

Teacher: Walczyk

Course: **Geometry**

Period(s): 2\*&3

Week of: Dates: 3/12/18

Unit Title: Parallel & Perpendicular Lines

State Standards: G.GCO.1, G.GCO.8, G.GGPE.5

\*Period 2 is one block behind due to an assembly.

All plans are subject to change. Student progress will be monitored and adjustments will be made. **NOTE:CS = Chapter Section. Example CS1.2 is Chapter 1 Section 2 in the textbook.**

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Plan	Activities (aligned, sequenced, build, time)	Student Work (Thinking & Problem Solving, Real World)	Assessment (aligned, rubrics, >2, written)	Grouping Method	Materials	Accommodations (IEP, 504, ESOL)
Monday	G.GCO.1, G.GCO.8  G.GGPE.5	Define angle, perpendicular, parallel line, line segment, and skew in terms of the undefined notions of point, line and plane.  Prove, and apply in mathematical and real-world contexts, theorems about lines and angles, including the following: b) When a transversal crosses parallel lines, alternate interior angles & alternate exterior angles are congruent while consecutive interior angles are supplementary, Perpendicular lines form four right angles  Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither...Solve geometric and real-world problems involving lines and slope.	Warm Up Quiz  Review homework CS 3.5 problems 9, 12, 17, 20, 27, 31  Start practice test	Complete warm up quiz  Participate in review of homework problems. Correct any errors.  Actively work to complete practice test to prepare for chapter 3 test.	Class discussion participation during warm up. Questioning. Walk room practice test to assist and answer questions as needed.	Whole class, Individual Small group	Warm up problem Practice problems answer key Practice test	Applies to IEP/504/ESOL Priority seating Modeling, pair with appropriate peer	
Tuesday	G.GCO.1, G.GCO.8  G.GGPE.5	Define angle, perpendicular, parallel line, line segment, and skew in terms of the undefined notions of point, line and plane.  Prove, and apply in mathematical and real-world contexts, theorems about lines and angles, including the following: b) When a transversal crosses parallel lines, alternate interior angles & alternate exterior angles are congruent while consecutive interior angles are supplementary, Perpendicular lines form four right angles  Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither...Solve geometric and real-world problems involving lines and slope.	Warm Up  Finish practice test to create study sheet for test	Complete warm up problems in notebook.  Actively work to complete practice test to prepare for chapter 3 test.	Class discussion participation during warm up. Questioning. Walk room practice test to assist and answer questions as needed.	Whole class, Individual Small group	Warm up problem Practice problems answer key Practice test	Applies to IEP/504/ESOL Priority seating Modeling, pair with appropriate peer	

Wednesday	G.GCO.1, G.GCO.8	Define angle, perpendicular, parallel line, line segment, and skew in terms of the undefined notions of point, line and plane.  Prove, and apply in mathematical and real-world contexts, theorems about lines and angles, including the following: c) When a transversal crosses parallel lines, alternate interior angles & alternate exterior angles are congruent while consecutive interior angles are supplementary, Perpendicular lines form four right angles	Chapter 3 test	Actively work to complete chapter 3 test.	Performance on chapter 3 test.	Individual	Chapter 3 test Calculators	Applies to IEP/504/ESOL Priority seating Makeup in resource if applicable
	G.GGPE.5	Analyze slopes of lines to determine whether lines are parallel, perpendicular, or neither...Solve geometric and real-world problems involving lines and slope.						
Thursday	G.GCO.9	Prove, and apply in mathematical and real-world contexts, theorems about the relationships within and among triangles, including the following: a) Measures of interior angles of a triangle sum to 180 b) Base angles of isosceles triangles are congruent	Warm Up  CS 4.1 - Apply Triangle Sum Properties CS 4.2 - Apply Congruence and Triangles	Complete warm up problems Take notes and participate in lesson problems to reinforce concepts. <ul style="list-style-type: none"> <li>Classify triangles and their angle measures.</li> <li>Identify triangle congruence theorems.</li> <li>Apply this knowledge to complete proofs about triangles.</li> </ul> Complete classwork	Class discussion participation during warm up. Questioning. Walk room practice test to assist and answer questions as needed.	Whole class, Individual Small group	Warm up problem Notes for CS4.1 and CS4.2 Worksheet 4.1 and 4.2	Applies to IEP/504/ESOL Priority seating Modeling, pair with appropriate peer
Friday	G.GCO.9  G.GCO.7	Prove, and apply in mathematical and real-world contexts, theorems about the relationships within and among triangles, including the following: a) Measures of interior angles of a triangle sum to 180 b) Base angles of isosceles triangles are congruent  Prove two triangles are congruent by applying the SAS, ASA, AAS and HL congruence conditions.	Warm Up  CS 4.4 - 4.8 combined – Triangle congruence conditions	Complete warm up problems Take notes and participate in lesson problems to reinforce concepts. <ul style="list-style-type: none"> <li>Identify conditions of triangle congruence</li> <li>Apply triangle congruence conditions to proofs about triangles.</li> </ul> Complete classwork	Class discussion participation during warm up. Questioning. Walk room practice test to assist and answer questions as needed.	Whole class, Individual Small group	Warm up problem Notes for CS4.4 – 4.8 combined. Packet for 4.4-4.8 combined.	Applies to IEP/504/ESOL Priority seating Modeling, pair with appropriate peer