Teacher: Marc Belfer Course: Pre-Calculus Period(s): 3 Week of: May 21- 25, 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 no maximums ar symmetries; e periodicity. G cases by hand technology for cases. Graph of log functions,	resentations. features ercepts; intervals action is ecreasing, egative; relative and minimums; end behavior and braph simple d and use or complicated exponential and	of assignments directions as n group extender reduce number on or alternate assessments as Powerpoint No	structions to raphs using and illustrated mall groups. Farning, for completion s, rephrase eeded, small d learning, and r of questions forms of s needed. Sortes, lignments such cards, lees, and MDC learning to	Alternati Openers: Electronic Classroo Lesson 12.1Example	l Question: TE ve Lesson ronic Classroom m Activity: es 1–4: PE amples 1–4 with : TE	Lesson 12.1 Interactive Dis	scussions

	PC.FIF.7	Graph functions from their	ESOL Accommodations:	Essential Question: TE	Lesson 12.2
		symbolic representations.	Follow oral instructions to	Alternative Lesson	Interactive Discussions
		Indicate key features	design math graphs using	Openers: Electronic Classroom	
		including intercepts; intervals	manipulatives and illustrated	Classroom Activity: Lesson 12.2	
		where the function is	examples in small groups.	Examples 1–4: PE	
		increasing, decreasing,	Cooperative learning,	Extra Examples 1–4 with	
		positive, or negative; relative	extended time for completion	Key Questions: TE	
		maximums and minimums;	of assignments, rephrase directions as needed, small		
Tuesday		symmetries; end behavior and periodicity. Graph simple	group extended learning, and		
esc		cases by hand and use	reduce number of questions		
T		technology for complicated	on or alternate forms of		
		cases. Graph exponential and	assessments as needed.		
		log functions, showing	Powerpoint Notes,		
		intercepts and end behavior.	Interactive assignments such		
		-	as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Project based learning to		
			ensure mastery of concepts.		

	PC.FIF.7	Graph functions from their	ESOL Accommodations:	Essential Question: TE	Lesson 12.3
		symbolic representations.	Follow oral instructions to	Alternative Lesson	Interactive Discussions
		Indicate key features	design math graphs using	Openers: Electronic Classroom	
		including intercepts; intervals	manipulatives and illustrated	Classroom Activity:	
		where the function is	examples in small groups.	Lesson 12.3Examples 1–4: PE	
		increasing, decreasing,	Cooperative learning,	Extra Examples 1–4 with	
		positive, or negative; relative	extended time for completion	Key Questions: TE	
<b>&gt;</b>		maximums and minimums;	of assignments, rephrase		
Wednesday		symmetries; end behavior and	directions as needed, small		
nes		periodicity. Graph simple	group extended learning, and		
ed		cases by hand and use	reduce number of questions		
<b>&gt;</b>		technology for complicated	on or alternate forms of		
		cases. Graph exponential and	assessments as needed.		
		log functions, showing	Powerpoint Notes,		
		intercepts and end behavior.	Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Project based learning to		
			ensure mastery of concepts.		

	PC.FIF.7	Graph functions from their	ESOL Accommodations:	Essential Question: TE	Lesson 12.4
		symbolic representations.	Follow oral instructions to	Alternative Lesson	Interactive Discussions
		Indicate key features	design math graphs using	Openers: Electronic Classroom	
		including intercepts; intervals	manipulatives and illustrated	Classroom Activity:	
		where the function is	examples in small groups.	Lesson 12.4Examples 1–4: PE	
		increasing, decreasing,	Cooperative learning,	Examples 1–4. FE Extra Examples 1–4 with	
		positive, or negative; relative	extended time for completion	Key Questions: TE	
		maximums and minimums;	of assignments, rephrase	, •	
ay		symmetries; end behavior and	directions as needed, small		
Thursday		periodicity. Graph simple	group extended learning, and		
pq		cases by hand and use	reduce number of questions		
		technology for complicated	on or alternate forms of		
		cases. Graph exponential and	assessments as needed.		
		log functions, showing	Powerpoint Notes,		
		intercepts and end behavior.	Interactive assignments such		
			as vocabulary cards,		
			electronic games, and MDC		
			activities.		
			Project based learning to		
			ensure mastery of concepts.		

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. Graph simple cases by hand and use technology for complicated cases. Graph exponential and log functions, showing intercepts and end behavior.	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: TEAlternative Lesson Openers: Electronic ClassroomClassroom Activity: Lesson 12.5Examples 1–4: PEExtra Examples 1–4 with Key Questions: TE	Lesson 12.5 Interactive Discussions
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<sup>\*</sup> All plans are subject to change. Student progress will be monitored and adjustments will be made.