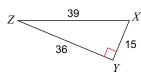
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In-Class Review: Right Triangles

Date

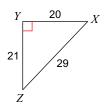
Period

Find the value of each trigonometric ratio.

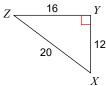
1) tan X



2) sin *Z*

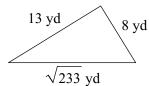


3) $\cos X$



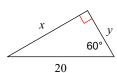
State if each triangle is acute, obtuse, or right.

4)

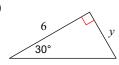


Find the missing side lengths. Leave your answers as radicals in simplest form.

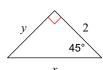
5)



6)



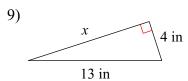
7)



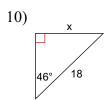
8)



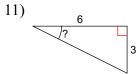
Find the missing side of each triangle. Leave your answers in simplest radical form.



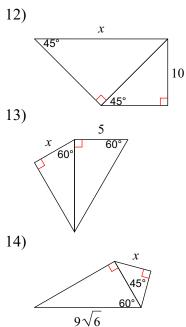
Find the missing side. Round to the nearest tenth.



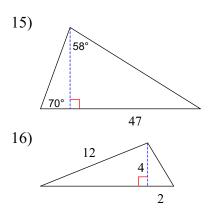
Find the measure of the indicated angle to the nearest degree.



Find the missing side lengths. Leave your answers as radicals in simplest form.



Find the area of each triangle. Round intermediate values to the nearest tenth. Use the rounded values to calculate the next value. Round your final answer to the nearest tenth.



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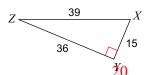
In-Class Review: Right Triangles

Date_____ Period____

Find the value of each trigonometric ratio.

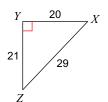
1) tan *X*

 $\frac{12}{5}$



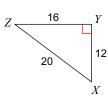
2) sin *Z*





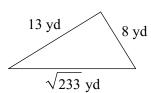
3) $\cos X$





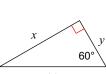
State if each triangle is acute, obtuse, or right.

4)



Find the missing side lengths. Leave your answers as radicals in simplest form.

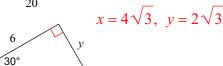
5)



 $x = 10\sqrt{3}, y = 10$

Right

6)



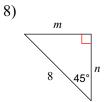
7)

$$x = 2\sqrt{2}, \ y = 2$$



х

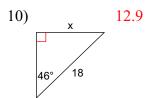
$$m = 4\sqrt{2}, \ n = 4\sqrt{2}$$



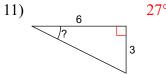
Find the missing side of each triangle. Leave your answers in simplest radical form.

9)
$$x 4 in$$

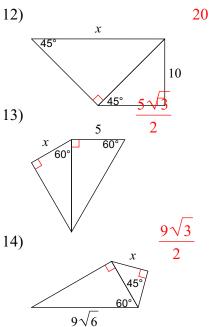
Find the missing side. Round to the nearest tenth.



Find the measure of the indicated angle to the nearest degree.



Find the missing side lengths. Leave your answers as radicals in simplest form.



Find the area of each triangle. Round intermediate values to the nearest tenth. Use the rounded values to calculate the next value. Round your final answer to the nearest tenth.

