

|               | Standards | Goals<br>As a result of this lesson the student will be able to:   | Instructional Strategies<br>What the teacher will do to ensure the student meets the goals:   | Activities<br>The student will:   | Homework & Assessment<br>Student achievement will be measured by: |
|---------------|-----------|--|---|---|---|
| <b>Monday</b> | 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. | <p>_____ Essential Question: TE</p> <p>_____ Alternative Lesson</p> <p>Openers: Electronic Classroom</p> <p>_____ Classroom Activity: Lesson 12.1</p> <p>_____ Examples 1–4: PE</p> <p>_____ Extra Examples 1–4 with</p> <p>Key Questions: TE</p> | Lesson 12.1<br>Interactive Discussions                            |

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| Tuesday | PC.FIF.7 | <p>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.</p> | <p>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.</p> | <p>____ Essential Question: TE<br/>       ____ Alternative Lesson<br/>       Openers: Electronic Classroom<br/>       ____ Classroom Activity: Lesson 12.2<br/>       ____ Examples 1–4: PE<br/>       ____ Extra Examples 1–4 with<br/>       Key Questions: TE</p> | <p>Lesson 12.2<br/>       Interactive Discussions</p> |
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| <b>Wednesday</b> | PC.FIF.7 | <p>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.</p> | <p>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.</p> | <p>____ Essential Question: TE<br/> ____ Alternative Lesson<br/> Openers: Electronic Classroom<br/> ____ Classroom Activity: Lesson 12.3<br/> ____ Examples 1–4: PE<br/> ____ Extra Examples 1–4 with<br/> Key Questions: TE</p> | <p>Lesson 12.3<br/> Interactive Discussions</p> |
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| <b>Thursday</b> | PC.FIF.7 | <p>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.</p> | <p>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.</p> | <p>____ Essential Question: TE<br/>       ____ Alternative Lesson<br/>       Openers: Electronic Classroom<br/>       ____ Classroom Activity: Lesson 12.4<br/>       ____ Examples 1–4: PE<br/>       ____ Extra Examples 1–4 with<br/>       Key Questions: TE</p> | <p>Lesson 12.4<br/>       Interactive Discussions</p> |
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| <b>Friday</b> | 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:<br>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<br>____ Alternative Lesson<br>Openers: Electronic Classroom<br>____ Classroom Activity: Lesson 12.5<br>____ Examples 1–4: PE<br>____ Extra Examples 1–4 with<br>Key Questions: TE | Lesson 12.5<br>Interactive Discussions |
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\* All plans are subject to change. Student progress will be monitored and adjustments will be made.