then the triangles are congruent.** **G-CO.9: Prove theorems about triangles.** **This includes proving the properties of congruent triangles and using congruence criteria to prove geometric properties or relationships.** **G-CO.10: Make formal geometric constructions with a variety of tools and methods.** **Construct congruent triangles using various tools like compass and straightedge.**	**Homework from each investigation of the chapter, including vocabulary, exercises and word problems.** **Chapter test includes free response** **Quick Quizzes – every 2-3 investigations in the chapter – gives immediate feedback to the student & teacher. Remediate accordingly.** **Performance Task: The Performance Task for this unit will involve the application of transformations to a work of art.**	UNIT TEST

Unit 5: Relationships in Triangles	**4**	**December**	**How can we classify polygons based on their number of sides, angles, and symmetry?** **What are the key properties of regular polygons, and how do they differ from irregular polygons?** **How do the interior and exterior angles of a polygon relate to the number of sides it has?** **What is the relationship between the side lengths and angles of polygons, and how can these properties be used to solve problems?** **How can we determine the perimeter and area of different polygons, and what formulas do we use for each type?** **What role does symmetry play in understanding the properties of polygons?** **How can we use coordinate geometry to prove properties of polygons, such as congruence and symmetry?** **In what ways can polygons be applied in real-world contexts like architecture, design, or engineering?** **How can geometric constructions help us create specific polygons with particular properties, such as regular polygons?** **Why is understanding the properties of polygons important for solving complex geometric problems and real-life applications?**	Savvas Learning Company. (2024). enVision Geometry Savvas Learning Company.. ISBN-13: 9781418401849 Topic 6 The Polyon Angle-Sum Theorems Kites and Trapezoids Properties of Parallelograms	**SWBAT: Classify polygons based on their sides, angles, and symmetry.** **Apply the properties of regular and irregular polygons to solve geometric problems.** **Calculate the perimeter and area of various polygons, including triangles, quadrilaterals, and other multi-sided shapes.** **Derive and use formulas for the sum of interior and exterior angles of polygons.** **Apply geometric constructions to create polygons, including regular polygons using only a compass and straightedge.** **Identify and prove geometric properties of polygons using coordinate geometry.** **Model real-world situations using polygons and apply geometric principles to solve related measurement problems.** **Use congruence and similarity to prove and solve problems involving polygons.** **Understand and apply symmetry (line and rotational) in polygons.** **Use the properties of polygons to solve complex geometric problems involving area, perimeter, and angles.**	**G-MG.1: Use geometric shapes, including polygons, to model real-world situations.** **This standard emphasizes applying geometric concepts to real-world problems involving polygons, including calculating areas, perimeters, and other geometric properties.** **G-MG.2: Use the properties of polygons to solve problems involving measurements, such as area and perimeter.** **This standard involves applying the formulas for calculating area and perimeter of polygons, and solving related measurement problems.**	**Homework from each investigation of the chapter, including vocabulary, exercises and word problems.** **Chapter test includes free response** **Quick Quizzes – every 2-3 investigations in the chapter – gives immediate feedback to the student & teacher. Remediate accordingly.** **Performance Task: The Performance Task for this unit will involve the application of transformations to a work of art.**	UNIT TEST

Unit 6: Right Triangles and Trigonometry	**5**	**January**	**How is the image under a dilation related to its pre-image?** **What are similarity transformations?** **How is congruence a special case of similarity?** **How are the trigonometric ratios related to similarity?**	Savvas Learning Company. (2024). enVision Geometry Savvas Learning Company.. ISBN-13: 9781418401849 Topic 8 Right Triangles and the Pythagorean Theorem Trigonomic Ratios	**Students will master the concept of dilations and similarity of two-dimensional figures.** **Students will learn 3 ways to prove triangles similar.** **Students will understand the Side-Splitting-Theorem and its converse.** **Students will prove the Pythagorean theorem.** **Students will understand the sine, cosine, and tangent functions and their relationships** **Students will then apply knowledge to real world applications involving right triangles with special angle measures.**	**G-SRT.A.1.A A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.** **G-SRT.A.1.A The dilation of a line segment is longer or shorter in the ratio given by the scale factor.** **G-SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.** **G-SRT.A.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.** **G-SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.** **G-SRT.B.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.** **G-GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.** **G-SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*** **G-SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.** **G-SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles.**	**Homework from each investigation of the chapter, including vocabulary, exercises and word problems.** **Chapter test includes free response** **Quick Quizzes – every 2-3 investigations in the chapter – gives immediate feedback to the student & teacher. Remediate accordingly.** **Performance Task: The Performance Task for this unit will involve the application of transformations to a work of art.**	UNIT TEST

Unit 7: Coordinate Geometry	**5**	**February**	**How are the equations of conic sections related to their locus definitions?** **What relations among angles, chords, and tangents to circles can be proved?** **How are the lengths of arcs, areas of sectors, and radian measure related to central angles in circles?** **What are the properties of inscribed and circumscribed triangles and inscribed quadrilaterals?**	Savvas Learning Company. (2024). enVision Geometry Savvas Learning Company.. ISBN-13: 9781418401849 Topic 9 Circles in the Coordinate Plane	**Use the Pythagorean theorem to derive the formula for circles centered at origin.** **Construct a perpendicular bisector** **Explain why the perpendicular bisector of any chord in a circle must include the center** **Use constructions to find the center of a circle given two chords** **Circumscribe a circle about a triangle** **Find the measure of an angle in degrees given its measure in radians and vice versa** **Derive an equation that relates the measure of the central angle, the length of the radius, and the length of the intercepted arc (arc length = rθ r θ)** **Calculate arc length given the radius of the circle and the measure of the central angle.** **Derive an equation that relates the area of a sector, the length of the radius, and the measure of the central angle (sector area =r2θ2 = r 2 θ 2).** **Explain why a tangent to a circle is perpendicular to the radius drawn to the point of tangency.** **Understand and use the Hypotenuse Leg Congruence Theorem for Right triangles.** **Explain and apply the Tangent Segments Theorem** **Use coordinate geometry to solve problems involving circles and tangents** **Explain why the bisector of an angle is the locus of points equidistant from the sides of the angle.** **Inscribe a circle in a triangle** **Know and apply the Inscribed Angle Theorem and its corollaries** **Understand the method of proof by cases**	**G-CO.9. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.** **G-C.2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.** **G-C.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.** **G-C 4. (+) Construct a tangent line from a point outside a given circle to the circle.** **G-C.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.** **G-GPE.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.**	**Homework from each investigation of the chapter, including vocabulary, exercises and word problems.** **Chapter test includes free response** **Quick Quizzes – every 2-3 investigations in the chapter – gives immediate feedback to the student & teacher. Remediate accordingly.** **Performance Task: The Performance Task for this unit will involve the application of transformations to a work of art.**	UNIT TEST

Unit 8: Circles	**4**		**What is probability?** **How are events defined?** **What is meant by independent/dependent events?** **How are probabilities, including compound probabilities, calculated?** **What is conditional probability and how does conditional probability apply to real-life events?** **How are two-way frequency tables used to model real-life data?** **What is expected value?**	Savvas Learning Company. (2024). enVision Geometry Savvas Learning Company.. ISBN-13: 9781418401849 Topic 10 Arcs and Sectors (Honors Only) Lines Tangent to a Circle Chords Inscribed Angles	**Given the description of a random process (or a sequence random processes), specify the sample space.** **Use set notation to specify an event.** **Determine the union and intersection of two (or more) events.** **Determine the complement of an event.** **Use probability to assess the likelihood that a particular event will occur.** **Use the General Addition Rule to find the probability of the union of two events.** **Use the Complement Rule to find the probability that an event does not occur.** **Create a probability model in which all simple outcomes in a finite sample space are equally likely.** **Use counting techniques (Fundamental Counting Principle, combinations, permutations) to determine the number of ways an event can occur. Then determine the probability that the event occurs.** **Estimate the probability that an event will occur from the relative frequency that the event occurs in many trials.** **Represent a sample space and events with an area probability model and use it to find probabilities.** **Use simulation to estimate the probability that an event will occur.** **Use the Multiplication Rule for Independent Events to determine whether two events are independent or dependent.** **Use the Multiplication Rule for Independent Events to determine the probability that two independent events occur simultaneously.** **Given two events A and B from an everyday situation, assess whether is larger than, smaller than, or equal to P(A).** **In situations in which outcomes are equally likely, determine as the ratio of the number of outcomes in to the number of outcomes in A.** **Use an area probability model for two events A and B**	**S-ID-5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies) Recognize possible associations and trends in the data.** **S-CP-1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).** **S-CP-2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.** **S-CP-3 Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.** **S-CP-4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.** **S-CP-5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.** **S-CP-6 Find the conditional probability of A given B as a fraction of B’s outcomes that also belongs to A, and interpret the answer in terms of the model.** **S-CP-7. Apply the Addition Rule, P(A or B) = P(A) + P (B) – P(A and B), and interpret the answer in terms of the model.** **S-CP 9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.** **S-MD-5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.** **a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast food restaurant.** **b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-**	**Homework from each investigation of the chapter, including vocabulary, exercises and word problems.** **Chapter test includes free response** **Quick Quizzes – every 2-3 investigations in the chapter – gives immediate feedback to the student & teacher. Remediate accordingly.** **Performance Task: The Performance Task for this unit will involve the application of transformations to a work of art.**	UNIT TEST

Unit 9: Volume	**4**	**April**	**What kinds of solid geometric figures are there?** **What are some of the properties of these solids?** **How can we find surface areas and volumes for these solids?** **Where do the formulas come from?** **How can we use these formulas to solve problems we might face in the real world?** **Is there only one kind of geometry, the Euclidean Geometry with which we are familiar?**	Savvas Learning Company. (2024). enVision Geometry Savvas Learning Company.. ISBN-13: 9781418401849 Topic 11 Volumes of Prisms and Cylinders Pyramids and Cones Spheres	**Students will be able to construct models of prisms, pyramids, regular and semi-regular polyhedra from concrete materials.** **They will use strategies to count the numbers of vertices, edges and faces.** **They will determine a relationship between these numbers (Euler's Formula).** **Students will be able to examine a polyhedron, cylinder, or cone, identify the surfaces that make up the surface area, and compute the surface area using formulas for the related plane figures.** **They will draw nets for described solid figures, build the models and calculate** **surface areas of the shapes..** **Find the volumes of prisms, cylinders, pyramids, cones and frustums** **Visualize the cross section of a three dimensional figure.** **Identify the solid figure formed by rotation a two-dimensional figure about an axis.** **Locate points in space with three-dimensional rectangular coordinates.** **Explore informally various ways to demonstrate the surface area and volume of spheres.** **Understand a proof for the volume formula of a sphere using Cavalieri's principle.** **Use the formulas for surface area and volume in applications involving spheres.**	**6G4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.** **7G6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.** **8G9 Know the formulas for the volumes of cones, cylinders and spheres and use them to solve real-world and mathematical problems.** **G-GMD.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.** **G-GMD.2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.** **G-GMD.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★** **G-GMD.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects** **G-MG.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★** **G-MG.2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*** **G-MG.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios**	**Homework from each investigation of the chapter, including vocabulary, exercises and word problems.** **Chapter test includes free response** **Quick Quizzes – every 2-3 investigations in the chapter – gives immediate feedback to the student & teacher. Remediate accordingly.** **Performance Task: The Performance Task for this unit will involve the application of transformations to a work of art.**	UNIT TEST

Unit 10				Savvas Learning Company. (2024). enVision Geometry Savvas Learning Company.. ISBN-13: 9781418401849 Topic 12 Probability Events Conditional Probability Permutations and Combinations Probability Distributions Expected Value Probability and Decision Making				