Teacher: Marc Belfer   Course: **Pre-Calculus**   Period(s): 3   Week of: February 12- 16, 2018

	Standards	Goals As a result of this lesson the student will be able to:	Instructional 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.FIF.4	Interpret key features of a function that models the relationship between two quantities when given in graphical or tabular form. Sketch the graph of a function from a verbal description showing key features. Key features include intercepts; intervals where the function is increasing, decreasing, constant, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity.	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: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 2.2 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 2.2 Interactive Discussions

Tuesday	PC.FIF.4	Interpret key features of a function that models the relationship between two quantities when given in graphical or tabular form. Sketch the graph of a function from a verbal description showing key features. Key features include intercepts; intervals where the function is increasing, decreasing, constant, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity.	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: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 2.2 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 2.2 Interactive Discussions

Wednesday	PC.FIF.4	Interpret key features of a function that models the relationship between two quantities when given in graphical or tabular form. Sketch the graph of a function from a verbal description showing key features. Key features include intercepts; intervals where the function is increasing, decreasing, constant, positive, or negative; relative maximums and minimums; symmetries; end behavior and periodicity.	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: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 2.3 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 2.3 Interactive Discussions

Thursday	PC.FIF.6	Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context.	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: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 2.4 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 2.4 Interactive Discussions

Friday	PC.FIF.6	Given a function in graphical, symbolic, or tabular form, determine the average rate of change of the function over a specified interval. Interpret the meaning of the average rate of change in a given context.	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: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 2.5 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 2.5 Interactive Discussions

* All plans are subject to change. Student progress will be monitored and adjustments will be made.