Teacher Name: Kristi Bracey/Collaborative Group: SPED
Week of: (08/31/20 through 09/04/20)

Unit Details:

Desired Results--What do we want students to know and do?	
Essential Standard(s)	**HSG.CO.A.1 Based on the undefined notions of point, line, plane, distance along a line, and distance around a circular arc, define: angle, line segment, circle, perpendicular lines, parallel lines. HSG.CO.3 Apply and prove geometric theorems. HSG.CO.C.9 Apply and prove theorems about lines and angles.**
Learning Target(s)/Objective(s) in Student Friendly Language-	Identify lines, segments and rays. Determine the length of segments on a number line Determine the coordinate of a given midpoint Determine whether two given line segments are congruent Use the Perpendicular Bisector Theorem to determine the length of a line segment

Evidence-How will we know they learned?	
Assessment(s) of Learning Targets-Formative and Summative:	Students will illustrate learning through the successful completion of: Informative knowledge checks (bell ringers) Application based assignments (IXL, worksheets)
Summative - Students will illustrate that they can prove competency (70%+) on Unit 1 exam	

Learning Plan--Plan for instruction, intervention, and extension.				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Direct Instruction/Modeling (I Do): ● Whole group teaching, small group and 1:1 mini-lessons(based on student needs and informative knowledge check) Guided Practice/Group Work (We Do): ● Students will apply knowledge gained in whole group teaching to complete assignments in groups (whole group or small group as needed. Independent Work (You Do) ● **Assignment:** ● Complete Imagine Math	Direct Instruction/Modeling (I Do): ● Whole group teaching, small group and 1:1 mini-lessons(based on student needs and informative knowledge check) Guided Practice/Group Work (We Do): ● Students will apply knowledge gained in whole group teaching to complete assignments in groups (whole group or small group as needed. Independent Work (You Do) ● **Assignment:** ● Use the additive property to determine the length of a line.	Direct Instruction/Modeling (I Do): ● Whole group teaching, small group and 1:1 mini-lessons(based on student needs and informative knowledge check) Guided Practice/Group Work (We Do): ● Students will apply knowledge gained in whole group teaching to complete assignments in groups (whole group or small group as needed. Independent Work (You Do) ● **Assignment:** ● Complete Imagine Math	Direct Instruction/Modeling (I Do): ● Whole group teaching, small group and 1:1 mini-lessons(based on student needs and informative knowledge check) Guided Practice/Group Work (We Do): ● Students will apply knowledge gained in whole group teaching to complete assignments in groups (whole group or small group as needed. Independent Work (You Do) ● **Assignment:** ● Using the definition of	Direct Instruction/Modeling (I Do): ● Whole group teaching, small group and 1:1 mini-lessons(based on student needs and informative knowledge check) Guided Practice/Group Work (We Do):. ● Students will apply knowledge gained in whole group teaching to complete assignments in groups (whole group or small group as needed. Independent Work (You Do) ● Assignment: ● Using the definition of congruence,

● Complete Virtual Locker ● Identify lines segments and rays ● Determine the length of a segment using a number line. ● Complete IXL: Geometry B. 1, 4 ● Intervention: 1:1/small group instruction based Make up missed assignments	● Determine the coordinate of a given midpoint. ● Complete IXL: Geometry, B. 5,6 ● Intervention: 1:1/small group instruction based Make up missed assignments	● Identify lines segments and rays ● Determine the length of a segment using a number line. ● Complete IXL: Geometry B. 1, 4 ● Use the additive property to determine the length of a line. ● Determine the coordinate of a given midpoint. ● Complete IXL: Geometry, B. 5,6 ● Intervention: 1:1/small group instruction based Make up missed assignments	congruence, determine whether 2 line segments are congruent. ● Using the Perpendicular Bisector Theorem, determine the missing length. ● Complete IXL:Geometry, B. 7,8 ● Intervention: 1:1/small group instruction based Make up missed assignments	determine whether 2 line segments are congruent. ● Using the Perpendicular Bisector Theorem, determine the missing length. ● Complete IXL:Geometry, B. 7,8