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| **Unit 1 Map: Transformations** | |
| Class: Geometry | Teacher: Mrs. Babbitt |
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| **What is this Unit about?** |
| Experimenting with transformations in the plane. |

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| **Calendar** | **Day 1** | **Day 2** | **Day 3** |
| Week 1  Sept. 12 - 14 | **No School** | **Unit 1 Pre-Test** |  |
| Week 2  Sept. 17 -21 |  |  | **Feedback Submission** |
| Week 3  Sept. 24 - 28 |  | **CBM #1** | **Unit 1 Post-Test**  **End of Unit Project Due** |

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| **What standards are in this unit?** |
| **G.CO.A.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.  **G.CO.A.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).  **G.CO.A.3** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.  NYSED: Trapezoid is defined as “A quadrilateral with at least one pair of parallel sides.”  **G.CO.A.4** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.  **G.CO.A.5** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. |

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| **Tasks** |
| **End of Unit “Project”**   * Choose one or more unit standards to apply to a real world example. * Demonstrate mastery of outcomes listed on the Math Rubric in your exploration of the standard(s). * Use the pre- and post-test questions as a template for the type of questions you could base your “project” on. * Implement feedback to revise and improve. * Example project: “How can we use polynomials to determine how much fencing to order to rodent proof the UAGC garden?” * Examples of genres: Poster, Powerpoint, Brochure, Instagram Page, Website, Drawing, Song, Essay, Podcast, Video, Infographic, Proof, etc...   **Pre-Unit Test**   * Take the test individually and then debrief with your responsibility teams. * Think about how the questions relate to the standards, how you could relate these questions to a real-world application, the genre of these questions, and how you could show your learning of these questions.   **Post-Unit Test**   * Work collaboratively for 30 minutes. Test will be discarded at the end of 30 minutes * Take the test individually   **CBM #1**   * You will be given a prompt and 7 minutes to write as many words as you can. * You will be graded on the growth of your word count! |