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|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **Makowski**  **Week of: 5/15/2017**  ALGEBRA 1 | Quadratic Unit Review | Quadratic Unit Test | High School Orientation | Reading Comprehension Retell | Introduce “Functions & Transformations” Unit; Introduce 14.1 “Graphing Functions & Relations” |
| CCSS: | Review CCSS | Review CCSS |  | Review/Preview CCSS | F.IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f*(*x*) denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y* = *f*(*x*). |
| 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 the “Quadratic” unit by reflecting on skills and vocabulary.  Write to answer questions about the unit “Quadratics” using a study guide. | Evaluate the content for the “Quadratic” unit by testing skills and vocabulary.  Write to synthesize information from the unit “Quadratics”, using a graphing calculator on a multiple-choice test. |  | Understand percents and decimals, by summarizing important facts from the book, “Olympic Math: working with percents and decimals”  Write to recount details about percents and decimals, using information taken on sticky notes to retell the story. | Remember the definition of a function, by identifying the domain and range of a relation.  Write to give examples of parent functions, using graphs. |
| VOCABULARY: | Review Vocabulary | Review Vocabulary |  | Review Vocabulary | Vertical-line test, function notation, function rule, parent function |
| DIFFERENTIATION  THROUGH: | -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 | -Whole group and individual learning  -Graphic organizer  -Modeling  -Manipulatives  -A/B Partners  -Technology  -Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: Study for test! | Assign: No HW |  | Assign: No HW | Assign: WS 14.1 |

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| **Makowski**  **Week of: 5/15/2017**  8th GRADE MATH | Introduce 3.2 “Investing for the Future: Growth Rates” | Continue 3.2 | Continue 3.2;  BrainPOP: Interest | Quiz (3.1-3.2) | 5th Hour Heart Assembly;  Scholastic Math |
| CCSS: | 8.F.A Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | 8.F.A. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | 8.F.A. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). | 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. | Understand growth rates, by explaining the meaning of a growth factor.  Write to explain if a pattern of growth is growing exponentially, using a table of data. | Apply growth rate values, by solving for the number of years it will take a population to grow.  Orally describe growth factors to a partner, using a percent as the growth rate. | Analyze growth rates, by finding connections to real-world situations.  Orally explain growth rates to a partner, using decimals and percents. | Evaluate the content for lessons 3.1-3.2, by testing skills and vocabulary on a quiz.  Write to synthesize information from lessons 3.1-3.2 on a quiz, using vocabulary, guided notes and assignments. | Remember exponential growth, by recognizing how it can be used in everyday life.  Write to respond to questions asked about exponential growth, using Scholastic Math. |
| VOCABULARY: | Growth Rate | Growth Rate | Growth Rate | 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 | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies | -Individual learning  -Technology  -Type 1/2 writing | -Partner think-pair-share  -Manipulatives  -Technology  -Problem-solving strategies |
| CLOSING ACTIVITY: | Assign: p. 49 (9) | Assign: p. 50 (10-19) | Assign: Growth Rate WS | Assign: No HW | Assign: No HW |

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