Teacher: Marc Belfer Course: Pre-Calculus Period(s): 3 Week of: May 7- 11, 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.GGPE.3	of a parabola equation give directrix.  Use the geomof an ellipse hyperbola to equation of effoci and poir	derive the each given the ats whose sum or distance from	examples in si Cooperative le extended time of assignment directions as r group extende reduce numbe on or alternate assessments a Powerpoint N Interactive ass as vocabulary	astructions to raphs using and illustrated mall groups. earning, for completion s, rephrase needed, small ed learning, and er of questions e forms of s needed. otes, signments such cards, nees, and MDC learning to	Alternat Openers: ElectClassroot Lesson 10.1Example	al Question: TE ive Lesson tronic Classroom om Activity: es 1–4: PE kamples 1–4 with s: TE	Lesson 10.1 Interactive Dis	scussions

Tuesday	PC.GGPE.2 PC.GGPE.3	Use the geometric definition of a parabola to derive its equation given the focus and directrix.  Use the geometric definition of an ellipse and of a hyperbola to derive the equation of each given the foci and points whose sum or difference of distance from the foci are constant.	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,	Essential Question: TEAlternative Lesson Openers: Electronic ClassroomClassroom Activity: Lesson 10.2Examples 1–4: PEExtra Examples 1–4 with Key Questions: TE	Lesson 10.2 Interactive Discussions
			Interactive assignments such		

Wednesday	PC.GGPE.2 PC.GGPE.3	Use the geometric definition of a parabola to derive its equation given the focus and directrix.  Use the geometric definition of an ellipse and of a hyperbola to derive the equation of each given the foci and points whose sum or difference of distance from the foci are constant.	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	Essential Question: TEAlternative Lesson Openers: Electronic ClassroomClassroom Activity: Lesson 10.3Examples 1–4: PEExtra Examples 1–4 with Key Questions: TE	Lesson 10.3 Interactive Discussions
Wednesday		hyperbola to derive the equation of each given the foci and points whose sum or difference of distance from	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.		

Thursday	PC.GGPE.2 PC.GGPE.3	Use the geometric definition of a parabola to derive its equation given the focus and directrix.  Use the geometric definition of an ellipse and of a hyperbola to derive the equation of each given the foci and points whose sum or difference of distance from the foci are constant.	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.	Essential Question: TEAlternative Lesson Openers: Electronic ClassroomClassroom Activity: Lesson 10.4Examples 1–4: PEExtra Examples 1–4 with Key Questions: TE	Lesson 10.4 Interactive Discussions
Thursday	PC.GGPE.3	of an ellipse and of a hyperbola to derive the equation of each given the foci and points whose sum or difference of distance from	extended time for completion of assignments, rephrase directions as needed, small group extended learning, and reduce number of questions	_	
			assessments as needed. Powerpoint Notes, Interactive assignments such as vocabulary cards, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.		

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	PC.GGPE.2	Use the geometric definition	ESOL Accommodations:	Essential Question: TE	Lesson 10.5
		of a parabola to derive its	Follow oral instructions to	Alternative Lesson	Interactive Discussions
		equation given the focus and	design math graphs using	Openers: Electronic Classroom	
		directrix.	manipulatives and illustrated	Classroom Activity:	
			examples in small groups.	Lesson 10.5	
	PC.GGPE.3	Use the geometric definition	Cooperative learning,	Examples 1–4: PE	
	rc.dure.s	Use the geometric definition		Extra Examples 1–4 with	
		of an ellipse and of a	extended time for completion	Key Questions: TE	
		hyperbola to derive the	of assignments, rephrase		
<b>&gt;</b>		equation of each given the	directions as needed, small		
la j		foci and points whose sum or	group extended learning, and		
Friday		difference of distance from	reduce number of questions		
<u> </u>		the foci are constant.	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.		

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