**Campbellsville University**

**School of Education**

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| **Source of Evidence 1.1**  **Unit Guidelines** |
| **Name: Emily Hunter Date: 3/25/16 & 3/28/16-3/31/16 CU Course: ED 311** |
| ***The unit format supports KTS 2 (designs and plans instruction) and Domain 1.*** |
| # of Students: 12 Age/Grade Level: 10th and 11th Grade School/School District Campbellsville High School |
| Unit Title:  Quadrilaterals Unit Duration: Five Days  **Respond to the following items:** |
| * Kentucky Core Academic Standards to be addressed. Identify the significant standards that will be the focus of instruction for your unit.   **Math Content Standard**   * **CCSS.MATH.CONTENT.HSG.CO.C.11:** Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.   **ELA Standard:**   * **R.CCR.10:** Read and comprehend complex literary and informational texts independently and proficiently. |
| * Identify **measurable** unit objectives. Show the connection of the objectives to the above standards.  1. SWBAT solve for the angles and lengths in multiple quadrilaterals with a score of 59 out of a possible 74 points on the post-test.  * I can solve for the angles and lengths in multiple quadrilaterals.  1. SWBAT comprehend the complex text and realize that quadrilaterals are in their everyday life with a score of 4 out of 6 on question #22 (based on the rubric) on the post-test.  * I can provide examples of quadrilaterals in the real world. * Write at least one (1) essential question for each unit objective.   Why is it important to be able to solve for the angles in various quadrilaterals?  What are some real-world applications where you solve for the lengths in various quadrilaterals?  What are examples of quadrilaterals in the real world?   * **Write a minimum of one paragraph explaining the rationale for teaching this unit.**   This unit is extremely important because knowing how to solve for the lengths and angles in different quadrilaterals is something students will definitely use in the future. There is a lot of real-world application for the shapes that I taught in this unit. We see shapes such as rectangles, parallelograms, squares, and rhombi every single day. They are a part of architectural and at least one or two of these shapes can be found in almost every room of a person’s house. I hope to help students understand and know the properties associated with each type of shape as well as how to solve math problems when given certain measurements of a shape and asked to solve for the specified lengths or angles. |
| * Describe the characteristics of your students identified in the class who will require differentiated instruction to meet their diverse needs.   I have one male who is a higher learner, but he struggles with writing English because he is an English Language Learner. This means that my directions must be very clear and if I give a writing prompt, I may need to help differentiate for this student. I also have another student who is a higher learner, but he likes to copy from the student who is an English Language Learner so I will have to separate these students during group activities. I have one student who has a very short attention span so I will need to make sure to help keep him focused. I have a student who is a low reader so my collaborating teacher, Mrs. Dicken, explained that he would need some positive encouragement. I have a higher level learner who is quiet and shy so I will need to ask her questions to get her to demonstrate her knowledge because she is not one to volunteer her knowledge. I also have a student who is nonverbal so I will have to give appropriate wait time when asking him questions. The teacher explained that sometimes this student tries to avoid answering questions by not responding right away, so I will have to be careful not to let him get away with that. |
| * Provide an overview of technology that will be integrated to enhance instruction and demonstrate **student use of technology**.   There is a computer and SmartBoard that I will use throughout instructions. I will mostly be using an iPad to project the image as I am working out the problem. This will allow the students to see each step of the problem worked out. It will also keep us all on task and be beneficial for the students so that they can work the problem on their own sheet of paper to look over and review later on that night. I will also use technology for activities during our review day. Students will have to look at a picture and find as many quadrilaterals as they can in forty-five seconds. I will also show them pictures of real-world quadrilateral examples to help them visually see that that quadrilaterals are everywhere. |
| * Identify people who will be assisting with instruction and identify the specific instructional responsibilities they will have.   Mrs. Dicken will be assisting me in instructing these students. When we break up into groups, this will be helpful because I will have a second pair of eyes and another person who knows the material to help the students if they have question or get stuck on a particular problem. She is also someone who I can ask questions about the types of activities I want to use to help the students learn in the classroom. She knows the students far better than I do so this will definitely aid my in better preparing my lessons.   * Critical Resources. On a separate page, in APA format, identify resources that support the material presented in the unit. List a **minimum of 10** resources. Resources can be a combination of print and electronic. * See References Below |

References

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