

ARC Week at Glance

Subject: Math **Course:** Advanced Algebra Concepts & Connections **Grade:** 9th – 12th **Dates:** 1/20 to 1/24

Standard(s): AA.FGR.5.2 Define complex numbers i such that $i^2 = -1$ and show that every complex number has the form $a + bi$ where a and b are real numbers and that the complex conjugate is $a - bi$. AA.FGR.5.4 Use the structure of an expression to <u>factor quadratics</u> . Assessment(s): <input type="checkbox"/> Quiz <input type="checkbox"/> Unit Test <input type="checkbox"/> Project <input checked="" type="checkbox"/> #-Tiles Activity						
	Learning Target (I am learning about...)	Criteria for Success (I can...)	Opening (10 - 15 Mins)	Work-Session (20 - 25 mins)	Closing (5 - 10 mins)	Literacy Tasks/Focus
			<i>(Include at least one/two formatives*in any part of the lesson as needed)</i>			
Monday	MLK					
Tuesday	I am learning about factoring quadratic expressions.	I can factor quadratic expressions.	Factor the following: $x^2 - 5x + 6$ $x^2 + 5x + 6$ $x^2 + 5x - 6$ $x^2 - 5x - 6$ $x^2 + 12x + 36$ $x^2 - 12x + 36$ $x^2 - 36$	Algebra with Pizzazz page 93 with partner	Check Pizzazz	What influence do the signs within quadratic expressions play when factoring?
Wednesday	I am learning about factoring quadratic expressions.	I can factor quadratic expressions.	Model Number Tile Activity using Card 10	Small Groups complete #-Tiles Activity *Teacher checks- 20 points per card so five cards correct for a 100	Teacher checks	Teacher has dialog with groups as she helps and checks.

Thursday	I am learning about solving quadratic equations.	I can solve quadratic equations by factoring then applying the zero property.	What's the zero property? Give examples too.	Modeling & guided practice with #'s 2 – 12 even on Learning and Teaching Task for Solving Quadratic Equations by Factoring and the Zero Property	Begin odds 1 – 11, finish for homework	See Opener
Friday	I am learning about creating models to solve real-world quadratic equations.	I can create models and solve applications with quadratic equations.	Sketch and label a model to represent #'s 13 and 14 real-world applications.	Modeling & guided practice with #'s 14 – 22 even on Learning and Teaching Task for Solving Quadratic Equations by Factoring and the Zero Property	Begin odds 15 – 21, finish for homework	Given real-world application exercises, construct visual and algebraic models to represent each scenario.

* Exit Ticket/Final Stretch Check Electronic Tools Dry Erase Boards – quick checks Turn & Talk Discussion (verbal responses) Teacher Observation – document Clipboard
 Quick Write/Draw Annotation Extended Writing Socratic Seminar Jigsaw Thinking Maps Worked Examples Other : _____