## New York State Common Core

## Topic B:

## Unknown Angles

G-CO.C. 9

Focus Standard: G-CO.C. 9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
Instructional Days: 6

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\begin{aligned}
\text { Lesson 6: } & \text { Solve for Unknown Angles—Angles and Lines at a Point (P) } \\
\text { Lesson 7: } & \text { Solve for Unknown Angles—Transversals (P) } \\
\text { Lesson 8: } & \text { Solve for Unknown Angles - Angles in a Triangle (P) } \\
\text { Lesson 9: } & \text { Unknown Angle Proofs - Writing Proofs (P) } \\
\text { Lesson 10: } & \text { Unknown Angle Proofs - Proofs with Constructions (P) } \\
\text { Lesson 11: } & \text { Unknown Angle Proofs - Proofs of Known Facts (P) }
\end{aligned}
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By the time students embark on Topic B, they have seen several of the geometric figures that they studied prior to Grade 8. Topic B incorporates even more of these previously learned figures, such as the special angles created by parallel lines cut by a transversal. As part of the journey to solving proof problems, students begin by solving unknown angle problems in Lessons 6-8. Students will develop mastery over problems involving angles at a point, angles in diagrams with parallel lines cut by a transversal, angles within triangles, and all of the above within any given diagram. A base knowledge of how to solve for a given unknown angle lays the groundwork for orchestrating an argument for a proof. In the next phase, Lessons $9-11$, students work on unknown angle proofs. Instead of focusing on the computational steps needed to arrive at a particular unknown value, students must articulate the algebraic and geometric concepts needed to arrive at a given relationship. Students continue to use precise language and relevant vocabulary to justify steps in finding unknown angles and to construct viable arguments that defend their method of solution.

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[^0]:    ${ }^{1}$ Lesson Structure Key: P-Problem Set Lesson, M-Modeling Cycle Lesson, E-Exploration Lesson, S-Socratic Lesson

