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| **Grade Level:** | | | 9th | | **Teacher/Room**: | | | | LPAYNE | | | / | | 181 | **Course(s)/ Period(s):** | | | ACC ALG/GEOM A | | | / | 1 & 3 | **Week of:** | | 9/13-9/17 | | |
| **Unit Vocabulary:** | | | | arithmetic sequence, common differnce, constant, constant of variation, decuctive reasoning, direct variation, inductivve reasoning, linear equation, linear function, rate of change, root, sequence, slope, standard form, terms of the sequence, x-intercept, y-intercept, zero of a function, consecutive intergers, dimensional analysis, equivalent equations, formula, literal equation, percent of change, percent of increase and decrease, proprotion, rate, ratio, scale, scale model, unit analysis, unit rate, weighted average  System of equtaions, substitution, elimination, constistent, independent, dependent, insconsistent | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | direct instruction, independent study, interactive instruction, partners task, algebra lab, ticket out the door, algebra tech lab, thumbs up/down | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| L9-103ST7  A.CED.3  A.REI.6  MPS-1,3,8 | | | | | | L9-103ST7  A.CED.3  A.REI.6  MPS-1,2 | | | | | | | L9-103ST7  A.CED.2  A.REI.6  MPS-1,2,7 | | | | | L9-103ST7  A.CED.2, 3  A.REI.6  MPS-1,2,3,7,8 | | | | | | L9-103ST7  A.CED.2, 3  A.REI.6  MPS-1,2,3,7,8 | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| How can I solve systems of equations by graphing? | | | | | | How can I solve sytems of equations by substution? | | | | | | | How can I solve systems of equations by elimiantion? | | | | | How can I use systems of equations to solve real world problems? Am I ready to test? | | | | | | Can I use my knowledge to solve problems involving systems of equations? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Writing equations of paralel and perpendicular lines | | | | | | * QUIZ WRITING EQUATIONS OF A LINE | | | | | | | * INEQUALITIES | | | | | * INEQUALITIES | | | | | | * INEQUALITIES | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * SQ3R * GRAPHING CALCULATOR ACTVITIY | | | | | | * SQ3R * CHECKING HW | | | | | | | * SQ3R * CHECKING HW | | | | | * SQ3R * CHECKING HW | | | | | | * SQ3R * CHECKING HW | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * GRAPHING SYSTEMS OF EQUATIONS | | | | | | * SOLVING SYSTEMS OF EQUATIONS BY SUBSTITUTION | | | | | | | * SOLVING SYSTEMS OF EQUTIONS BY ELIMINATION | | | | | * ALL TYPES OF SYSTEMS * REVIEW | | | | | | * TEST | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * TEXT, CALCULATOR, GRAPH PAPER, | | | | | | * TEXT, CALCULATOR, GRAPH PAPER, TEACHER MADE RESOURCES | | | | | | | * TEXT, CALCULATOR, GRAPH PAPER, TEACHER MADE RESOURCES | | | | | * TEXT, CALCULATOR, GRAPH PAPER, TEACHER MADE RESOURCES | | | | | | * TEXT, CALCULATOR, GRAPH PAPER, TEACHER MADE RESOURCES | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
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| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
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| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | | GUIDED PRACTICE EXAMPLES | | | | ***Formative:*** | | | | | GUIDED PRACTICE EXAMPLES, TOD, WARM-UP | | ***Formative:*** | | | | GUIDED PRACTICE EXAMPLES, TOD, WARM-UP | ***Formative:*** | | REVIEW | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | TEST |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| 6.1, PG 338 # 11-25 ODD, 33,39  CHAPTER 4 MID CHAPTER REVIEW PG. 246, # 1-25 ODD | | | | | | 5.6, PG 323, 1-3,  6.1, PG 343, #11-16  6.2, PG. 347, #9-27 ODD | | | | | | | 6.3 , PG 354, # 7,10,13,19,23,28,31  6.4, PG 360, #7-19 ODD, 20 | | | | | MID-CHAPTER REVIEW QUIZ PG. 363,  #1-20  6.5, PG.367,7-29 ODD | | | | | |  | | | |
| **Resources and Reflective Notes:** | | | | | | | | MONDAY, Three equations in two variables will be written on the board and students will determine if the system has one, no, or infinitey many solutions. Example: (x+y=2) and (x-y=0) and (y=-2) has no solution because the three lines do not intersect at one point.  Thursday, If students have trouble writing the necessary equtions for a system in a real-world situation, then I will give them these steps to help them explore, plan, solve, and check.  Determine the question  describe the variables used for the unkowns.  Translate the conditions in the problem in two equations.  Solve the system by the best method.  Analyze the solution in the context of the situation. | | | | | | | | | | | | | | | | | | | |