

Sample High School Lesson Plan
MATHEMATICS DEPARTMENT

Teacher: Pamela Sosa

Periods: 1, 2, 3, 4, 5

Week 3: Aug. 24th – Aug. 28th, 2009

Course: Integrated Advanced Algebra

Developed in Collaboration With: Crystal Hilton

Monday	Tuesday	Wednesday	Thursday	Friday														
Standard: MA.1.A.1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques. h. Graph the basic function $f(x) = x^2$. Graph vertical shifts, stretches, and shrinks, as well as reflections.	Standard: MA.1.A.1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques. h. Graph the basic function $f(x) = x^2$. Graph vertical shifts, stretches, and shrinks, as well as reflections.	Standard: MA.1.A.1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques. h. Graph the basic function $f(x) = x $. Graph vertical shifts, stretches, and shrinks, as well as reflections.	Standard: MA.1.A.1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques. h. Graph the basic function $f(x) = x $. Graph vertical shifts, stretches, and shrinks, as well as reflections.	Standard: MA.1.A.1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques. h. Graph the basic function $f(x) = x$; $f(x) = x^2$; $f(x) = x^3$; $f(x) = x ^2$. Graph vertical shifts, stretches, and shrinks, as well as reflections.														
Essential Question: How do I analyze and graph cubic functions and how will it be affected by various transformations?	Essential Question: How do I analyze and graph cubic functions and how will it be affected by various transformations?	Essential Question: How will I analyze and graph an absolute value function and how will it be affected by various transformations?	Essential Question: How will I analyze and graph an absolute value function and how will it be affected by various transformations?	Essential Question: How will I analyze and graph a linear, quadratic, cubic & absolute value function and how will it be affected by various transformations?														
Vocabulary: Cubic function, vertical shift, reflection, stretch, shrink.	Vocabulary: Cubic function, even function, odd function, symmetry, and behavior.	Vocabulary: Absolute value, symmetry.	Vocabulary: Absolute value.	Vocabulary: Linear, quadratic, cubic, absolute value.														
Sponge (5 min.): Complete the following table: <table><tr><td>x</td><td>-2</td><td>-1</td><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td>x^3</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	x	-2	-1	0	1	2	3	x^3							Sponge (5 min.): Make an Anticipation Guide with 5 true/false statements using the words cubic function, odd function, even function, symmetry, and end behavior.	Sponge (5 min.): Complete Absolute Value Graphic Organizer #1.	Sponge (10 min.): Complete a Frayer model for an absolute value function.	Sponge (5 min.): Journal Prompt: How are linear, quadratic, cubic, and absolute value functions similar and different?
x	-2	-1	0	1	2	3												
x^3																		
Opening (15min): Graph parent function $f(x) = x^2$. Use graphing utility to compare parent graphs to $y = x^2 + 2$; $y = x^2 - 2$; $y = -2x^2 + 2$; $y = -2x^2 - 3$. Have students make conjectures first and then test them on graphing calculator.	Work Period (10 min.): Divide class into 3 groups and have them create a Frayer model for one of the vocabulary words. Content Presentation (15min): Have each group share their Frayer model with the class. Work p. 127 Ex. 3 and Guided practice #2 and EOCT study guide p. 17 as a class.	Opening (15min): Give a visual picture of graphs and have students discuss the change from the parent graph for the following $y= x +2$; $y= x -2$; $y=2 x $; $y = - x $; $y = \frac{1}{2} x $. Discuss vocabulary from Absolute Value Graphic Organizer #1 as a class.	Opening (10min): Translation of Absolute Value Graphs Video	Opening: None														
Work Period (20 min.): Have students create a foldable that illustrates the parent graph in block 1, and blocks 2 -5 with the following transformations: vertical shift up, vertical shift down, stretch/wrapward shift, stretch with downward shift, reflection with a stretch. Equations must be included.	Work Period (10 min.): Student work: textbook p. 128 (1, 2, 10 - 13) using Boss/Secretary .	Work Period (20 min.): Students complete From Wonderland to Functionland Task #9-11 using Data Check .	Work Period (20 min.): Students complete Absolute Value Graphic Organizer #4 in pairs using Kelly Cough .	Work Period (40 min.): Administer Math 1 Quiz #2 (1.1-1.3, 1.7, 1.8, 2.10, 3.1)														

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H Kauffman



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Teaching and Learning High School Mathematics Charlene E. Beckmann, Denisse R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students faced with mathematics in courses at the level of algebra and beyond find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics When students curtail their course taking in mathematics they may be impacting their college and career options Thus high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students Ball and Bass 2000 as well as other mathematics educators have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy i e teaching strategies but they also need to know how these ideas are integrated This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know This text is designed to provide teachers with insights into this mathematical knowledge for teaching Teaching and Learning High School Mathematics is likely different from many other texts that you have used It integrates both content and pedagogy to help you develop and build your own understanding of teaching The text is designed to help you develop deep conceptual understanding of fundamental mathematics Ma 1999 so that you are able to approach mathematics from multiple perspectives with many tools Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient Throughout this book you are encouraged to work in cooperative teams This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career Hopefully you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms Lesson planning is another element pervasive throughout this text To help teachers plan for effective student centered lessons the Question Response Support QRS Guide is introduced in Lesson 1 1 and used throughout the remainder of the lessons The QRS Guide is a tool on which teachers may record tasks or questions Q for students expected and observed student responses R and teacher support S in the form of additional just enough questions to support students in their progress on the task In each unit teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete cohesive lesson plans

Assessing Middle and High School Mathematics & Science Sheryn Spencer-Waterman, 2013-08-16 For middle and high school teachers of mathematics and science this book is filled with examples of instructional strategies that address students readiness levels interests and learning preferences It shows teachers how to formatively assess their students by addressing differentiated learning targets Included are detailed examples of differentiated formative assessment schedules plus tips on how to

collaborate with others to improve assessment processes Teachers will learn how to adjust instruction for the whole class for small groups and for individuals They will also uncover step by step procedures for creating their own lessons infused with opportunities to formatively assess students who participate in differentiated learning activities

Resources in Education ,2001-04 **Principles and Methods of Junior High School Mathematics** James Herbert Blackhurst,1928

Instructional Media Resources ,1985 *Research in Education* ,1974 Summary of Standards and Equipment for Approved Graded and High Schools Iowa. Department of Public Instruction,1921 Directory of Distance Learning Opportunities Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

Connecting Self-regulated Learning and Performance with Instruction Across High School Content Areas Maria K. DiBenedetto,2018-07-23 This book shows how principles of self regulated learning are being implemented in secondary classrooms The 14 chapters are theoretically driven and supported by empirical research and address all common high school content areas The book comprises 29 lesson plans in English language arts natural and physical sciences social studies mathematics foreign language art music health and physical education Additionally the chapters address students with special needs technology and homework Each chapter begins with one or more lesson plans written by master teachers followed by narratives explaining how the lesson plans were implemented The chapters conclude with an analysis written by expert researchers of the self regulated learning elements in the lessons Each lesson and each analysis incorporate relevant educational standards for that area Different types of high schools in several states serve as venues This powerful new book edited by Maria K DiBenedetto provides a unique and invaluable resource for both secondary teachers and researchers committed to supporting adolescents in the development of academic self regulation Each chapter is jointly written by teachers who provide a wealth of materials including lesson plans and researchers who situate these lesson plans and academic self regulation goals within the larger work on self regulation The topics covered are far broader than any other book I have seen in terms of developing academic self regulation covering over a dozen content areas including literacy mathematics social studies the sciences and the arts Teachers and scholars alike will find this book a must read Karen Harris EdD Arizona State University A practical and magnificent blend of educational research and application This book goes beyond presenting the findings of research on self regulation by

connecting detailed strategies that align with the standards to the research DiBenedetto et al clearly illustrate how to develop self regulated learners in the classroom A refreshing must read for all secondary educators and educational researchers seeking to be well grounded in education research and practical application techniques Heather Brookman PhD Fusion Academy Park Avenue Self regulated learning is a research based process by which teachers help students realize their own role in the learning process Connecting Self Regulated Learning and Performance with Instruction Across High School Content Areas consists of model teachers lessons and analyses by prominent educational psychologists in the field of self regulated learning The book provides teachers with the tools needed to increase students awareness of learning and inspires all educators to use self regulated learning to promote engagement motivation and achievement in their students The book also provides administrators with the principles needed to infuse evidenced based self regulated learning into their curriculum and instruction I highly recommend the book Marty Richburg Northside High School

Content-Based Curriculum for High-Ability Learners Joyce VanTassel-Baska,2010-07 This newly updated edition provides a solid introduction to curriculum development in gifted and talented education Written by experts in the field of gifted education this text uses cutting edge curriculum design techniques and aligns the core content with national and state standards In addition to a revision of the original chapters the second edition contains new chapters on topics such as second language learning leadership arts curriculum and technology The text identifies the basic principles of curriculum development accelerated learning within the core content areas use of higher order process skills development of creative student products and concept development and learning These techniques are incorporated into a chapter on each core content area language arts mathematics science and social studies as well as world languages and the arts The final chapters focus on the roles of teachers program coordinators and administrators during curriculum design including selecting resources and materials aligning curriculum and assessing student learning from back cover

Pacesetters in Innovation United States. Office of Education,1968 Information on Projects to Advance Creativity in Education in the form of a compilation of planning and operational grants

Teaching and Learning Online Franklin S. Allaire,Jennifer E. Killham,2023-01-01 Science is unique among the disciplines since it is inherently hands on However the hands on nature of science instruction also makes it uniquely challenging when teaching in virtual environments How do we as science teachers deliver high quality experiences to secondary students in an online environment that leads to age grade level appropriate science content knowledge and literacy but also collaborative experiences in the inquiry process and the nature of science The expansion of online environments for education poses logistical and pedagogical challenges for early childhood and elementary science teachers and early learners Despite digital media becoming more available and ubiquitous and increases in online spaces for teaching and learning Killham et al 2014 Wong et al 2018 PreK 12 teachers consistently report feeling underprepared or overwhelmed by online learning environments Molnar et al 2021 Seaman et al 2018 This is coupled with persistent challenges related to

elementary teachers lack of confidence and low science teaching self efficacy Brigido Borrachero Bermejo Gunning Duran
 Duran 2004 Ideal for undergraduate teacher candidates graduate students teacher educators classroom teachers parents
 and administrators this book addresses why and how teachers use online environments to teach science content and work
 with elementary students through a research based foundation Checklist of South Carolina State Publications South
 Carolina. State Library,1964 **Roadmap to the California High School Exit Exam** Princeton Review (Firm),2002-11-19
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 helps them succeed both in school and on the California High School Exit Exam Why The Princeton Review We have more
 than 20 years of experience helping students master the skills needed to excel on standardized tests Each year we help more
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