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| **Grade Level:**  | 9th | **Teacher/Room**: | LPAYNE  | / | 181 | **Course(s)/ Period(s):**  | Algebra | / | 4th | **Week of:** | 9/28-10/2 |
| **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 averageSystem 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)**: |
| L9-103ST7A.SSE.2A.REI.12MPS-1,3,8 | L9-103ST7A.SSE.3N.RN.1,2MPS-1,2 | L9-103ST7A.SEE.2F.IF.7MPS-1,2,7 | L9-103ST7A.SSE.2F.IF.8MPS-1,2,3,7,8 | L9-103ST7A.SEE.2F.BF.2MPS-1,2,3,7,8 |
| **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| How can I solve systems of inequalities by graphing? | How can I evaluate expressions with rational exponents? | How can I solve systems of equations by elimiantion? | How can I create and evaluate growth and decay models? | How can I create and evaluate a geometric sequence?  |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Warm-up
 | * Inequalities
 | * 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 INEQUALITIES
* LAWS OF EXPONENTS
* USATESTPREP
 | * Evaluating with rational exponents
 | * Characteristics of exponential functions
 | * EXPONENTIAL GROWTH AND DECAY
 | * geometric sequences
 |
| **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:***  |
| * CONTENT LEVEL DIFFICULITY
 | * SEE ATTACHED
 | * CONTENT LEVEL OF DIFFICULTY
 | * FLOW CHART COMPARING GROWTH AND DECAY
 | * Transformation flow chart
 |
| ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** |
| * FLEXIBLE
 | * FLEXIBLE
 | * FLEXIBLE
 | * FLEXIBLE
 | * Flexible
 |
| ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** |
| * HOMEWORK/GUIDED PRACTICE
 | * TOD
 | *
 | *
 | *
 |
| **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:*** | Characteristics of exponential functions  |
| ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  |
|       |       |       |       |       |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
| WS: SYSTEMS OF INEQUALITIESWS: LAWS OF EXPONENTS  | PG. 410 17-83 oddPG. 417: 21-65 odd  | PG. 421:1-39 oddPG. 427: 11-25 odd, 27-33 all, 47 | EXPONENTIAL FUNCTIONS TASKPG. 434: 4-16, 18,23 | PG. 441: 15-33 odd, 34-36 all, PG. 444: 1-4 all |
| **Resources and Reflective Notes:** | TUESDAY, 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 questiondescribe 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.  |