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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 2/27/2017**  ALGEBRA 1 | “Operations with Expressions” Unit Test | Introduce “Polynomial” Unit and 9.1 “Adding and Subtracting Polynomials” | Continue 9.1 | Introduce 9.2 “Modeling Polynomial Multiplication” | Continue 9.2 |
| CCSS: | Review CCSS | A.SSE.1 Interpret expressions that represent a quantity in terms of its context.\*  a. Interpret parts of an expression, such as terms, factors, and coefficients.  b. Interpret complicated expressions by viewing one or more of their parts as a single entity. | A.SSE.1 Interpret expressions that represent a quantity in terms of its context.\*  a. Interpret parts of an expression, such as terms, factors, and coefficients.  b. Interpret complicated expressions by viewing one or more of their parts as a single entity. | Review CCSS | 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. | Evaluate the content for “Operations with Expressions” unit by testing skills, vocabulary, and content.  Write to synthesize information from unit “Operations with Expressions,” using a graphing calculator on a multiple-choice test. | Understand the addition and subtraction of polynomials, by illustrating the vertical and horizontal form.  Write to present a polynomial in standard form, using the degree of the variable to place the terms in descending order. | Apply the addition or subtraction of polynomials, by showing how algebra tiles can be used.  Write to state the name of a polynomial, using the number of terms and degree. | Comprehension the multiplication of two binomials, by representing the product with algebra tiles.  Write to state the product of two binomials, using the Distributive Property. | Analyze the multiplying of two binomials, by determining the factors given a model.  Write to present a model with algebra tiles, using the product of two factors. |
| VOCABULARY: | Review vocabulary | Polynomial, degree, standard form | Polynomial, degree, standard form | Distributive Property | Distributive Property |
| DIFFERENTIATION  THROUGH: | -Individual learning  -Manipulatives  -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 | -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: No HW | Assign: WS 9.1 | Assign: p. 430 (odds) | Assign: Polynomial Multiplication WS | Assign: WS 9.2 |

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| **Makowski**  **Week of: 2/27/2017**  8th GRADE MATH | Introduce 3.3 “Finding Distances” | Continue 3.3 | Quiz (3.2-3.3) | Introduce 3.4  “Measuring the Egyptian Way: Lengths That Form a Right Triangle” | Continue 3.4 |
| CCSS: | 8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | 8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | Review CCSS | 8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. | .G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. |
| CONTENT OBJECTIVE:  (Student Can…)  LANGUAGE OBJECTIVE:  (Student Can…)  *WIDA Accommodations:*  Speaking: Model language pronunciation.  Writing: Demonstrate effective note-taking and provide a template. | Understand the Pythagorean Theorem, by representing lengths of diagonal line segments on dot paper.  Write to summarize the Pythagorean Theorem, using line segments to connect points and find distances. | Apply the Pythagorean Theorem, by showing how a2 + b2 = c2.  Orally explain to a partner the Pythagorean Theorem, using content-specific vocabulary. | Evaluate the content for lessons (3.2-3.3), by testing skills and vocabulary on a quiz.  Write to synthesize information from lessons (3.2-3.3) on a quiz, using vocabulary, guided notes and assignments. | Apply the Pythagorean Theorem, by constructing right triangles made with polystrips.  Write to present whether side lengths of various units form right triangles, using a table. | Analyze the Pythagorean Theorem, by determing how side lengths can and cannot satisfy a2+b2=c2.  Write to critique side lengths of any triangle, using a2+b2=c2. |
| VOCABULARY: | Review vocabulary | Review vocabulary | 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 | -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. 50 (7, 8) | Assign: Pythagorean Theorem Skill WS | Assign: No HW | Assign: p. 51 (14-16) | Assign: Skill WS 2: Using the Pythagorean Theorem |

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