Teacher: Marc Belfer

Course: Pre-Calculus

Period(s): 3

Week of: March 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.7	where the fun increasing, de positive, or ne maximums ar	resentations. Teatures prcepts; intervals action is	of assignments directions as n group extended reduce number on or alternate assessments as Powerpoint No	structions to caphs using and illustrated nall groups. earning, for completion s, rephrase eeded, small d learning, and r of questions forms of s needed. otes, ignments such cards, ees, and MDC	Alternati Openers: Elect Classroo Lesson 4.6 Example	l Question: TE ive Lesson ronic Classroom om Activity: es 1–4: PE amples 1–4 with : TE	Lesson 4.6 Interactive Dis	scussions

Tuesday	PC.FIF.7	Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, 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 games, and MDC activities. Project based learning to ensure mastery of concepts.	Essential Question: TE Alternative Lesson Openers: Electronic Classroom Classroom Activity: Lesson 4.7 Examples 1–4: PE Extra Examples 1–4 with Key Questions: TE	Lesson 4.7 Interactive Discussions
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Wednesday	PC.FIF.7	Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, 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 games, and MDC activities. Project based learning to ensure mastery of concepts.	Essential Question: TE Alternative Lesson Openers: Electronic Classroom Classroom Activity: Lesson 4.8 Examples 1–4: PE Extra Examples 1–4 with Key Questions: TE	Lesson 4.8 Interactive Discussions
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Thursday		Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, 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 games, and MDC activities. Project based learning to ensure mastery of concepts.	Essential Question: TE Alternative Lesson Openers: Electronic Classroom Classroom Activity: Lesson 4.9 Examples 1–4: PE Extra Examples 1–4 with Key Questions: TE	Lesson 4.9 Interactive Discussions
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Friday	PC.FIF.7	Graph functions from their symbolic representations. Indicate key features including intercepts; intervals where the function is increasing, decreasing, 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 games, and MDC activities. Project based learning to ensure mastery of concepts.	Essential Question: TE Alternative Lesson Openers: Electronic Classroom Classroom Activity: Lesson 4.10 Examples 1–4: PE Extra Examples 1–4 with Key Questions: TE	Lesson 4.10 Interactive Discussions
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* All plans are subject to change. Student progress will be monitored and adjustments will be made.