|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski****Week of: 12/05/2016**ALGEBRA 1 | Review “Slope” Unit | Review “Slope” Unit | Unit Test “Slope” | Introduce “Systems of Equations & Inequalities” Unit and 7.1 “Graphing Systems of Equations” | Continue 7.1 |
| CCSS: | Review CCSS | Review CCSS | Review CCSS | A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. | A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. |
| CONTENT OBJECTIVE:(Student Can…)LANGUAGE OBJECTIVE:(Student Can …)*WIDA Accommodations:*Speaking: Model language pronunciation.Writing: Demonstrate effective note-taking and provide a template. | Evaluate the skills learned in the “Slope” unit, by reflecting on equations, formulas and properties.Orally summarize key skills with a partner, using content vocabulary. | Evaluate the content for “Slope” unit, by reflecting on skills, vocabulary, and content.Write to answer questions about the unit “Slope”, using a graphic organizer with sample multiple-choice questions. | Evaluate the content for the “Slope” unit, by testing skills, vocabulary, and content.Write to synthesize information from the unit “Slope”, using a graphing calculator on a multiple-choice test. | Remember linear equations, by identifying the y-intercept and slope. Write to present a linear equation, using the form y = mx + b. | Understand a system of equations, by illustrating their graphs on a coordinate plane.Write to state the solution to a system of equations, using the point of intersection on a graph. |
| VOCABULARY: | Review vocabulary | Review vocabulary | Review vocabulary | System of equations, solution | System of equations, solution |
| DIFFERENTIATIONTHROUGH: | -Partner think-pair-share -Manipulatives-Technology-Problem-solving strategies | -Whole group and individual learning-Graphic organizer-Modeling-Manipulatives-A/B Partners-Technology-Problem-solving strategies | -Individual learning-Technology-Type 1/2 writing | -Whole group and individual learning-Graphic organizer-Modeling-Manipulatives-A/B Partners-Technology-Problem-solving strategies | -Partner think-pair-share -Manipulatives-Technology-Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: p. 271 (1-18, 21-26) | Assign: Study for test | Assign: No HW | Assign: p. 323-324 (5, 12, 13, 15, 28, 30)  | Assign: WS 7.1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Makowski****Week of: 12/05/2016**8th GRADE MATH | Introduce Investigation 5 “Variability and Associations in Categorical Data” and Problem 5.1 “Wood or Steel? That’s the Question: Relationships in Categorical Data” | Continue 5.1 | Introduce Problem 5.2 “Politics of Girls and Boys: Analyzing Data in Two-Way Tables” | Continue 5.2 | Quiz (5.1-5.2) |
| CCSS: | 8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.  | 8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.  | 8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.  | 8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.  | Review CCSS |
| CONTENT OBJECTIVE:(Student Can…)LANGUAGE OBJECTIVE:(Student Can…)*WIDA Accommodations:*Speaking: Model language pronunciation.Writing: Demonstrate effective note-taking and provide a template. | Understand variables, by classifying statements as categorical or numerical.Write to contrast the types of ways to analyze data, using a table to categorize. | Apply the meaning of variables, by providing statements with labels of “categorical” or “numerical”.Write to compare data, using a table to help categorize. | Remember how to find fractions and percents, by recording values in a table of data.Write to justify true/false statements, using a two-way table of results. | Understand given data, by representing information in a table.Write to explain categories, using two-way tables. | Evaluate the content for lessons 5.1-5.2, by testing skills and vocabulary.Write to synthesize information from lessons 5.1-5.2, using guided notes and assignments. |
| VOCABULARY: | Categorical variable | Categorical variable | Review vocabulary | Review vocabulary | Review vocabulary |
| DIFFERENTIATIONTHROUGH: | -Whole group and individual learning-Graphic organizer-Modeling-Manipulatives-A/B Partners-Technology-Problem-solving strategies | -Partner think-pair-share -Manipulatives-Technology-Problem-solving strategies | -Whole group and individual learning-Graphic organizer-Modeling-Manipulatives-A/B Partners-Technology-Problem-solving strategies | -Partner think-pair-share -Manipulatives-Technology-Problem-solving strategies | -Individual learning-Technology-Type 1/2 writing |
| CLOSING ACTIVITY: | Assign: p. 119-120 (1-10) | Assign: p. 119-120 (11-15) | Assign: p. 121 (17) | Assign: p. 124 (25-27) | Assign: No HW |

\*Mrs. Makowski reserves the right to alter these plans, if needed.\*