Victoria Brown

IT 7360

Spring 2013

A8 Choices and Lesson Plan 4

**Lesson- Using a Media Tool for a Summative Assessment**

Standards:

GPS-

* **MCC9-12.G.GPE.4** Use coordinates to prove simple geometric theorems algebraically. *(Restrict contexts that use distance and slope.)*
* **MCC9-12.G.GPE.5** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
* **MCC9-12.G.GPE.6** Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
* **MCC9-12.G.GPE.7** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula

Learning Objectives:

1. Students will be able to use coordinates to prove simple geometric theorems algebraically.
2. Students will be able to explain their conclusion with the use of the distance, slope, and midpoint formula.
3. Students will be able to work cooperatively to determining specific characteristics of a road trip
4. Students will be able to expand on their current knowledge and put their own individual twist on the material.
5. The students will be able to reflect on the work that they do and

Essential Questions:

What have we learned about proving quadrilaterals?

Lesson Plan:

Engage- The students will be engaged in the lesson by viewing a video online created for the use of quadrilateral and bisecting segments that was covered in this unit. The students will be having a short discussion on what they liked from the video as well as items that they did not like and would change. This will spark their interest and get their imaginations following for when they have to create their own video.

Explore- The students will have a short time period in class to brainstorm different ideas for their video and investigate which media resource they would like to use for their video. The students will use their notes and other resources available to them to gather the necessary information to present their video in an accurate way.

Explain- The students will use the video to give information pertaining to the standards covered in this unit and show the mastery that they have gained throughout their work. The students will also have to explain the thought process behind their video and why they chose the presentation method as well as their inspiration.

Elaborate-The way in which they choose to design their video and the props/examples that they use will help elaborate on the information that they are presenting in the video. They will lose points for simply stating information, and must elaborate to show mastery.

Evaluate- The students will be evaluated on multiple levels according to the rubric that will be handed out. The students will also have an opportunity to grade others work and show that they have an understanding of the material as well.

Extend- The students will be able to give their written feedback to other students on their presentations. This will be the way in which I can guarantee that the other students are paying attention and learning from the experience instead of dozing off in class.

Assessment-

The students will be graded on their final media presentation. The students will have many different outlets to present their final project and will be graded on the content of the material presented as well as the creativity put into the presentation. A rubric will be given to all students

Summative Media Lesson Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category and Score | 0-3 | 4-6 | 7-9 | 10-12 |
| Content Accuracy | The information presented in the video was inaccurate with 5 or more mistakes.  | Some of the information in the video was inaccurate with 3-4 mistakes.  | Some of the information in the video was inaccurate with 1-2 mistakes. Facts were supported by examples or resources.  | All information contained in the video was accurate with facts supported by examples or resources.  |
| Standards  | The student did not cover the standards outlined by the lesson or unit. No connections were made to other standards within the unit.  | The student covered a couple of the standards in the unit but was unable to make connections between them.  | The student covered most of the standards in the unit but was unable to make connections between them.  | The student covered all standards outlined by the unit and the material showed mastery of the standards. The student was able to connect the standards to tie the unit together as a whole.  |
| Presentation to Class | The student did not have presentation ready on time and the explanation was not thorough. | The student had the presentation ready on time but the explanation behind work was not thorough.  | The student had the presentation ready on time but was a little unsure of how to explain the thought process behind the video to the class.  | The student had the presentation ready on time and was able to explain the thought process behind the work and relate it to the unit.  |
| Creativity | The student simply stated the information without giving a visual or representations of the material. No connections were made to other material or units.  | The presentation was lacking in creativity and there were no connections made to other units of study. Visuals were provided but did not necessarily fit the material.  | The presentation was creative but was not connected to other units of study. The visuals were appealing but not all were tied to the material.  | The presentation was creative and connected the material to multiple contexts and other units of study. Visuals were appealing and appropriate for the material.  |
| Participation in Critiquing  | The students were not active in class and did not give students feedback on their presentations.  | The student gave limited feedback that did not show that they were active participants in the lesson.  | The student gave basic feedback to the student without elaborating on the information contained in the presentation.  | The student gave excellent feedback and was able to tie together different pieces of the presentation.  |

Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of 60