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|  | 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 |
| DIFFERENTIATION  THROUGH: | -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 |

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| **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 |
| DIFFERENTIATION  THROUGH: | -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.\*