# CAR Unit Template

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

**Grade level:**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**G.CO.C.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.CO.C.10** Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles

triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a

triangle meet at a point.

**G.CO.B.7** Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs

of sides and corresponding pairs of angles are congruent.

**G.CO.B.8** Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid

motions.

**G.CO.C.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.CO.C.10** Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles

triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a

triangle meet at a point.

**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** |
| --- | --- |
|  |  |

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.C.9 - WALT** prove theorems about lines and angles |  |  |  |  |
| **G.CO.C.9 - WALT** prove vertical angles are congruent  **G.CO.C.9 - WALT** prove that when a transversal crosses parallel lines, alternate interior angles are congruent |  |  |  |  |
| **G.CO.C.9 - WALT** prove that when a transversal crosses parallel lines, corresponding angles are congruent |  |  |  |  |
| **G.CO.C.10 - WALT** prove measures of the interior angles of a triangle sum to 180 degrees. |  |  |  |  |
| **G.CO.B.7 - WALT** show that two triangles are congruent using the definition of congruence in terms of rigid motions if and only if corresponding pairs of sides and corresponding pairs of angles are congruent |  |  |  |  |
| **G.CO.B.8 - WALT** explain how ASA, SAS, and SSS follow from the definition of congruence in terms of rigid motions. |  |  |  |  |
| **G.CO.B.9 - WALT** prove points on a perpendicular bisector of a line segment is exactly those that are equidistant from the segment endpoints |  |  |  |  |
| **G.CO.B.9 - WALT** prove theorems about triangles |  |  |  |  |
| **G.CO.B.9 - WALT** prove base angles of an isosceles triangle are congruent |  |  |  |  |
| **G.CO.B.9 - WALT** prove that the segment joining midpoints of two sides of a triangle is parallel to the third side of a triangle and half the length |  |  |  |  |
| **G.CO.B.10 - WALT** prove the medians of a triangle meet at a point |  |  |  |  |

Benchmark Assessment 1

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

Benchmark Assessment 2

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

Summative Assessments (add rows as needed)

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

Interdisciplinary Connections

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