

Sample High School Lesson Plan
MATHEMATICS DEPARTMENT

Teacher: Pamela Sola

Periods: 1, 2, 3, 4, 8, 9

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 Coach .	Work Period (40 min.): Administer Math 1 Quiz #2 (1.1-1.3, 1.7, 1.8, 2.10, 3.1)														

Hs Mathematics Unit Lesson System

Louisiana. Department of Education

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the Louisiana Department of Education text.

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Resources in Education ,1997 *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 Performance Standards: High school New Standards (Organization),1997 A Manual for the High Schools of Wisconsin J.T. Giles,Wisconsin. Department of Public Instruction,1924 **Checklist of South Carolina State Publications** South Carolina. State Library,1964 Research in Education ,1974 Biennial Report of the State Superintendent of Public Education to the General Assembly of the State of Louisiana Louisiana. Department of Education,1914 **Education** ,1912 **The Science, Art, Philosophy and Literature of Education** Frank Herbert Palmer,1912 **New-England Journal of Education** ,1913 *The Practical Unit Lesson Plan Book for High School Teachers* John Guy Fowlkes,1931 The Arizona Teacher ,1925 **The Journal of Education** Thomas Williams Bicknell,Albert Edward Winship,Anson Wood Belding,1913 **Summary of Standards and Equipment for Approved Graded and High Schools** Iowa. Department of Public Instruction,1921 **The High School Quarterly** ,1921 *The High School Teacher* ,1925 The Teachers Journal and Abstract ,1928 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 A Method of Evaluating Secondary School Units William Ross Bourne,1925

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