WPI Teaching Practicum and Project

An Interdisciplinary Qualifying Project
Submitted to the faculty of
Worcester Polytechnic Institute
in partial fulfillment of the requirements for the
Degree of Bachelor of Science

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Article I. Table of Contents

1. School information

North High School is a relatively average sized public school located in Worcester, Massachusetts. The mission statement, as follows, is the faculties promise to inner-city Worcester students.

> "North High School is a family of learners committed to excellence. We provide our diverse population of learners with a challenging curriculum in a safe and supportive atmosphere. Our school, parent and community partnership encourages high student achievement and provides all students with the opportunity to become informed, productive, and responsible citizens." (Worcester Public Schools)

Among the many expectations, students of North High are expected to take full responsibility of his or her behavior. In addition to academic challenges, they must demonstrate social skills within the community in a positive manner.

1.1. Demographics

Worcester is a moderate sized city having a population of approximately 175,000 people. North High represents approximately 7% of this population having an enrollment rate of roughly 1204 students (Worcester Public Schools). Though the population is said to be approximately 77% White, 15% Hispanic, and 7% African American (CitytownInfo), Worcester North holds the bulk of this diversity being 38% White, 35% Hispanic, and 19% African American (School).

About 11% of the students that enroll at North High change schools by the end of the year. Their mobility rate upon entry of students is approximately 14%. This means that by the end of a given school year, about one tenth of the students that started at North High have moved, and another tenth have registered. This keeps the student size fairly stable, growing only slightly.

1.2. Economics

The average household has an income around $35,000 a year, which is slightly lower than the national yearly income of $42,000 (ePodunk). For North High School, over half of the students enrolled, a shocking 68%, are eligible for free lunch (School). This statistic speaks for itself when analyzing the overall economic standing of the students of this school.

In Massachusetts, public schools are funded by two sources—local and government funding. This is financed primarily by the property tax and payments from the state Legislature. This is designed in order to balance aid throughout weak economic districts. Another interesting

state law is that “cities and towns are required… to spend a minimum amount on education.” (Barron). It should also be noted that students that transfer to a charter school, public schools subject to different administrative structures, will have funding transferred with them. (Massachusetts Department of Education)

1.3. Safety

Like all education facilities, safety is a focal concern with the faculty and parents of Worcester North. The School Safety Liaison Office is responsible for the expansion, execution, and oversight of student and staff safety programs. Their mission,

> “…through a collaborative effort with school administrators, local community groups and law enforcement agencies, the School Safety Liaison office is striving to continue to make each school a safe learning and teaching environment. Any school employee, parent, or community resident, seeking information on the resources and support services the School Safety Liaison office provides to the schools and community, can contact Mr. Robert F. Pezzella, School Safety Liaison, at 508-799-3472.” (Worcester Public Schools)

Although safety is a chief concern, it is not feasible to completely eliminate the possibility of a breach of security. With this, the high school is responsible in practicing drills in case of such an emergency. Fire drills, tornado warnings, and other unavoidable circumstances are practiced on a regular basis.

Security tips, responsibilities, and consequences are available for parents on the North High website.

1.4. MCAS

The Massachusetts Comprehensive Assessment System (MCAS) is a standardized, state issued test required by all secondary level students. “MCAS is designed to meet the requirements of the Education Reform Law of 1933” (Massachusetts Department of Education). The purpose and effectiveness of this test is perpetually argued by existing teachers of Massachusetts; however, what is unarguable is the students’ obligation to pass the tenth grade tests in English and Mathematics in order to graduate high school.

Politically, this test is useful. Schools are able to direct their programs according to the results of the MCAS, and parents can investigate public schools accordingly. This test and its administration, however, is arguable. Firstly, it is often disputed that certain students simply do not test well. Also, the content and purpose of the material has often been challenged.

Has this test changed with our ever evolving student body? Are the results really accurate to the general knowledge of the student organization? Is passing, or lack thereof, really pertinent to the

graduation of students? These subjective questions rest in the minds of citizens residing in Massachusetts that have ever been affected by public secondary education.

Personally, I find these standardized tests to be questionable. In theory they are beneficial to educators on a statistical scale; however, I strongly believe the MCAS is a poor representation of the comprehension of high school students.

1.4.1. Improvement/Enhancement

MCAS and or other standardized tests will always be a necessary evil in the world of education. An issue that needs to be approached is the possibility of improvement among these tests. Countless people, students and educators alike, strongly disagree with this form of assessment, yet their efforts to improve or change these evaluations are nonexistent.

As educators, our involvement of the development and evolution of this consistent test needs to be increased. Manners in which this test could be improved could be by simply adjusting the content to better address students' current curriculum. The possibility of a student having English as their second language is also an issue that should be addressed by the writers of this exam. Possibly giving clear explanations of any seemingly foreign word, or further and stronger encouragement for students to ask when they see something like this that they don't understand. Perhaps providing the students the option of an exam in their native language would improve these scores.

There are many options available for the enhancement of the MCAS; however, our voice remains a whisper. The only way of improving something of this nature is to make your voice loud.

2. Courses taught

Coming to Worcester North High School I was presented with two classes that I observed and eventually taught in conjunction with one another. At the completion of these two courses I was assigned one more class to complete my student teaching experience. In total, I taught Geometry, Pre-Calculus, and Algebra I. These classes were ideal for me as a student teacher because I was able to experience all grade levels. I was also granted the opportunity of teaching honors level students along with level one. This grouping is decided upon by the students' interests and grade point average.

The upcoming sections describe the students and the various classes that I had the opportunity to observe and educate.

2.1. Geometry

Geometry was the first course I observed and taught. These were level one students, which is a class level defined by the school. In order for a student to advance this level, they must achieve a particular grade point average as defined by the school.

Students taking this level one Geometry are expected to have passes Algebra I of any level. They are expected to be proficient in primitive math and understand how to solve simple algebraic expressions.

2.1.1. Curricula

Geometry students must demonstrate the ability to apply and use the Pythagorean Theorem. They must be proficient with solving and manipulating formulas of area, surface area, and volume. Students are expected to be able to differentiate between deducting and inductive reasoning and apply this to various situations. They are expected to identify and use concepts of congruence and similarity. Finally, Geometry students must be familiar with the coordinate plane and have the ability to identify transformations on this plane.

2.2. Honors Pre Calc

I was designated to observe and teach honors level Pre-Calculus in conjunction with the level one Geometry course. I found this to be an interesting challenge because these students were considered to be on opposite sides of the educated spectrum.

Level one generally defines students that struggle with a particular subject, while honors students are considered to have an elevated level of understanding. They are believed to learn quicker, and thus are obligated to accept a higher degree of responsibility. Considering this, I naturally expected more from these students. They were assumed to have a strong understanding of Algebra I and Geometry.

Because students decide to take this advanced level of mathematics, I believe that this demonstrates their interest in the subject. With this notion, I was able to share my excitement for mathematics as well.

2.2.1. Curricula

Students in Honors Pre-Calculus must have the ability to solve problems using polynomial, power, and rational functions. They are expected to investigate trigonometric functions and have the ability to analyze these functions. Students will need to demonstrate proficiency in analyzing graphs including the ability to locate critical points of given functions. Finally, students will explore calculus including limits, derivatives, and integrals.

2.3. Algebra I

Algebra I was the last class presented to me as a teacher. I was eager to teach it because I believed it to be incredibly important in the mathematical field of study. Without basic Algebra, many following mathematical subjects cannot be explored. The classes taught previously all require proficient comprehension of the skills that are learned in this level of mathematics.

I was informed before observing this class that it was specifically for students that have already failed it at least once. There were even a few cases where a student had failed it more than once. This immediately concerned me because I believe this to be such an important class.

Students are not required to have any specific classes prior to this. Their acceptance into high school assumes their background in mathematics is sufficient.

2.3.1. Curricula

Students in Algebra I are expected to have the ability to gather, plot, and analyze data. They will be able to evaluate and solve multi-step equations. They will evaluate formulas and express them in tabular, written, or graphic form. Students also need to demonstrate the ability to manipulate numbers and a strong comprehension of the order of operation. Finally, students must have the ability to solve linear functions and equations, and they will be required to use the equations to find the slow and axis intercepts. (Worcester Public Schools)

3. Course material developed

Throughout my time at North High School I developed a vast array of material that I used for different classes. I struggled to keeps students interested in the subject matter and developed games and projects for them. Depending on types of students in the class and their level of behavior, I was able to award them for their efforts in the class.

Unfortunately this was not always a possibility. With some first level students, allowing them too much freedom proved to be overwhelming. Certain students could not handle the pressure of responsibility and therefore were not able to enjoy the benefits.

I attempted to develop my own methods of teaching and assessment. In the following section I will explain what I observed from the current teacher of these classes and what materials and methods I used in an effort to enhance the experience for the students.

3.1. Geometry

Being the first classroom I'd ever observed, Geometry became my greatest challenge. Naturally when I began to teach I wanted to every student to have the passion and love for mathematics that I had. I treated the students with the same respect that I demanded with the idea that they would return this reverence. Unfortunately, for this particular level of students this belief was naïve.

Generally these students are in the tenth grade. Students at this age are likely to be moody, and have little interest in their future, but rather are focused on their present- "Where did she get those jeans?", "I don't have a cell phone like that…"

Teenagers at this age are generally trying to find their place in this world. They are struggling towards their own independence-- too young to be on their own but too old to be babysat (Collins, 2001). Today's society requires these students to feel compelled to fit in with their environment, whatever it may be. As if school wasn't hard enough for the average child, these children are being pulled in every direction by their friends, their family, and their own feelings and interests. When teaching, it is important to be sensitive this stage of their psyche.

3.1.1. Overall material covered

Initially, the regular teacher of this course insisted upon a thorough review of Algebra. This review was important; however several weeks were spent on this topic which I found to be detrimental to the student. Yes, Algebra is pertinent to understanding Geometry, but these students have already passed this course. It is understood that there are gaps in a students' education when they have several different mathematics teachers, but by spending a majority of the class trying to fill these gaps you are only creating more gaps in their education.

It was my determination to cover more material as effectively as possible as I believe they were severely behind in their progression. During my time teaching this class I was able to teach the students about measuring angles and angle theorems. My goal was to teach them how to think. Geometry is less about formulas and more about application. We focused strongly on creating proofs and what they mean. I also encouraged projects to help stimulate this understanding.

I tried to keep subjects as linear as possible to help students make a strong connection between topics. The text that was used for this class was quite helpful, HRW Geometry (Harcourt Brace and Company).

3.1.1.1. Homework assignments

Lesson plans for Geometry may be found in 7.1.2. When I began teaching this class, my first instinct was to assign homework. Students, however, were not permitted to take their books home because there were not enough books for each individual student. For activities or work in the book, I had no choice but to have the students work in teams to complete these tasks. When I tried assigning homework they simply did not complete it because if they did not understand a problem, they had no text to refer to while they were at home.

Eventually this class became entirely in-class work. I required all work done in class to be due at the end of class to ensure the students were working. Working in this manner I was actually able to cover more topics than allowing them to take assignments home. As soon as they would take something home, it simply would not return so demanding an assignment be turned in by the end of the class period gave them more incentive to work.

3.1.1.2. Grading

Students were graded on their participation in class, their diligence in teamwork, and the product outcome. Because there were no homework assignments, everything was collected on a daily basis by the end of the class period as previously explained. This certainly affected a students' grade, however my main concern was how they worked within their teams. Were they a distraction to the other students? How much of the work did they contribute to?

All of these factors contributed to the overall deciding of their grades. To get an "A" a student needed to consistently show a well understanding of course subjects and common courtesy to their peers. Being a distraction the entire class and copying the assignment from somebody would not result in a successful grade. For a "B" students were expected to show a decent level of understanding in the topics while being a minimal distraction to their peers. A "C" and "D" reflects a students' lack of understanding and their negative participation in class. A failure in this course simply reflects a students' complete disregard for his or her work and peers.

3.2. Honors Pre-Calculus

Honors Pre-Calculus required a drastically different approach in the way I lectured, the types of assignments I dispersed, even the manner in which I collected the homework. Because of the level of this class, I could grant the students much more freedom. They generally had a higher interest in mathematics and shared the same excitement as me.

In this class, I have the students to work in teams and learn independently. In theory this helped them gain a stronger understanding of the material because they were able to grasp concepts on their own and amongst their peers. Instead of somebody telling them something was true, they were experiencing "what" and "how" on their own and ergo gain a stronger understanding of the material.

Also with these students it is important to understand that too much guidance would be detrimental to their learning experience. This form of teaching would eventually discourage growth in learning and maturity because students would become dependent on constant guidance. I also believe this would annoy the individuals because their advanced level speaks for itself in their capabilities. They expect and demand responsibility, anything less would leave them feeling inadequate and frustrated.

3.2.1. Overall material covered

In Pre-Calculus I was able to cover a broader amount of material than in Geometry. I also had a much stronger admiration for the manner in which this course was conducted by the original teacher. With this I was able to take notes of how the teacher I observed managed the classroom and shape my methods to compliment his.

The topics covered were on the order of linear relations and functions, systems of equations and inequalities, the nature of graphs, polynomial and rational functions, trigonometric functions and identities, and we were even able to touch on vectors and parametric equations. I constructed the material very similar to the order of the text used, Advanced Mathematical Concepts (Merrill).

3.2.1.1. Homework assignments

Lesson plans with all homework assignments for this course are located in 7.2.3. Because teamwork was strongly encouraged, I assigned homework and teamwork daily. The current teacher exhausted a slightly untraditional manner in collected assignments, and I chose to adopt this method as

well. Instead of collecting homework on a daily basis, instead he had the students designate a notebook for the class. All assignments would be completed in one section of the book and all notes would be transcribed in another section. Notebooks would then be collected at designated intervals throughout the duration of the semester.

3.2.1.2. Grading

Grading in this class was strongly based off of a student's understanding of the material as well as consistent completion of assignments and diligence in transcribing of lecture notes.

Exams were given on a regular basis after the completion of chapter in the text. Grade assessment is also based on these tests. If a student received less than a 70% (69% or below) on a test they were permitted to retake the examination at a designated time. This ensured the opportunity for all students to excel in Pre-Calculus. All exams were also curved so grades were not defined by particular percentage of the total score. These tests were multiple choice so when grading them, the current teacher of the class had an incredibly interesting and nonconventional method. For instance, for every question a student answered correctly they would get "X" points, then for every question they answered correctly they would receive "-X" points. What makes this unique is that questions left blank are not considered wrong. This discouraged guessing for the sake of answering a question that the student was unfamiliar with. I adopted this method of grading because I felt it was very effective.

To receive an "A" the student must produce consistent scores above average. Descending grades reflected each students understanding of material and their work in the classroom.

3.3. Algebra I

Being the last course in which I observed and educated, I used my previous experience as my strongest guide. Again, these students were not considered to be strongly successful in this subject matter, so ample assistance would be necessary.

A student that is granted an excess amount of responsibility, but is clearly unable to cope with it will grow exceedingly aggravated. Their desire to be successful in conjunction with their feelings of inadequacy will cause them to lose confidence in their abilities. This often results in a downward spiral of an individual's achievements.

For this course I was determined to help change the way they approached mathematics. Instead of feeling like this subject was impossible, I wanted to simplify the topics and assignments at hand. I wanted them to see that this is possible. When lecturing I tried to be very thorough and clear. I strongly resisted the urge of tangents because I did not want to confuse them further. I concentrated solely on the tasks and goals for the day.

I also tried granting them some freedom of choice by allowing teamwork. This was a difficult decision because students without a sense of focus will often get distracted easily and will only become a

distraction. With this in mind, it was also important that I didn't lose focus. I needed to stay around the room keeping everyone on task while still allowing for them to make mathematical discoveries on their own.

3.3.1. Overall material covered

I did not have the opportunity to teach this class for a very long period of time so the material covered was limited. I was also limited by the level of the students. Because these students had previously failed this course with another teacher, I needed keep the progression of the material fairly slow.

I began the course reviewing basic mathematical operations. In addition to the other courses in which I taught, I followed the general order of the book, AWSM Focus on Algebra (AWSM), when lecturing.

3.3.1.1. Homework assignments

Homework assignments can be found in 7.1.1. Like Pre-Calculus I asked students to keep a notebook specifically for Algebra I. In this they would keep their notes and their completed assignments.

These students did not have a strong understanding of course material, so homework was not necessarily graded for correctness but rather content.

3.3.1.2. Grading

Assessment in this course was incredibly difficult because the students did not consistently complete their assignments. Upon this realization I began giving short quizzes on a daily basis as an incentive for the students to complete their homework. The quiz would be questions from the homework. Each class would begin with a Q&A (questions and answers) session for any student that did not understand their homework. Following this would be a short five minute quiz where the students would simply copy certain homework problems. The purpose of this was to ensure students completion and comprehension of their assignment.

A students' grade was based off of their classroom participation, keeping an accurate and diligent notebook, and having a reasonable understanding of the course material.

4. Classroom demographics

Having taught three different classes with students at three different levels, I was able to experience an ideal span of student demographics. My students were of different age groups and therefore different maturity levels and developmental levels. For a teacher it is important to understand and be sensitive to these varying levels.

4.1. Geometry

The age in Geometry varied from 14 to 17. In general the students were sophomores, but for a variety of reasons there were a few juniors and even one senior in the class. Despite the differences in

ages, the cognitive maturity of the students did not vary. This may be because students taking a sophomore class as juniors or seniors have proven to the school that they are at this stage in development.

4.1.1. Student Demographics

ESL stands for people in which English is their second language. The majority of the class consisted of Hispanic ESL teenagers. This was quite an adjustment for me coming from a predominately White community. Students tended to have a hard time understanding directions simply because their familiarity with the language was lacking.

When lecturing it was important to be conscious of my pronunciation and speed at which I spoke. Often a student wouldn't admit when they didn't understand something because they had never heard the word because they were embarrassed by this. For example, during one assignment when the students were working in teams a question had asked them something related to a cloak. Of course this object had nothing to do with the mathematical derivation of the answer, but because some students had never seen this word before they were instantly confused. Things like this immediately discourage students and, like many other issues, cause them to give up. If their parents are also unfamiliar with some English vocabulary they are unable to help and teens feel lost.

4.1.2. Behavioral issues

This class was conducted later in the afternoon, directly after lunch. This time proved to leave the class restless and overexcited from their previous engagement. It was important to maintain a strong hand in this classroom. The behavior amongst the students proved at times to be unbearable.

Being one of the first classes I had taught, I tried both the "hands off" and "hands on" methods of teaching. I theorized if I showed respect to the students, then they would return that deed by respecting me. This proved very early, however, not to be the case. Allowing these students too much freedom was actually detrimental. They didn't have the focus or drive to work independently and needed a stronger approach.

From there, I attempted to be more active with the students. I still allowed them to work in teams but instead required that their work be done sooner. Instead of assigning an overwhelming amount of homework, I required tasks to be completed in class.

Though this was effective for students at a novice level, for more advanced students this could become irritating. Students in this age group are seeking their own path in life and their own independence; if we as teachers do not allow ourselves to trust them we are only stating that they cannot be trusted. This will inevitably discourage maturity and growth. Students will always believe that their teachers will never trust them. They will begin to rely on this and anything foreign to it will be confusing.

4.1.3. Classroom management

Classroom management is an ever evolving method of conducting class each individual educator acquires. This may be one of the most difficult challenges a teacher faces. Depending on their past experiences when they were in school and their experiences with the students they currently teach, the manner in which they manage a classroom will never be perfected. Students are forever evolving, their needs and demands changing. Our job as educators is to recognize and respect this while still maintaining an authoritative role.

In my observation of this class, I did not completely agree with the current method of management. The teacher was incredibly meticulous, and concerned himself more with manner in which they stapled their papers then what it was they were stapling. The students were constantly annoyed with this and therefore were inattentive in class. It was more than obvious that, though the students were not out of control, neither were they intent on the context of the class.

When I began to teach, I had an initial approach that proved to be naïve. Considered to be "too nice" I found it difficult to discipline students and couldn't reconcile any effective method of doing so. In the beginning of my teaching I wanted to students to like me. Eventually I became to understand that it is not my job to be their friend, but and instruct and guide them educationally and personally. When deciding what manner in which to discipline them, I was conflicted. I felt that sending them to the office was silly because it just got them out of class. Asking them to stay after school for detention was ineffective because the students simply didn't come. If I were to discipline that with another night of detention or a longer period, then they still wouldn't come and it would be completely irrelevant.

With this dilemma I began to lose control of the class. The students knew that I wouldn't discipline them so they became impossible to manage. Some students did react positively to my method of conducting class and respected me solely because I gave them freedom respect. These tended to be the older students in the class, however. The younger and less mature students were unable to handle this amount of independence and became unbearable.

Because of this I was forced to resort to classical methods of discipline. If students were working in teams, I would force disruptive students to work alone quietly. If they were becoming too much of a distraction then I sent them to the office. Though I was strongly against this, I felt I had no other choice. They were inhibiting other students' ability to learn, and as an authority figure it was my job to see that every student has a chance to learn.

4.2. Honors Pre Calculus

Honors Pre-Calculus students ranged from junior to seniors. These students were in a higher level class, as previously explained, so naturally their degree of maturity was reflected by this. Because these

students were considered to be more mature, it was important to allow them the freedom to make their own choices.

Conducting class the same way in which I managed the Geometry class, for instance, would be demeaning to students that worked hard to be where they are.

4.2.1. Student Demographics

In the honors course the demographics were broader. The class consisted of approximately 45% African American, 35% Asian, and 15% Hispanic. I still had to be aware that students may have English as their second language and that the language may be more challenging for some students to understand.

4.2.2. Behavioral issues

Because of the level of the students behavior was not nearly as much of an issue. The students, in general, took diligent notes as I lectured, and did their homework to the best of their abilities.

With these students my greatest challenge was getting them to ask questions. I felt like the vast majority of the class was slightly timid because they rarely would spark discussion on any issues with the material during lecture. I tried to encourage their participation because I felt it was important for them to interact with me in the same manner in which I interacted with them.

4.2.3. Classroom management

Pre-Calculus was admittedly one of my favorite classes to teach. I was able to allow much more freedom to the students and was therefore able to do more projects with them.

With these students I had more freedom of experimentation with developing my own methods of classroom management. In my observation of the existing teacher, I tried to develop my skills to compliment his.

4.3. Algebra I

Algebra I proved to be only slightly less of a challenge than Geometry. Although the students in Algebra I had little interest in mathematics itself, I found them to be well behaved for their particular age group. It should also be noted that this was the first class of the day, 7:20 A.M. I hypothesize that the time of day strongly affects a teenager's cognitive awareness. I found my students to not only be too tired to disrupt class, but also too tired to take practical notes and a gain a strong understanding of an already tedious topic. Their efforts in class were not destructive, but neither were they constructive.

I found it difficult to decide how to balance the field and pull their interest into the subject matter. It would be interesting to investigate this theory further given ample time.

4.3.1. Student Demographics

The demographics in this class were typical to the rest of the school. It is important when teaching to be receptive to the various students in the classroom. There may be students with learning

disabilities that have not yet been diagnosed. It is also not out of the realm of possibility for students to live in an abusive home, or come from broken home.

4.3.2. Behavioral issues

There were no major issues with students in Algebra I. Again, I feel that this was in part due to the time in which class was held.

I also believe that the overall chemistry between the students was positive. There were no issues with fighting with their peers or their teachers.

Classroom management

Because I did have some experience by the time I began teaching Algebra I, there were a few approaches that I had changed. As a young teacher it was important for me to distinguish my role as an educator, an authority figure. Initially I wanted to befriend the students; however, in the Geometry class I learned that this was not an effective approach. Students begin to treat me like their friend and lose respect for me as an instructor. With the students in Algebra I, I instead maintained a stronger figure with the students.

I still treated the students with the respect, but learned that in order to maintain control in the classroom I could not allow any slack for the students. If any student spoke out of line or came to class late, repercussions were immediately enforced. This established early that I am the teacher, an authority figure, and not their peer.

5. New or absent students

A common challenge ever teacher must face is dealing with new students, or students that are absent for an extended period of time. There are many different approaches to this issue, but no right or wrong answer.

In my experience at North High School I did not deal explicitly with a student coming to the school in the middle of the term, but absence among students was unavoidable. I tried to maintain a schedule for these students, but this was not always practical. If they were absent during a test I required that they stay after school to make this up. For various reasons, this was not always a practical requirement because some students had work or other obligations to attend.

Absent students would reserve the opportunity to stay after class if possible for extra help or to make up tests or quizzes. If they were unable to do this, further accommodations could be made according to the situation.

6. Conclusion

In my experience teaching at this school, and my experience at my own high school, I feel that occasionally teachers will renounce their students believing that there is no hope for their success. Often times a student will get labeled, or branded, by the school and is unable to redeem their past.

For example, a student that starts as a freshman is immature. They are just starting to grow up at this point and beginning their understanding of what responsibility really means. This sudden pressure and stress can be overwhelming. Students react in a negative manner because of their maturity level. Maybe they are disruptive in class or start fights with other peers, but these actions brand them permanently as a “trouble maker.” When they get older and begin to mature, it is too late for them. They have already gotten their title and to redeem this proves to be impossible.

This is clearly unfair to a teenager, but is unfortunately a natural human response. If someone lies to you or disappoints you in some manner, your innate response is to hold them responsible for this. There are people that find it difficult avoid this instinctive reaction.

When this happens, a student begins to give up on themselves as well. This becomes a destructive downward spiral eventually contributing to failure. It was my goal to acknowledge this common weakness and not allow myself to be subjected to it.

My nurturing instincts conflicted with my role as an educator. I want to save every student and make every student as passionate about mathematics and life as I am. This idea is clearly impossible to achieve. The only thing I can do is maintain my excitement for educating and mathematics in hopes that one day one student could learn to share this enthusiasm.

7. Appendix

7.1. Lesson Plans

7.1.1. Algebra I

DAILY LESSON PLAN

<table>
<tr><td>Week of:
09/03/2007-
09/07/2007</td><td>Date:
09/03/2007</td><td>Grade:
9</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Algebra I

Quiz-Matrices</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will practice study skills and understand the concept of basic matrix functions</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Algebra I</td></tr>
<tr><td rowspan="5">School Improvement Plan</td><td colspan="3"><u>Which (if any) literacy strategy does today's lesson address?</u>

LEARN TO READ/READ TO LEARN;</td></tr>
<tr><td>Pre-Reading
_x__Preview Text
_x__Ask Questions
_x__Activate Prior Knowledge</td><td>Guided Reading
___Make Connections
___Visualize
___Think Aloud Strategy</td><td>Post Reading
___Low Stakes Writing
___Projects
___Presentations</td></tr>
<tr><td colspan="3">LEARN TO WRITE/WRITE TO LEARN;</td></tr>
<tr><td>___ "I wonder" Log Entries
___Exit slips</td><td>___Letters
___2 Column Notes</td><td>___Metacognitive Logs</td></tr>
<tr><td colspan="3">_x__Solve problems using linear equations/inequalities
_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Quiz of last night's homework

Teamwork:
Pg 12 #53

Introduction to Matrices

Homework:
Pg 17 #1, 4, 5, 6</td></tr>
</table>

Assessment:	How will you assess the students' understanding of today's lesson? Quiz-Teamwork-Homeowork

DAILY LESSON PLAN

Week of: 09/10/2007- 09/14/2007	Date: 09/10/2007	Grade: 9	Subject: MATH
General Topic: Today's Topic:	Algebra I		
Expected Student Learning Outcomes	What will students know and be able to do as a result of today's lesson?		
Standards Addressed:	Which learning standard from MA frameworks or WPS curriculum does today's lesson address? Number Sense Patterns, Relations and Functions		
School Improvement Plan	Which (if any) literacy strategy does today's lesson address? **LEARN TO READ/READ TO LEARN;**		
	Pre-Reading _x__Preview Text _x__Ask Questions _x__Activate Prior Knowledge	**Guided Reading** ___Make Connections ___Visualize ___Think Aloud Strategy	**Post Reading** ___Low Stakes Writing ___Projects ___Presentations
	LEARN TO WRITE/WRITE TO LEARN;		
	___ "I wonder" Log Entries ___Exit slips	___Letters ___2 Column Notes	___Metacognitive Logs
	_x__Solve problems using linear equations/inequalities _x__Apply algebraic and graphical methods to solutions		
Outline of Lesson Activities: (to be posted on classroom agenda)	Quiz pg vii #1,2,8,12,14,16 Teamwork: Q&A on hw due (pg vii #1-6) Pg 745 #1-5 Homework: Pg 4 #1-20 even, read Pg 5-8 (through example) Study graphs on pg 7		
Assessment:	How will you assess the students' understanding of today's lesson? Quiz-Teamwork-Homework		

DAILY LESSON PLAN

<table>
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09/14/2007</td><td>Date:
09/11/2007</td><td>Grade:
9</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Algebra I

Percentages</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will understand what a percentage is, how to convert it to a decimal, and how to find the percent of a whole.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Number Sense
Patterns, Relations and Functions</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Quiz Pg 4 #2, 8, 12, 16

Teamwork:
Pg 7 #1-21odd

Q&A on homework (how to do percents-in and out numbers-fractions and decimals)

Homework:
Pg 9 #1, 4, 7 , 8, 20, 23, 30, 31</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
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DAILY LESSON PLAN

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09/12/2007</td><td>Grade:
9</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Algebra I

Percentages</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will review percentages and practice analyzing graphs.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Number Sense
Patterns, Relations and Functions</td></tr>
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_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Review %'s

Discuss graphs on Pg 7

Teamwork:
Finish Pg 7
Pg 41 #1-21 odd

Homework:
Pg 11 #14-50 odd

Quiz tomorrow 1-1A
→Graphs, percentages, adding and subtracting, multiplying and dividing fractions</td></tr>
</table>

Assessment:	How will you assess the students' understanding of today's lesson? Quiz-Teamwork-Homework

DAILY LESSON PLAN

Week of: 09/10/2007- 09/14/2007	Date: 09/13/2007	Grade: 9	Subject: MATH
General Topic: Today's Topic:	Algebra I Quiz		
Expected Student Learning Outcomes	What will students know and be able to do as a result of today's lesson? Students will practice test taking skills.		
Standards Addressed:	Which learning standard from MA frameworks or WPS curriculum does today's lesson address? Number Sense Patterns, Relations and Functions		
School Improvement Plan	Which (if any) literacy strategy does today's lesson address? **LEARN TO READ/READ TO LEARN;**		
	Pre-Reading _x__Preview Text _x__Ask Questions _x__Activate Prior Knowledge	**Guided Reading** ___Make Connections ___Visualize ___Think Aloud Strategy	**Post Reading** ___Low Stakes Writing ___Projects ___Presentations
	LEARN TO WRITE/WRITE TO LEARN;		
	___ "I wonder" Log Entries ___Exit slips	___Letters ___2 Column Notes	___Metacognitive Logs
	_x__Solve problems using linear equations/inequalities _x__Apply algebraic and graphical methods to solutions		
Outline of Lesson Activities: (to be posted on classroom agenda)	Quiz over Chapter 1-1A When finished please read Pg 13-16 Follow through examples Homework: Begin 1.2 Pg17 #1-6		
Assessment:	How will you assess the students' understanding of today's lesson? Quiz -Homework		

DAILY LESSON PLAN

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09/10/2007-
09/14/2007</td><td>Date:
09/14/2007</td><td>Grade:
9</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Algebra I

Matricies</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will understand the construction of matrices, how to add and subtract matrices, and how to multiply an entire matrix by a whole number.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Number Sense
Patterns, Relations and Functions</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Introduction to Matrices

Teamwork:
Pg 9 #7-14, 38, 39

Homework:
Worksheet 1-1B
Pg 3 and 4

Also; review number line adding and subtracting negative numbers</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Teamwork -Homework</td></tr>
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09/21/2007</td><td>Grade:
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MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Algebra I

Mean, median, mode, range, quartile</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will be able to find the mean, median, mode, range, and quartile for a particular set of data.</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Q&A over homework

Quiz Pg 27 #1-5, 28 'Try-It"

Teamwork:
Practice Quiz Pg 29-33 "Reflect"

Homework:
Review for test
Pg 33 #1-23 odd</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Teamwork –Homework-Quiz</td></tr>
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09/20/2007</td><td>Grade:
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Q&A over homework

Quiz Pg 24-25 #24, 48

Homework:
Study Pg 26-28
Pg 27 "Explore"
Pg 28 "Try-it"

Quiz tomorrow—TEST Monday</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Teamwork –Homework-Quiz</td></tr>
</table>

DAILY LESSON PLAN

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<tr><td>Week of:
09/24/2007-
09/28/2007</td><td>Date:
09/24/2007</td><td>Grade:
9</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Algebra I

Test</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will practice their test taking skills</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Q&A over homework

Review

Exam over Ch1</td></tr>
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Test</td></tr>
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9</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Algebra I

Coordinate Planes</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will learn about the coordinate plane and how to find particular coordinates.</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Q&A

Mini Quiz

Continue coordinate plane</td></tr>
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Teamwork</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Q&A

Mini Quiz Pg 50 #21
→Go over quiz

Teamwork:
Pg 53 "Reflect"
Self Assessment

Homework:
Finish teamwork</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u></td></tr>
</table>

	Teamwork-Homework-Quiz

DAILY LESSON PLAN

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10/05/2007</td><td>Date:
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<tr><td>General Topic:

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<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u></td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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2. Patterns, Relations and Functions</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Q&A

Quiz

After quiz please read Pg 58-59

Teamwork:
"Try-It"
"Reflect"

When everyone is finished with the quiz work on the above in Teamwork

Homework:
Pg 60 #1-9 odd</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u></td></tr>
</table>

	Teamwork-Homework-Quiz

DAILY LESSON PLAN

<table>
<tr><td>Week of:
10/01/2007-
10/05/2007</td><td>Date:
10/02/2007</td><td>Grade:
9</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Algebra I

Probability</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will understand probability- portions, fractions, percents</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
1. Number Sense
2. Patterns, Relations and Functions
3. Statistics and Probability</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Q&A

Teamwork:
Pg 3-9
Present Pg 60-61

Homework:
Pg 60 # 1, 2, 11, 12, 13-20</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Teamwork-Homework-Presentations</td></tr>
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<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Algebra I

Probability</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

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<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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Teamwork:
Pg 3-9
Present Pg 60-61

Homework:
Pg 60 # 1, 2, 11, 12, 13-20</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u></td></tr>
</table>

	Teamwork-Homework-Presentations

7.1.2. Geometry

DAILY LESSON PLAN

<table>
<tr><td>Week of:
01/22/2007-
01/26/2007</td><td>Date:
01/24/2007</td><td>Grade:
10</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Geometry

Line Segments (Measuring)</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will be able to measure line segments, they will practice working in teams, and completing homework</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>

1. Geometry and Measurement</td></tr>
<tr><td rowspan="5">School Improvement Plan</td><td colspan="3"><u>Which (if any) literacy strategy does today's lesson address?</u>

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___Exit slips</td><td>___Letters
___2 Column Notes</td><td>___Metacognitive Logs</td></tr>
<tr><td colspan="3">___Solve problems using linear equations/inequalities
___Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Lecture:

Measuring line segments
Understanding congruence

Teamwork:
Practice and Apply (1.3, 1.4)

Due by the end of class</td></tr>
</table>

Assessment:	<u>How will you assess the students' understanding of today's lesson?</u> Homework (written or reading)

DAILY LESSON PLAN

Week of: 01/22/2007- 01/26/2007	Date: 01/25/2007	Grade: 10	Subject: MATH
General Topic: Today's Topic:	Geometry Coordinate plane		
Expected Student Learning Outcomes	<u>What will students know and be able to do as a result of today's lesson?</u> Locate a point on the coordinate plane and apply this to knowledge of line segments.		
Standards Addressed:	<u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u> Patterns, Relations, and Functions Geometry and Measurement		
School Improvement Plan	<u>Which (if any) literacy strategy does today's lesson address?</u> **LEARN TO READ/READ TO LEARN;**		
	Pre-Reading _x__Preview Text _x__Ask Questions _x__Activate Prior Knowledge	**Guided Reading** ___Make Connections ___Visualize ___Think Aloud Strategy	**Post Reading** ___Low Stakes Writing ___Projects ___Presentations
	LEARN TO WRITE/WRITE TO LEARN;		
	___ "I wonder" Log Entries ___Exit slips	___Letters ___2 Column Notes	___Metacognitive Logs
	___Solve problems using linear equations/inequalities ___Apply algebraic and graphical methods to solutions		
Outline of Lesson Activities: (to be posted on classroom agenda)	Lecture: Understand (x,y) coordinate plane Understand (x,y) coordinates and how to locate them Teamwork: Practice finding arbitrary points. Locate 5 points and label them correctly.		
Assessment:	<u>How will you assess the students' understanding of today's lesson?</u> Teamwork		

DAILY LESSON PLAN

<table>
<tr><td>Week of:
01/29/2007-
02/02/2007</td><td>Date:
01/30/2007</td><td>Grade:
10</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Geometry

Angles</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

What an angle defines, what are bisecting angles, using line segments to find angles.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Patterns, Relations, and Functions
Geometry and Measurement</td></tr>
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___Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Lecture:

What is an angle?
How do we find an angle?
What is a bisecting angle

Teamwork:

Draw three triangles labeling each angle. What are the sums of the three angles? Do you see a pattern?</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>

Teamwork</td></tr>
</table>

DAILY LESSON PLAN

<table>
<tr><td>Week of:
01/29/2007-
02/02/2007</td><td>Date:
01/31/2007</td><td>Grade:
10</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Geometry

Angles</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

What is the degree of a straight line, special triangles, supplementary angles, complementary angles, practice algebra</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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Geometry and Measurement</td></tr>
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_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Lecture:

Continue working with angles; complementary angles
Supplementary angles

Teamwork:

Enrichment (1.4, 1.5)</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>

Teamwork</td></tr>
</table>

DAILY LESSON PLAN

<table>
<tr><td>Week of:
01/29/2007-
02/02/2007</td><td>Date:
02/01/2007</td><td>Grade:
10</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Geometry

Rotations and reflections</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Opposite angles are equal, subtracting angles</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Patterns, Relations, and Functions
Geometry and Measurement</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Lecture:

Continue working with angles; adding and subtracting angles
Opposite angles, what is their measure?

Teamwork:

Enrichment (1.6)</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>

Teamwork</td></tr>
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DAILY LESSON PLAN

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02/02/2007</td><td>Date:
02/02/2007</td><td>Grade:
10</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Geometry

Coordinate plane</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Coordinate plane transformations, read directions carefully, apply prior knowledge to common problems</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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Geometry and Measurement</td></tr>
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_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Lecture:

Applying what we know to the coordinate plane.
Transformations; what happens if we change signs in our coordinate

Teamwork:

Enrichment (1.7)</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>

Teamwork</td></tr>
</table>

DAILY LESSON PLAN

<table>
<tr><td>Week of:
02/05/2007-
02/09/2007</td><td>Date:
02/05/2007</td><td>Grade:
10</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Geometry

Midchapter review- vocabulary</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will practice good study habits, make vocabulary review flashcards in preparation for first test</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Geometry and Measurement</td></tr>
<tr><td rowspan="5">School Improvement Plan</td><td colspan="3"><u>Which (if any) literacy strategy does today's lesson address?</u>

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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Lecture:

Review for test

Individual work:

Create a "cheat sheet" over everything covered so far in chapter 1. Including vocabulary!!</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>

In-class work</td></tr>
</table>

DAILY LESSON PLAN

<table>
<tr><td>Week of:
02/05/2007-
02/09/2007</td><td>Date:
02/06/2007</td><td>Grade:
10</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Geometry

Midchapter test</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will practice applying what they know in an in-class test.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Patterns, Relations, and Functions
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_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Notes taken yesterday are acceptable to use on the test.

Individual work;
Upon completion of the test, please read on in chapter 1. Complete lesson activity (1.5)</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>

Test- in-class work</td></tr>
</table>

DAILY LESSON PLAN

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<tr><td>Week of:
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02/09/2007</td><td>Date:
02/06/2007</td><td>Grade:
10</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Geometry

Midchapter test</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will practice applying what they know in an in-class test.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Notes taken yesterday are acceptable to use on the test.

Individual work;
Upon completion of the test, please read on in chapter 1. Complete lesson activity (1.5)</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>

Test- in-class work</td></tr>
</table>

7.1.3. Pre-Calculus

DAILY LESSON PLAN

<table>
<tr><td>Week of:
02/12/2007-
02/16/2007</td><td>Date:
02/16/2007</td><td>Grade:
11</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Test review and corrections</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will practice correcting their tests for extra points.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Geometry and Measurement</td></tr>
<tr><td rowspan="5">School Improvement Plan</td><td colspan="3"><u>Which (if any) literacy strategy does today's lesson address?</u>

LEARN TO READ/READ TO LEARN;</td></tr>
<tr><td>Pre-Reading
_x__Preview Text
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___2 Column Notes</td><td>___Metacognitive Logs</td></tr>
<tr><td colspan="3">___Solve problems using linear equations/inequalities
___Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Finish test corrections</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>

In-class work</td></tr>
</table>

DAILY LESSON PLAN

<table>
<tr><td>Week of:
02/12/2007-
02/16/2007</td><td>Date:
02/16/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Power and Constant rules of derivative</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Find maximums and minimums and points of inflections in functions, graph functions with calculator</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Patterns, Relations, and Functions</td></tr>
<tr><td rowspan="6">School Improvement Plan</td><td colspan="3"><u>Which (if any) literacy strategy does today's lesson address?</u>

LEARN TO READ/READ TO LEARN;</td></tr>
<tr><td>Pre-Reading
_x__Preview Text
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_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Homework Review

Review derivation of power and constant rules

Teamwork:
Pg 153-154 even # 10-38, 42, 45-47

Homework:
Complete teamwork and study 3.7 pg 150-161. Do pg 162 #1-9</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Verbal Questioning-Group Work-Homework (written and reading)</td></tr>
</table>

DAILY LESSON PLAN

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<tr><td>Week of:
02/26/2007-
03/02/2007</td><td>Date:
02/26/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Continuity and end behavior</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

State whether a function is continuous or not, describe the end behavior of a function, determine the interval for which a function is increasing and decreasing</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Patterns, Relations, and Functions</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day Starter

Review 3.7, 3.8

Teamwork:
Pg 169 # 1-10, 35

Homework:
Pg 170 #11-13, 14-22 evens, 24-26, 31-33, 37, 39, 40, 41</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Verbal Questioning-Group Work-Homework (written and reading)</td></tr>
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DAILY LESSON PLAN

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03/02/2007</td><td>Date:
02/27/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Review chapter 3</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will practice using their time effectively to study for an exam.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Patterns, Relations, and Functions</td></tr>
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_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day Starter

Review all of chapter 3
Questions from homework, presentations

Teamwork:
Study end of chapter review pg 172-174
Due the end of chapter test on pg 175</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Verbal Questioning-Group Work</td></tr>
</table>

DAILY LESSON PLAN

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<tr><td>Week of:
02/26/2007-
03/02/2007</td><td>Date:
02/28/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Chapter 3 exam</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will practice using their time effectively to finish an exam.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Patterns, Relations, and Functions</td></tr>
<tr><td rowspan="5">School Improvement Plan</td><td colspan="3"><u>Which (if any) literacy strategy does today's lesson address?</u>

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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Test over chapter 3

Upon completion please begin to read the first section in chapter 4

Homework:
Pg 181-183 #5-13, 16-22 even, 29-32, 40</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Test</td></tr>
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DAILY LESSON PLAN

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03/09/2007</td><td>Date:
03/06/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Remainder and factor theorem</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Understand remainder and factor theorems</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Patterns, Relations, and Functions</td></tr>
<tr><td rowspan="5">School Improvement Plan</td><td colspan="3"><u>Which (if any) literacy strategy does today's lesson address?</u>

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<tr><td>Pre-Reading
_x__Preview Text
_x__Ask Questions
_x__Activate Prior Knowledge</td><td>Guided Reading
___Make Connections
___Visualize
___Think Aloud Strategy</td><td>Post Reading
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___Presentations</td></tr>
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<tr><td>___ "I wonder" Log Entries
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_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

Teamwork:
Pg 199 #1-3, Pg 200 #17, 19

Homework:
Pg 200 #16, 18, 20, 22, 23, 26, 30, 32</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Homework</td></tr>
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DAILY LESSON PLAN

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<tr><td>Week of:
03/05/2007-
03/09/2007</td><td>Date:
03/07/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Rational Equations and Partial Fractions</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will be able to find the least common denominator of rational expressions, solve rational equations, and inequalities, and decompose a fraction into partial fractions.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

Teamwork:
Pg 220-221 #5,9,11,12

Homework:
Pg 220-221 #6, 8-12 even, 13, 16, 24, 27, 28, 29

TEST FRIDAY! (I can stay after a few minutes today and Friday)</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Homework- Teamwork</td></tr>
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DAILY LESSON PLAN

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03/09/2007</td><td>Date:
03/08/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Review Chapter 4</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will practice study skills</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

Teamwork:
Practice test ch. 4. Pg 233

Homework:
Study for exam tomorrow

TEST FRIDAY!</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Homework- Teamwork</td></tr>
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MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Chapter 4 exam</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Practice test taking skills</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

TEST

Homework:
Read Pg 240-244</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Test</td></tr>
</table>

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<tr><td>Week of:
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03/16/2007</td><td>Date:
03/13/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Circular Functions</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will be able to find the values of the six trigonometric functions of an angle in standard position given a point on its terminal side.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

Teamwork:
Pg 267 #5-10

Homework:
Pg 260 #9, 10, 11
Pg 267 #14, 37
Pg 273 #15, 17, 18, 19, 22, 30, 34</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Homework-Teamwork</td></tr>
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DAILY LESSON PLAN

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<tr><td>Week of:
03/12/2007-
03/16/2007</td><td>Date:
03/14/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Law of Sines</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will be able to determine whether a triangle has zero, one, or two solutions and solve triangles by using the law of sines.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

Teamwork:
Pg 280 #4-12 even

Homework:
Pg 280 #14-24 even, 26, 27, 30</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Homework-Teamwork</td></tr>
</table>

DAILY LESSON PLAN

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<tr><td>Week of:
03/12/2007-
03/16/2007</td><td>Date:
03/14/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Law of Cosines</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will be able to solve triangles by using the law of cosines.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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<tr><td colspan="3">_x__Solve problems using linear equations/inequalities
_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

Teamwork:
Review homework questions

Homework:
Pg 286 # 14, 18, 22, 27, 29-34</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Homework-Teamwork</td></tr>
</table>

DAILY LESSON PLAN

<table>
<tr><td>Week of:
03/19/2007-
03/23/2007</td><td>Date:
03/20/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Law of Cosines</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will be able to graph various trigonometric functions using their graphing calculators.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
Patterns, Relations, and Functions</td></tr>
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<tr><td colspan="3">_x__Solve problems using linear equations/inequalities
_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter
Graphing Trigonometric functions:
→Quick review of trig functions
→Period-amplitude, phase shift
→Lecture: vertical displacement
Calculator demo
Review: Inverse trig functions

Teamwork:
Pg 326 #4-6
Pg331 #3-5, 9, 12-14

Homework:
Pg 326 # 13, 18, 24-30 even, 31, 32, 34</td></tr>
</table>

Assessment:	<u>How will you assess the students' understanding of today's lesson?</u> Demo-Homework-Teamwork

DAILY LESSON PLAN

Week of: 03/19/2007- 03/23/2007	Date: 03/23/2007	Grade: 11,12	Subject: MATH
General Topic: Today's Topic:	Pre-Calculus Graphing inverses of trigonometric functions		
Expected Student Learning Outcomes	<u>What will students know and be able to do as a result of today's lesson?</u> Students will be able to write equations for inverses of trigonometric functions and graph inverses of trigonometric functions on their calculators. They will also be able to find the ranges of these functions.		
Standards Addressed:	<u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u> Patterns, Relations, and Functions		
School Improvement Plan	<u>Which (if any) literacy strategy does today's lesson address?</u> **LEARN TO READ/READ TO LEARN;**		
	Pre-Reading _x__Preview Text _x__Ask Questions _x__Activate Prior Knowledge	**Guided Reading** ___Make Connections ___Visualize ___Think Aloud Strategy	**Post Reading** ___Low Stakes Writing ___Projects ___Presentations
	LEARN TO WRITE/WRITE TO LEARN;		
	___ "I wonder" Log Entries ___Exit slips	___Letters ___2 Column Notes	___Metacognitive Logs
	_x__Solve problems using linear equations/inequalities _x__Apply algebraic and graphical methods to solutions		
Outline of Lesson Activities: (to be posted on classroom agenda)	Day starter MORE FUN WITH GRAPHING! Finding ranges of inverse trig functions Teamwork: Pg 342 #5-9 odd Homework: Pg 342 #19-24, 25-29, 31, 32, 34 MONDAY WE WILL DO S.H.M. AND REVIEW EXAM TUESDAY!		

Assessment:	How will you assess the students' understanding of today's lesson? Demo-Homework-Teamwork

DAILY LESSON PLAN

<table>
<tr><td>Week of:
03/26/2007-
03/30/2007</td><td>Date:
03/26/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Simple Harmonic Motions</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3">What will students know and be able to do as a result of today's lesson?

Students will be able to solve problems involving simple harmonic motions.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3">Which learning standard from MA frameworks or WPS curriculum does today's lesson address?
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

Teamwork:
Pg 348 #1-13

Homework:
Chapter test Pg 355

EXAM TUESDAY!</td></tr>
<tr><td>Assessment:</td><td colspan="3">How will you assess the students' understanding of today's lesson?
Homework-Teamwork</td></tr>
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<tr><td>Week of:
03/26/2007-
03/30/2007</td><td>Date:
03/27/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Exam</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will practice test taking skills</td></tr>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

EXAM

Homework:
Read Pg358-361</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Homework-Teamwork</td></tr>
</table>

DAILY LESSON PLAN

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<tr><td>Week of:
04/02/2007-
04/06/2007</td><td>Date:
04/03/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Solving trigonometric equations</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will solve trigonometric functions</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

Teamwork:
Pg 390 #4-10

Homework:
Pg 390 #12-16 even, 18-34 even, 45</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
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04/06/2007</td><td>Date:
04/04/2007</td><td>Grade:
11,12</td><td>Subject:
MATH</td></tr>
<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

Normal form of a Linear Equation</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

Students will be able to write a linear equation in the normal form.</td></tr>
<tr><td>Standards Addressed:</td><td colspan="3"><u>Which learning standard from MA frameworks or WPS curriculum does today's lesson address?</u>
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<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">Day starter

Teamwork:
End of Chapter test Pg 406

Homework:
Pg 396 #13-17 odd, 20-24 even, 29
Pg 403 #3-10, 15-21 odd, 31-32

TEST TOMORROW!</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
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<tr><td>General Topic:

Today's Topic:</td><td colspan="3">Pre-Calculus

EXAM</td></tr>
<tr><td>Expected Student Learning Outcomes</td><td colspan="3"><u>What will students know and be able to do as a result of today's lesson?</u>

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<tr><td rowspan="5">School Improvement Plan</td><td colspan="3"><u>Which (if any) literacy strategy does today's lesson address?</u>

LEARN TO READ/READ TO LEARN;</td></tr>
<tr><td>Pre-Reading
___Preview Text
___Ask Questions
_x__Activate Prior Knowledge</td><td>Guided Reading
___Make Connections
___Visualize
___Think Aloud Strategy</td><td>Post Reading
___Low Stakes Writing
___Projects
___Presentations</td></tr>
<tr><td colspan="3">LEARN TO WRITE/WRITE TO LEARN;</td></tr>
<tr><td>___ "I wonder" Log Entries
___Exit slips</td><td>___Letters
___2 Column Notes</td><td>___Metacognitive Logs</td></tr>
<tr><td colspan="3">_x__Solve problems using linear equations/inequalities
_x__Apply algebraic and graphical methods to solutions</td></tr>
<tr><td>Outline of Lesson Activities: (to be posted on classroom agenda)</td><td colspan="3">TEST

Homework:
Read Pg 412-416</td></tr>
<tr><td>Assessment:</td><td colspan="3"><u>How will you assess the students' understanding of today's lesson?</u>
Exam</td></tr>
</table>

7.2. Lesson Notes

7.2.1. Algebra I

7.2.2. Geometry

7.2.3. Pre Calculus

7.3. Assessment

7.3.1. Algebra I

7.3.2. Geometry

7.3.3. Pre Calculus