# CAR Unit Template

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

**Grade level:**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

### G.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.

**G.CO.D.12** Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*

**G.CO.D.13** Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

**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** |
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| **G.CO.A.1 -** **WALT** define line segment based on some or all of the undefined notions of point, line, distance along a line, and distance around a circular arc |  |  |  |  |
| **G.CO.A.1 -** **WALT** define angle based on some or all of the undefined notions of point, line, distance along a line, and distance around a circular arc |  |  |  |  |
| **G.CO.A.1 - WALT** define parallel lines based on some or all of the undefined notions of point, line, distance along a line, and distance around a circular arc |  |  |  |  |
| **G.CO.A.1 - WALT** define perpendicular lines based on some or all of the undefined notions of point, line, distance along a line, and distance around a circular arc |  |  |  |  |
| **G.CO.D.12 -** **WALT** make formal geometric constructions with a variety of tools and methods (i.e. paper folding) |  |  |  |  |
| **G.CO.D.12 -** **WALT** use a variety of geometric tools and methods to copy a segment |  |  |  |  |
| **G.CO.D.12 -** **WALT** use a variety of geometric tools and methods to copy an angle |  |  |  |  |
| **G.CO.D.12 -** **WALT** use a variety of geometric tools and methods to bisect a segment |  |  |  |  |
| **G.CO.D.12 -** **WALT** use a variety of geometric tools and methods to bisect an angle |  |  |  |  |
| **G.CO.D.12 -WALT** use a variety of geometric tools and methods to construct perpendicular lines, including perpendicular bisectors |  |  |  |  |
| **G.CO.D.12 -** **WALT** use a variety of geometric tools and methods to construct a line parallel to a given line through a point not on the line |  |  |  |  |
| **G.CO.D.13 -** **WALT** construct an equilateral triangle inscribed in a circle |  |  |  |  |
| **G.CO.D.13 -** **WALT** construct a regular hexagon inscribed in a circle |  |  |  |  |
| **G.CO.D.13 -** **WALT** construct a square inscribed in a circle |  |  |  |  |

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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