

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-

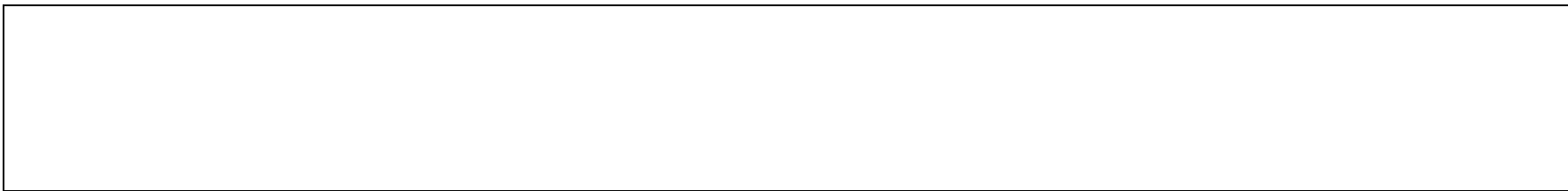
- Identify lines, segments and rays.
- Determine the length of segments on a number line
- Determine the coordinate of a given midpoint
- Determine whether two given line segments are congruent
- Use the Perpendicular Bisector Theorem to determine the length of a line segment

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
<p><u>Direct Instruction/Modeling (I Do):</u></p> <ul style="list-style-type: none"> Whole group teaching, small group and 1:1 mini-lessons(based on student needs and informative knowledge check) <p><u>Guided Practice/Group Work (We Do):</u></p> <ul style="list-style-type: none"> Students will apply knowledge gained in whole group teaching to complete assignments in groups (whole group or small group as needed. <p><u>Independent Work (You Do)</u></p> <ul style="list-style-type: none"> Assignment: Complete Imagine Math 	<p><u>Direct Instruction/Modeling (I Do):</u></p> <ul style="list-style-type: none"> Whole group teaching, small group and 1:1 mini-lessons(based on student needs and informative knowledge check) <p><u>Guided Practice/Group Work (We Do):</u></p> <ul style="list-style-type: none"> Students will apply knowledge gained in whole group teaching to complete assignments in groups (whole group or small group as needed. <p><u>Independent Work (You Do)</u></p> <ul style="list-style-type: none"> Assignment: Use the additive property to determine the length of a line. 	<p><u>Direct Instruction/Modeling (I Do):</u></p> <ul style="list-style-type: none"> Whole group teaching, small group and 1:1 mini-lessons(based on student needs and informative knowledge check) <p><u>Guided Practice/Group Work (We Do):</u></p> <ul style="list-style-type: none"> Students will apply knowledge gained in whole group teaching to complete assignments in groups (whole group or small group as needed. <p><u>Independent Work (You Do)</u></p> <ul style="list-style-type: none"> Assignment: Complete Imagine Math 	<p><u>Direct Instruction/Modeling (I Do):</u></p> <ul style="list-style-type: none"> Whole group teaching, small group and 1:1 mini-lessons(based on student needs and informative knowledge check) <p><u>Guided Practice/Group Work (We Do):</u></p> <ul style="list-style-type: none"> Students will apply knowledge gained in whole group teaching to complete assignments in groups (whole group or small group as needed. <p><u>Independent Work (You Do)</u></p> <ul style="list-style-type: none"> Assignment: Using the definition of 	<p><u>Direct Instruction/Modeling (I Do):</u></p> <ul style="list-style-type: none"> Whole group teaching, small group and 1:1 mini-lessons(based on student needs and informative knowledge check) <p><u>Guided Practice/Group Work (We Do):</u></p> <ul style="list-style-type: none"> Students will apply knowledge gained in whole group teaching to complete assignments in groups (whole group or small group as needed. <p><u>Independent Work (You Do)</u></p> <ul style="list-style-type: none"> Assignment: Using the definition of congruence,

<ul style="list-style-type: none"> • 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 <p>Make up missed assignments</p>	<ul style="list-style-type: none"> • Determine the coordinate of a given midpoint. • Complete IXL: Geometry, B. 5,6 • Intervention: 1:1/small group instruction based <p>Make up missed assignments</p>	<ul style="list-style-type: none"> • 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 <p>Make up missed assignments</p>	<p>congruence, determine whether 2 line segments are congruent.</p> <ul style="list-style-type: none"> • Using the Perpendicular Bisector Theorem, determine the missing length. • Complete IXL:Geometry, B. 7,8 • Intervention: 1:1/small group instruction based <p>Make up missed assignments</p>	<p>determine whether 2 line segments are congruent.</p> <ul style="list-style-type: none"> • Using the Perpendicular Bisector Theorem, determine the missing length. • Complete IXL:Geometry, B. 7,8
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