# CAR Unit Template

## Unit Title: Geometry – Similarity and Dilations – Unit 2 – Module B

**Grade level:**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**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.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.SRT.B.5** 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.

**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.SRT.A.2 - WALT** use the definition of similarity in terms of similarity transformations to decide if two figures are similar |  |  |  |  |
| **G.SRT.A.2 - WALT** use similarity transformations to explain 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 - WALT** use the properties of similarity transformations to establish the conditions for triangle similarity through the AA criterion |  |  |  |  |
| **G.SRT.A.4 - WALT** prove that a line parallel to one side of a triangle divides the other two sides of the triangle proportionally |  |  |  |  |
| **G.SRT.A.4 - WALT** prove that a line that divides two sides of a triangle proportionally is parallel to the third side |  |  |  |  |
| **G.SRT.A.4 - WALT** prove, using triangle similarity, the Pythagorean Theorem |  |  |  |  |
| **G.SRT.B.5 - WALT** use the definition of similarity in terms of similarity transformations to decide if two given figures are similar |  |  |  |  |
| **G.SRT.B.5 - WALT** 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 |  |  |  |  |

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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