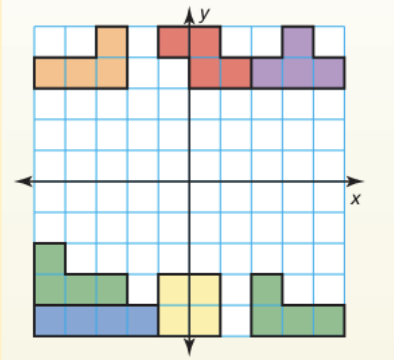


Updated August 2024

Marking Period	Unit Title	Recommended Instructional Days
3	Transformations	18-20
Domain: Geometry		
<p><i>NJSLS Strand:</i></p> <p>Key:</p> <ul style="list-style-type: none"> ■ Major Cluster □ Supporting Cluster ○ Additional Cluster <p>□ <i>G.CO.A.2: Represent transformations in the plane using 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).</i></p> <p>□ <i>G.CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.</i></p> <p>□ <i>G.CO.A.4: Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</i></p>	<p><i>Progress Indicator:</i></p> <p><i>Tests • Quizzes • Practice problems for homework • Online textbook • Worksheets • Leveled assessments</i></p>	<p style="text-align: center;">Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit</p> <p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. How are the properties of reflection used to transform a figure? 2. What are the properties of a translation? 3. What are the properties that identify a rotation? 4. How can rigid motions be classified? 5. How does dilation affect the side lengths and angle measures of a figure? 6. How can you tell whether a figure is symmetrical? <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> • Translations • Reflections • Rotations • Dilations <p><u>Interdisciplinary Connections:</u></p> <p>Topic 3 Project, Create an Animation Starting with the pixels (points) of a simple geometric figure, you and your classmates will use translations and reflections to move the figure through a series of frames. Career Readiness, Life Literacies and Key Skills Content: Design. NJSLS#: G.CO.A.2, G.CO.A.4, G.CO.A.5, G.CO.B.6) (Next Generation Science Standards ETS1-2)</p> <p>Spot Light On:</p>

		<p>the transformations of the pieces at the top that will form two solid rows at the bottom.</p> 
<p>Mathematics Practices</p>		
<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reason of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self- awareness Social Awareness</p>	<p>Recognizing the importance of self-confidence in handling daily tasks and challenges.</p>	

<p>Self- Management Relationship Skills Responsible Decision-Making</p>	<p>Demonstrate an awareness of the expectations for social interactions in a variety of ways. Demonstrate an understanding of the need for mutual respect when viewpoints differ. Recognize the skills needed to establish and achieve personal and educational goals. Utilize positive communication and social skills to interact effectively with others. Develop, implement, and model effective problem solving and critical thinking skills.</p>		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Entry and Exit Slips • Quizzes • Self Assessments 		<p>Benchmarks:</p> <ul style="list-style-type: none"> • Chapter Tests • Projects • LinkIT <p>Summative Assessments:</p> <ul style="list-style-type: none"> • District Assessments • Midterms • Standardized Tests 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> • Textbooks websites • Achieve the core • Khan Academy 	<ul style="list-style-type: none"> • Skill building worksheets • Math Manipulatives 	<ul style="list-style-type: none"> • Dictionary for native languages • Videos in their native 	<ul style="list-style-type: none"> • Leveled Assessments • Enrichment worksheets

<ul style="list-style-type: none"> • Desmos • GeoGebra 		language.	
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Chromebooks, Graphing Calculators, Online math manipulatives Other: <ul style="list-style-type: none"> • Zoom and Google Meets, Schoology, Interactive Textbooks, Private Tutoring 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat 	<ul style="list-style-type: none"> • Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. 	<ul style="list-style-type: none"> • Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric. 	<ul style="list-style-type: none"> • Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related
	Disciplinary Concept: Creativity and Innovation		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Core Ideas:</i>	With a growth mindset, failure is an important part of success
	<i>Performance Expectation/s:</i>	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Act as a responsible and contributing community member and employee. Attend to financial well-being. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Plan education and career paths aligned to personal goals. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)								
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>