Teacher: Marc Belfer Course: Pre-Calculus Period(s): 3 Week of: January 29- February 2, 2018

|        | Standards  | Goals                         | As a result of this lesson the student will be able to: | Instructional<br>Strategies   | What the teacher will do to ensure the student meets the goals:   | Activities  | The student will:              | Homework & Assessment | Student achievement will be measured by: |
|--------|------------|-------------------------------|---|---|---|---|--------------------------------|-----------------------|--|
| Monday | PC.AREI.11 | f(x) = g(x) gridentifying the | ne x-coordinates<br>s) of intersection                  | examples in standard cooperative le extended time of assignment directions as ragroup extended reduce number on or alternated assessments as PowerPoint Natheractive assas vocabulary electronic gan Edmodo. Proj | structions to raphs using and illustrated mall groups. earning, for completion s, rephrase needed, small ad learning, and or of questions e forms of s needed. Sotes, signments such cards, ne, and | Alternat Openers: ElectClassroo Graphing InterExample | es 1–4: PE<br>camples 1–4 with | Lesson 3: Gra         | phing Intersections                      |

| Tuesday | PC.ASE.2 | Analyze the structure of binomials, trinomials, and other polynomials in order to write equivalent expressions. | ESOL Accommodations: Follow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. PowerPoint Notes, Interactive assignments such as vocabulary cards, electronic game, and Edmodo. Project based learning to ensure mastery of concepts. | Essential Question: TEAlternative Lesson Openers: Electronic ClassroomClassroom Activity: PolynomialsExamples 1–4: PEExtra Examples 1–4 with Key Questions: TE | Lesson 4: Polynomials |
|---------|----------|---|--|--|-----------------------|
|---------|----------|---|--|--|-----------------------|

| Ī |           | PC.AREI.7 | Solve a simple system  | ESOL Accommodations:   | Essential Question: TE  | Lesson 5: Solving a Simple |
|---|-----------|-----------|--|--|---|----------------------------|
|   |           |           | consisting of a linear<br>equation and a quadratic<br>equation in two variables                                    | Follow oral instructions to design math graphs using manipulatives and illustrated   | Alternative Lesson Openers: Electronic ClassroomClassroom Activity:                               | System of Equations        |
|   | Wednesday |           | algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions. | examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. PowerPoint Notes, Interactive assignments such as vocabulary cards, electronic game, and Edmodo. Project based learning to ensure mastery of | Solving a simple system of equations  Examples 1–4: PE  Extra Examples 1–4 with Key Questions: TE |                            |
|   |           |           |  | concepts.  |   |                            |

| consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.  Pollow oral instructions to design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. PowerPoint Notes,                         |          | PC.AREI.7 | Solve a simple system  | ESOL Accommodations:  | Essential Question: TE  | Review of Chapter 1 Concepts |
|--|----------|-----------|--|---|---|------------------------------|
| equation in two variables algebraically and graphically. Understand that such systems may have zero, one, two, or infinitely many solutions.  The property of the design manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed.  The classroom Activity:  Review of Chapter 1 Concepts  Examples 1–4: PE  Extra Examples 1–4 with Key Questions: TE |          |           |  | Follow oral instructions to   |   |                              |
| Interactive assignments such as vocabulary cards, electronic game, and Edmodo. Project based learning to ensure mastery of concepts.   | Thursday |           | equation and a quadratic<br>equation in two variables<br>algebraically and graphically.<br>Understand that such systems<br>may have zero, one, two, or | design math graphs using manipulatives and illustrated examples in small groups. Cooperative learning, extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions on or alternate forms of assessments as needed. PowerPoint Notes, Interactive assignments such as vocabulary cards, electronic game, and Edmodo. Project based learning to ensure mastery of | Openers: Electronic Classroom  Classroom Activity: Review of Chapter1 Concepts  Examples 1–4: PE  Extra Examples 1–4 with |                              |

|        | PC.ASE.1   | Interpret the meanings of                       | ESOL Accommodations:                              | Essential Question: TE        | Chapter 1 Test |
|--------|------------|---|---|-------------------------------|----------------|
|        |            | coefficients, factors, terms,                   | Follow oral instructions to                       | Alternative Lesson            |                |
|        |            | and expressions based on                        | design math graphs using                          | Openers: Electronic Classroom |                |
|        |            | their real world contexts.                      | manipulatives and illustrated                     | Classroom Activity:           |                |
|        |            | Interpret complicated                           | examples in small groups.                         | Chapter 1 Test                |                |
|        |            | expressions as being                            | Cooperative learning,                             |                               |                |
|        |            | composed of simpler                             | extended time for completion                      |                               |                |
|        |            | expressions.                                    | of assignments, rephrase                          |                               |                |
|        |            |   | directions as needed, small                       |                               |                |
|        | PC.ASE.2   | Analyze the structure of                        | group extended learning, and                      |                               |                |
|        |            | binomials, trinomials, and                      | reduce number of questions                        |                               |                |
|        |            | other polynomials in order to                   | on or alternate forms of                          |                               |                |
|        |            | write equivalent expressions.                   | assessments as needed.                            |                               |                |
| a.     | PC.AREI.7  | Salva a simala avetam                           | PowerPoint Notes,                                 |                               |                |
| Friday | PC.AREI./  | Solve a simple system                           | Interactive assignments such as vocabulary cards, |                               |                |
| Ξ      |            | consisting of a linear equation and a quadratic | electronic game, and                              |                               |                |
|        |            | equation in two variables                       | Edmodo. Project based                             |                               |                |
|        |            | algebraically and graphically.                  | learning to ensure mastery of                     |                               |                |
|        |            | Understand that such systems                    | concepts.   |                               |                |
|        |            | may have zero, one, two, or                     | concepts.   |                               |                |
|        |            | infinitely many solutions.                      |   |                               |                |
|        |            |   |   |                               |                |
|        | PC.AREI.11 | Solve an equation of the form                   |   |                               |                |
|        |            | f(x) = g(x) graphically by                      |   |                               |                |
|        |            | identifying the x-coordinates                   |   |                               |                |
|        |            | of the point(s) of intersection                 |   |                               |                |
|        |            | of $y = (x)$ and $y = (x)$ .                    |   |                               |                |
|        |            |   |   |                               |                |
|        |            |   | *11.1   | '11.1 1                       |                |

<sup>\*</sup> All plans are subject to change. Student progress will be monitored and adjustments will be made.