

2021-2022 Mabry CCC Lesson Plan

| CCC Meeting | | CCC Norms | CCC Meeting Guide |
|-------------|---|--|---|
| Subject: | Algebra 1 and Alg 1/Geom A | <ul style="list-style-type: none"> Be kind to myself! | <ol style="list-style-type: none"> 1. What do we want students to learn? <ul style="list-style-type: none"> Lesson Plan 2. How do we know if students learned it? <ul style="list-style-type: none"> Create Common Assessments Review & Assess Data 3. What do we do when students don't learn it? <ul style="list-style-type: none"> Discuss Possible Strategies 4. What do we do when students learn it? <ul style="list-style-type: none"> Celebrate! & Discuss Ideas |
| Unit: | Reasoning with Eq/Ineq | | |
| Week of: | | | |
| Members: | */**Krissie Albertson * Facilitator / **Note-taker | | |

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| WHAT DO WE WANT STUDENTS TO LEARN? | | | | | |
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| | <i>MONDAY</i> | <i>TUESDAY</i> | <i>WEDNESDAY</i> | <i>THURSDAY</i> | <i>FRIDAY</i> |
|--------------------------|---|---|---|---|---|
| Learning Targets | Today I am... So that I can... In order to... | Today I am... So that I can... In order to... | Today I am... discovering a formula So that I can... have a shortcut to find the Nth term of an arithmetic sequence In order to... quickly and accurately determine requested values in real-world sequences. | Today I am... So that I can... In order to... | Today I am... So that I can... In order to... |
| Content Standards | | | MGSE9-12F.BF.2 | | |
| Opening | | | Complete an introduction of the variables and vocabulary used with Arithmetic Sequences | | |
| Lesson Plan | | | Students will follow the Investigation worksheet and work through the EDP to discover a shortcut to finding the Nth term of an arithmetic sequence | | |
| Closing | | | Students will compare shortcuts to determine the one that best works to find the Nth term efficiently. | | |

HOW DO WE KNOW IF STUDENTS LEARNED IT?

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|-----------------------------------|--|--|---|--|--|
| Assessment (Current or Future) | <input type="checkbox"/> Formative <input type="checkbox"/> Summative | <input type="checkbox"/> Formative <input type="checkbox"/> Summative | <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative | <input type="checkbox"/> Formative <input type="checkbox"/> Summative | <input type="checkbox"/> Formative <input type="checkbox"/> Summative |
|-----------------------------------|--|--|---|--|--|

WHAT DO WE DO WHEN STUDENTS DON'T LEARN IT?

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| Differentiation and Specialized instruction & Strategies | | | I will be monitoring the progress of each group. I will guide those that require help by asking questions towards the goal. | | |
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WHAT DO WE DO WHEN STUDENTS DO LEARN IT?

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| Differentiation and Specialized instruction & Strategies | | | We will share all the various ways the groups came up with their formula to determine the formula that is most efficient. | | |
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STEAM ELEMENTS

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|----------------------------------|--|--|--|--|--|
| Engineering Design Process Stage | <input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share | <input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share | <input checked="" type="checkbox"/> Ask <input checked="" type="checkbox"/> Imagine <input checked="" type="checkbox"/> Plan <input checked="" type="checkbox"/> Create <input checked="" type="checkbox"/> Improve <input checked="" type="checkbox"/> Share | <input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share | <input type="checkbox"/> Ask <input type="checkbox"/> Imagine <input type="checkbox"/> Plan <input type="checkbox"/> Create <input type="checkbox"/> Improve <input type="checkbox"/> Share |
| STEAM Connections (2 or More) | <input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math | <input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math | <input checked="" type="checkbox"/> Science <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Engineering <input type="checkbox"/> Art <input checked="" type="checkbox"/> Math | <input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math | <input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Engineering <input type="checkbox"/> Art <input type="checkbox"/> Math |

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|--|---|---|---|---|---|
| Cross-Curricular Connections | <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language | <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language | <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language | <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language | <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Language |
| STEAM/Cross-Curricular Standards | | | | | |
| STEAM/Cross-Curricular Vocabulary | | | | | |
| Real-world Connection | | | Arithmetic sequences exist all over our daily lives. We will complete word problems to demonstrate real-world connections. | | |
| Career Connection | | | Construction, planning, human resources, ... | | |