

Teacher: Mr. Andrus

Course: Algebra 2 CP

Blocks(s): 1, 3 & 4

Week of: February 19, 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:
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Monday	<p>IA-1.5 - Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).</p>	<ol style="list-style-type: none"> 1. <i>Quadratic Functions.</i> <i>Graph. Identify the maximum or minimum.</i> A2.ACE.1*, A2.ACE.2*, A2.AREI.4*, A2.AREI.11*, A2.AREI.7, A2.ASE.3*, A2.FBF.1*, A2.FBF.3*, A2.FIF.4*, A2.FIF.5*, A2.FIF.8*, A2.NCNS.1*, A2.NCNS.7* 2. <i>Complete an objective test \geq 80%</i> 3. <i>REVIEW.</i> 	<p>Lecture/Notes. Ask probing questions that guide discussion. Facilitate student practice. Cooperative Learning. Model problem solutions using technologies such as smart board and graphing calculator. Review. ESOL Accommodations:</p> <ul style="list-style-type: none"> ➤ All assignments and due dates are written down and handed to the student. ➤ Multilingual glossary. ➤ Worksheets available in Spanish as needed. ➤ Notes available in Spanish as needed. ➤ Additional time to complete assessments. ➤ In-class tutor (buddy). ➤ Shorten assessments as needed. ➤ Breaking problems into smaller chunks on white board. ➤ All notes may be used on all weekly assessments. ➤ All notes may be used on all objective tests. <p>All missed weekly test problems may be re-done for additional test points.</p>	<p>Take Notes. Ask and Answer Questions. Work collaboratively. Complete book work/worksheets/board work.</p> <ol style="list-style-type: none"> 1. Read and study section 2-1 from your textbook. Record 3 key terms. 2. Starting on p.64 do problems 1 – 15, 33 – 42. 3. Keep this work your binder. 4. Use all remaining class time to complete missing work. 	<ol style="list-style-type: none"> 5. Read and study section 2-1 from your textbook. Record 3 key terms. 6. Starting on p.64 do problems 1 – 15, 33 – 42. 7. Keep this work your binder. 8. Use all remaining class time to complete missing work. <p>Observation Class work Homework Worksheets</p>
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Tuesday	<p>IA-1.5 - Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).</p>	<p>From above</p>	<p>Lecture/Notes. Ask probing questions that guide discussion. Facilitate student practice. Cooperative Learning. Model problem solutions using technologies such as smart board and graphing calculator. Review. ESOL Accommodations:</p> <ul style="list-style-type: none"> ➤ All assignments and due dates are written down and handed to the student. ➤ Multilingual glossary. ➤ Worksheets available in Spanish as needed. ➤ Notes available in Spanish as needed. ➤ Additional time to complete assessments. ➤ In-class tutor (buddy). ➤ Shorten assessments as needed. ➤ Breaking problems into smaller chunks on white board. ➤ All notes may be used on all weekly assessments. ➤ All notes may be used on all objective tests. <p>All missed weekly test problems may be re-done for additional test points.</p>	<p>Take Notes. Ask and Answer Questions. Work collaboratively. Complete book work/worksheets/board work.</p> <ol style="list-style-type: none"> 1. Read and study section 2-2 from your textbook. Record 3 key terms. 2. Starting on p.72 do problems 1 – 10, 15 – 18. 3. <i>Complete an objective test $\geq 80\%$.</i> 4. Use all remaining class time to complete missing work. 	<ol style="list-style-type: none"> 5. Read and study section 2-2 from your textbook. Record 3 key terms. 6. Starting on p.72 do problems 1 – 10, 15 – 18. 7. <i>Complete an objective test $\geq 80\%$.</i> 8. Use all remaining class time to complete missing work. <p>Observation Class work Homework Worksheets</p>
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Wednesday	IA-1.5 - Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).	From above	<p>Lecture/Notes. Ask probing questions that guide discussion. Facilitate student practice. Cooperative Learning. Model problem solutions using technologies such as smart board and graphing calculator. Review.</p> <p>ESOL Accommodations:</p> <ul style="list-style-type: none"> ➤ All assignments and due dates are written down and handed to the student. ➤ Multilingual glossary. ➤ Worksheets available in Spanish as needed. ➤ Notes available in Spanish as needed. ➤ Additional time to complete assessments. ➤ In-class tutor (buddy). ➤ Shorten assessments as needed. ➤ Breaking problems into smaller chunks on white board. ➤ All notes may be used on all weekly assessments. ➤ All notes may be used on all objective tests. <p>All missed weekly test problems may be re-done for additional test points.</p>	<p>Take Notes. Ask and Answer Questions. Work collaboratively. Complete book work/worksheets/board work.</p> <p>1. Complete the test review sheet.</p>	<p><u>Non-Fiction Writing Prompt</u></p> <p>2. Journal: Given: $f(x) = ax^2 + bx + c$, explain how to find the vertex and Explain how to determine if the vertex is a maximum or minimum.</p> <p>Observation Class work Homework Worksheets</p>
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Thursday	<p>IA-1.5 - Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).</p>	<p>From above</p>	<p>Lecture/Notes. Ask probing questions that guide discussion. Facilitate student practice. Cooperative Learning. Model problem solutions using technologies such as smart board and graphing calculator. Review. ESOL Accommodations:</p> <ul style="list-style-type: none"> ➤ All assignments and due dates are written down and handed to the student. ➤ Multilingual glossary. ➤ Worksheets available in Spanish as needed. ➤ Notes available in Spanish as needed. ➤ Additional time to complete assessments. ➤ In-class tutor (buddy). ➤ Shorten assessments as needed. ➤ Breaking problems into smaller chunks on white board. ➤ All notes may be used on all weekly assessments. ➤ All notes may be used on all objective tests. <p>All missed weekly test problems may be re-done for additional test points.</p>	<p>Take Notes. Ask and Answer Questions. Work collaboratively. Complete book work/worksheets/board work.</p> <p>Complete weekly assessment.</p>	<p>Complete weekly assessment.</p> <p>Written Quiz/Test Objective test (last week of each quarter)</p>
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Friday	IA-1.5 - Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).	From above	<p>Lecture/Notes. Ask probing questions that guide discussion. Facilitate student practice. Cooperative Learning. Model problem solutions using technologies such as smart board and graphing calculator. Review.</p> <p>ESOL Accommodations:</p> <ul style="list-style-type: none"> ➤ All assignments and due dates are written down and handed to the student. ➤ Multilingual glossary. ➤ Worksheets available in Spanish as needed. ➤ Notes available in Spanish as needed. ➤ Additional time to complete assessments. ➤ In-class tutor (buddy). ➤ Shorten assessments as needed. ➤ Breaking problems into smaller chunks on white board. ➤ All notes may be used on all weekly assessments. ➤ All notes may be used on all objective tests. <p>All missed weekly test problems may be re-done for additional test points.</p>	<p>Take Notes. Ask and Answer Questions. Work collaboratively. Complete book work/worksheets/board work.</p> <p>Completely re-do missed/incomplete assessment problems.</p>	<p>Completely re-do missed/incomplete assessment problems. Complete all problems on problem solving sheet.</p> <p>Test Corrections/Updates Problem Solving</p>
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* All plans are subject to change. Student progress will be monitored and adjustments will be made.