**Teacher Name: Lindsey Kovalik Subject: Geometry Start Date(s): 1-8-18 Grade Level(s): 9-12**

**Building: HAHS End Dates(s): 1-12-18**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will apply concepts of parts of the circle to find the measures of central angles and arcs, find the circumference and arc length | 4 | Guided notes | W  G  I | Chalk board, projector | Formative- discussion  Summative-  Student Self-Assessment- |
| 2 | Students will apply concepts of parts of the circle to find the measures of central angles and arcs, find the circumference and arc length | 4 | Group practice, discussion and explanation of answers | W  G  I | Chalkboard, textbook | Formative- think, pair, share  Summative-  Student Self-Assessment- explaining answers |
| 3 | Students will apply concepts of parts of circles to find the areas of circles, sectors, and segments of circles. | 4 | Guided notes, practice problems | W  G  I | Chalkboard, textbook, projector | Formative- questioning, hand raising  Summative-  Student Self-Assessment- |
| 4 | Students will apply concepts of parts of circles to find the areas of circles, sectors, and segments of circles. | 4 | Stations activity | W  G  I | Chalkboard, stations sheet | Formative- think, pair, share  Summative-  Student Self-Assessment- stations |
| 5 | Students will take a quiz | 4 | Quiz | I | Quiz | Formative-  Summative- quiz  Student Self-Assessment- quiz grade |

**Teacher Name: Lindsey Kovalik Subject: Integrated 9 Start Date(s): 1-8-18 Grade Level(s): 9**

**Building: HAHS End Dates(s): 1-12-18**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will write an equation of a line using the slope-intercept equation, write an equation of a line using the point-slope equation | 4 | Guided notes | W  G  I | Chalkboard, projector | Formative- think, pair, share  Summative-  Student Self-Assessment- |
| 2 | Students will write an equation of a line using the slope-intercept equation, write an equation of a line using the point-slope equation | 4 | Group practice/stations | W  G  I | Chalkboard, textbook | Formative-  Summative-  Student Self-Assessment- explaining answers on the board |
| 3 | Students will apply concepts of graph and equations of lines to complete a test review | 4 | Review sheet | W  G  I | Review sheet | Formative- questioning  Summative-  Student Self-Assessment- ability to recall data |
| 4 | Students will apply concepts of graph and equations of lines to complete a test review | 4 | Review sheet answer review | W  G  I | Review sheet, chalkboard | Formative-  Summative-  Student Self-Assessment- explaining answers on the board |
| 5 | Students will apply concepts of graph and equations of lines to complete a test | 4 | Test | I | Test | Formative-  Summative- test  Student Self-Assessment- test performance |

**Teacher Name: Lindsey Kovalik Subject: Alg II Start Date(s): 1-8-18 Grade Level(s): 10-12**

**Building: HAHS End Dates(s): 1-12-18**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will connect ideas from graphing linear equations and solving inequalities in order to graph linear equalities in two variables | 4 | Guided notes | W  G  I | White board, projector | Formative- questioning  Summative-  Student Self-Assessment- knowledge recall |
| 2 | Students will connect ideas from graphing linear equations and solving inequalities in order to graph linear equalities in two variables | 4 | Group practice and graphing activity | W  G  I | White board, textbook, graph paper | Formative- think, pair, share  Summative-  Student Self-Assessment- |
| 3 | Students will analyze an inequality and be able to rewrite the inequality and interpret its meaning | 4 | Guided notes, practice at the board | W  G  I | White board, projector | Formative- board discussion  Summative-  Student Self-Assessment- |
| 4 | Students will analyze the solution of a linear inequality by graphing it | 4 | Guided notes | W  G  I | White board, projector, graph paper | Formative- questioning  Summative-  Student Self-Assessment- |
| 5 | Students will analyze the solution of a linear inequality by graphing it | 4 | Practice, stations activity | W  G  I | White board, textbook, stations sheets, graph paper | Formative-  Summative-  Student Self-Assessment- discussion during the activity, expressing understanding to myself and the group |