**PL – 3: Designs effective lesson plans, units and assessments**

**Date:** 1/21/2014

**Learning goals** (ex: at beginning of unit based on pre-assessment)
The average score of a 40% on the unit pre-assessment will improve to a 90% by the end of the unit.

**Objective(s):**
- I will use the quadratic formula to solve quadratic equations.
- I will calculate the discriminant and use it to predict the number of solutions a quadratic will have.

**Strategy:**
- Review

**Activity:**
- Khan Academy Activities:
  - Using the quadratic formula
  - Quadratic formula with complex solutions
  - Solutions to quadratic equations

**Essential Questions**
1. Why does a discriminant greater than zero mean that there will be two solutions?
2. Why does a discriminant equal to zero mean that there will be one solution?
3. Why does a discriminant less than zero mean that there will be no real solutions?

**Formative Assessment (Result Indicator):**
- Khan Academy Activity results

**Intervention for those that did not meet mastery:**
- Additional online tutorials

**Enrichment for those that met mastery:**
- Students write sample test questions

**Homework Extension, Independent practice:**
- Watch all videos or read textbook p. 300-303
- 3-2-1 Response
Date: 1/22/2014

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<thead>
<tr>
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**Objective(s):**
- I will review solving quadratic inequalities.
- I will graph quadratic inequalities.

**Strategy:**
- Review

**Activity:**
- Graphing and Solving Quadratic Inequalities Worksheet

**Essential Questions**
1. How do you decide which part of a quadratic inequality graph to shade?

**Formative Assessment (Result Indicator):**
- Worksheet results

Intervention for those that did not meet mastery:
- Additional online tutorials

Enrichment for those that met mastery:
- Students write sample test questions

**Homework Extension, Independent practice:**
- Read textbook p. 309-311
- 3-2-1 Response
**Learning goals** (ex: at beginning of unit based on pre-assessment)
The average score of a 40% on the unit pre-assessment will improve to a 90% by the end of the unit.

**Objective(s):**
- I will write quadratic equations based on information in graphs.
- I will model real-life scenarios using quadratic functions

**Strategy:**
- Review

**Activity:**
- Writing quadratic equations worksheet

**Essential Questions**
1. If you know three points on the graph of a quadratic function, how can you find an equation for the function?

**Formative Assessment (Result Indicator):**
- Worksheet results
Intervention for those that did not meet mastery:
- Additional online tutorials
Enrichment for those that met mastery:
- Students write sample test questions

**Homework Extension, Independent practice:**
- Start studying for unit 5 test
**Teacher Name:** Heather York  
**Appraiser Name:** Tina McCorkle  
**Subject:** Algebra II  

**Date:** 1/24/2013

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