# CAR Unit Template

## Unit Title: Geometry – Geometric Constructions and Congruence – Unit 1 – Module B

**Grade level:**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**G.CO.A.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that

 take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not

 (e.g., translation versus horizontal stretch).

**G.CO.A.3** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

**G.CO.A.4** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line

 segments.

**G.CO.A.5** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper,

 or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

**G.CO.B.6** Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure;

 given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT****We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- | --- | --- | --- |
| **G.CO.A.2 - WALT** represent transformations in the plane using transparencies and geometry software |  |  |  |  |
| **G.CO.A.2 - WALT** describe transformations as functions that take points in the plane as inputs and give other points as outputs |  |  |  |  |
| **G.CO.A.2 - WALT** compare transformations that preserve distance and angle to those that do not |  |  |  |  |
| **G.CO.A.3 - WALT** describe rotations that carry a given rectangle, parallelogram, trapezoid, or regular polygon onto itself |  |  |  |  |
| **G.CO.A.4 - WALT** develop the definition of rotations in terms of angles, circles, perpendicular lines, parallel lines, and/or line segments |  |  |  |  |
| **G.CO.A.5 - WALT** given a figure and a rotation, draw the transformed figure using graph paper, tracing paper, or geometry software |  |  |  |  |
| **G.CO.A.5 - WALT** describe reflections that carry a given rectangle, parallelogram, trapezoid, or regular polygon onto itself |  |  |  |  |
| **G.CO.A.5 - WALT** develop the definition of reflections in terms of angles, circles, perpendicular lines, parallel lines, and/or line segments |  |  |  |  |
| **G.CO.A.5 - WALT** given a figure and a reflection, draw the transformed figure using graph paper, tracing paper, or geometry software |  |  |  |  |
| **G.CO.A.5 - WALT** develop the definition of translations in terms of angles, circles, perpendicular lines, parallel lines, and/or line segments |  |  |  |  |
| **G.CO.A.5 - WALT** given a figure and a reflection, draw the transformed figure using graph paper, tracing paper, or geometry software |  |  |  |  |
| **G.CO.A.5 - WALT** specify a sequence of transformations that will carry a given figure onto another |  |  |  |  |
| **G.CO.B.6 - WALT** use geometric descriptions of rigid motions to transform figures. |  |  |  |  |
| **G.CO.B.6 - WALT** predict the effect of a given rigid motion on a given figure using geometric descriptions of rigid motions |  |  |  |  |
| **G.CO.B.6 - WALT** use the definition of congruence in terms of rigid motions to decide if two given figures are congruent |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**  |
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Benchmark Assessment 2

| **Benchmark Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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