# Pre-AP Geometry with Statistics Instructional Planning Guide

This planning guide is designed to help you create a roadmap of the key instructional activities and assessments you will use to design
your course in alignment with the Pre-AP course framework and instructional principles. Please view this document as a template you can
adapt and refine as you implement the Pre-AP model lessons and assessments in concert with your own resources. You are encouraged to
customize it by incorporating your own resources that further support student learning based on your individual students’ needs,
and your school, district, and state requirements.

**Using and Customizing the Instructional Planning Guide:**

* This template is organized by the four core units of the Pre-AP course. You can customize the *Date(s)* column with
single dates, date ranges, weeks, or other time measurements that make sense for your setting.
* Some useful planning documents include your Pre-AP teacher resources and standards crosswalk (where available).
Detailed planning information is captured in the course map and unit overviews found in your teacher resources.
* This template has room to include the Pre-AP performance assessments and learning checkpoints, as well as any
Pre-AP model lessons and additional materials you plan to use.
* Consider using this tool to plan collaboratively with your peers.
* When planning additional lessons, consider how they support the Pre-AP course framework, areas of focus, and shared principles.
These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Unit 1 Measurement in Data

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 1.1 The Shape of Data |  |  |  |  |
|  |  | 1.1 | **Learning Checkpoint 1***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 1.2 Chance Events |  |  |  |  |
|  |  | 1.3 Inferences from Data |  |  |  |  |
|  |  | 1.2, 1.3 | **Learning Checkpoint 2***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 1.3 | **Performance Task**Designing a Study*This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 2 Tools and Techniques of Geometric Measurement

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Labs, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 2.1 Measurement in Geometry |  |  |  |  |
|  |  | 2.1 | **Learning Checkpoint 1***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 2.2 Parallel and Perpendicular Lines |  |  |  |  |
|  |  | 2.3 Measurement in Right Triangles |  |  |  |  |
|  |  | 2.2, 2.3 | **Learning Checkpoint 2***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 2.1, 2.3 | **Performance Task**Prove Me Wrong*This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 3 Measurement in Congruent and Similar Figures

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Labs, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 3.1 Transformations of Points in a Plane |  |  |  |  |
|  |  | 3.2 Congruent and Similar Polygons |  |  |  |  |
|  |  | 3.1, 3.2 | **Learning Checkpoint 1***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 3.3 Measurement of Lengths and Anglesin Circles |  |  |  |  |
|  |  | 3.3 | **Learning Checkpoint 2***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 3.3 | **Performance Task**Olga’s Walkie Talkie*This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 4 Measurement in 2 and 3 Dimensions

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Labs, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 4.1 Area as a Two-DimensionalMeasurement |  |  |  |  |
|  |  | 4.2 Volume as a Three-DimensionalMeasurement |  |  |  |  |
|  |  | 4.1, 4.2 | **Learning Checkpoint 1***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 4.2 Volume as a Three-DimensionalMeasurement |  |  |  |  |
|  |  | 4.3 Measurements of Spheres |  |  |  |  |
|  |  | 4.2, 4.3 | **Learning Checkpoint 2***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 4.3 | **Performance Task**Star Energy*This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?