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.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, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 10.1 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 10.1 Interactive Discussions

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, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 10.2 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 10.2 Interactive Discussions

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 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 10.3 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 10.3 Interactive Discussions

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. 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 10.4 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 10.4 Interactive Discussions

Friday	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, electronic games, and MDC activities. Project based learning to ensure mastery of concepts.	_____Essential Question: TE _____Alternative Lesson Openers: Electronic Classroom _____Classroom Activity: Lesson 10.5 _____Examples 1–4: PE _____Extra Examples 1–4 with Key Questions: TE	Lesson 10.5 Interactive Discussions

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