

## UNIT OF STUDY

<b>Title:</b> Unit 6	<b>Subject/Course:</b> Geometry	<b>Length:</b> 10 days
<b>Topic:</b> Quadrilaterals	<b>Grade:</b> 10th	<b>Designer:</b> Boyd
<b>UNIT GOALS AND EXPECTATIONS</b>		
<b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Prove the type of quadrilateral using the distance and slope formulas</li> <li>Use properties of quadrilaterals find missing angles and sides</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>What are the types of quadrilaterals?</li> <li>What is the slope formula?</li> <li>What is the distance formula?</li> <li>What are the properties of each quadrilateral?</li> <li>What is the difference between convex and concave polygons?</li> </ul>	
<b>STUDENT LEARNING EXPECTATIONS:</b> R.4.G.1 Explore and verify the properties of quadrilaterals CGT.5.G.5 Determine, given a set of points, the type of figure based on its properties (parallelogram, isosceles triangle, trapezoid)		
<b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b> <ul style="list-style-type: none"> <li>Vocabulary: convex, concave, triangle, quadrilateral, pentagon, hexagon, heptagon, octagon, nonagon, decagon, n-gon, dodecagon, trapezoid, square, rectangle, kite, parallelogram, isosceles trapezoid, rhombus</li> <li>Review properties of angles and triangles</li> <li>Classify polygons based on their properties</li> </ul>	<b>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</b> <ul style="list-style-type: none"> <li>Determine properties of quadrilaterals with respect to parallel sides, length of sides, diagonal measurements, and measurement of angles</li> <li>Explore quadrilaterals and their properties to verify the type of figure formed</li> <li>Use distance formula to determine lengths of sides and diagonals of a polygon</li> <li>Use the slope formula to determine parallel and perpendicular sides and diagonals of polygons</li> <li>Determine the type of figures based on their properties, when given a set of points plotted in the coordinate plane</li> </ul>	
<b>UNIT ASSESSMENTS</b>		
<b>(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)</b>		
<ul style="list-style-type: none"> <li>Open Response Unit 6 question 1 identify the type of quadrilateral given vertices</li> <li>Open Response TLI identify the type of quadrilateral given vertices</li> </ul>		
<b>Traditional Assessments:</b> <ul style="list-style-type: none"> <li>Distance and Slope Quiz</li> <li>Unit 8 Test</li> <li>TLI module test</li> <li>Vocabulary Quiz</li> </ul>	<b>Other Evidence of Learning:</b> <ul style="list-style-type: none"> <li>Homework</li> <li>Class work</li> </ul>	
<b>ACTIVITIES AND LEARNING EXPERIENCES</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>Introduce vocabulary using 4-step strategy</li> </ul>		

<ul style="list-style-type: none"> <li>• Use quadrilateral flow chart to learn properties</li> <li>• “Easter Egg Hunt” Quadrilaterals Activity (students will locate examples of all types of quadrilaterals)</li> <li>• Areas of quadrilaterals Activity</li> <li>• Use Mastery Math to practice concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery Math Notebook</li> <li>• Textbook pg. 371</li> </ul>
<b>Career Connections</b>	
Architect, Furniture Designer, Mechanical Engineer, Civil Engineer, Carpenter, Construction, Cake Designer, Gemologist	