# Algebra 1H, Unit 5 , Functions

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Algebra 1H

# Unit 5, Functions

**Belleville Board of Education**

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## Unit Overview

This unit is about representing relations in different ways, recognizing and graphing linear functions, quadratic functions, exponential functions, absolute value functions, piecewise functions, finding the inverse of a relation and a linear function.

The students should learn how to represent relations as sets of ordered pairs, tables, mappings, and graphs; recognize and graph linear functions, quadratic functions, exponential functions, absolute value functions, piecewise functions; find the inverse of a relation and a linear function

## Enduring Understanding

- There may be relationships between two numbers even if there is no linear pattern.
- Understand the real-world meaning of the parameters of functions.
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

## Essential Questions

- How can you represent and describe functions?
- What are discrete and continuous functions?
- How can functions describe real-world situations?
- What do different representations of functions (words, tables,ordered pairs, and graphs) tell us about the relationships?
- What are the characteristics of exponential,quadratic, absolute value functions?
- How do you write,graph, and interpret an exponential decay and exponential growth function?
- What are the characteristics of real-life relationships that can be modeled with exponential functions?
- How are geometric sequences related to exponential functions?

## Exit Skills

By the end of Unit 5 Students Should be able to:

- Represent relations in graphs, mappings, and tables.
- Find the domain, range, and inverse of a relation.
- Determine whether a relation is a function.

- Compare and contrast discrete and continuous functions.
- Interpret graphs of functions.
- Graph linear equations.
- Find function values and use function notation.
- Graph equations that represent functions.
- Find the intercepts and zeros of linear equations.
- Write equations that represent functions.
- Identify and represent patterns that describe linear functions.
- Identify and represent patterns that describe nonlinear functions.
- Evaluate and graph exponential functions.
- Solve problems involving exponential growth and decay using technology.
- To analyze the characteristics of graphs of quadratic functions.
- Graph quadratic functions of the form y = ax2 + bx + c.
- Identify and graph special functions(absolute value, step, piecewise-linear).
- Focus on linear, quadratic, and exponential functions, including sequences, and also explore absolute value, step, and piecewise-defined functions.
- Interpret functions given graphically, numerically, symbolically, and verbally.
- Translate between representations.
- Understand the limitations of various representations. Students build on and extend their understanding of integer exponents to consider exponential functions.
- Perform transformations of functions.
- Find the inverse of a relation and linear function.
- Find inverses of real-world functions.
- Model with functions.
- Identify, expand, write and graph geometric sequences.

## New Jersey Student Learning Standards (NJSLS)

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|---|---|
| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.N-RN.A.1 | Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. |
| MA.F-IF.A.1 | Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ |

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| | corresponding to the input $x$. The graph of $f$ is the graph of the equation $y = f(x)$. |
| MA.F-IF.A.2 | Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. |
| MA.N-RN.A.2 | Rewrite expressions involving radicals and rational exponents using the properties of exponents. |
| MA.K-12.3 | Construct viable arguments and critique the reasoning of others. |
| MA.F-IF.A.3 | Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. |
| MA.K-12.4 | Model with mathematics. |
| MA.A-SSE.A.2 | Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. |
| MA.F-IF.B.4 | For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.S-ID.B.6a | Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. |
| MA.A-SSE.B.3b | Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. |
| MA.F-IF.B.6 | Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. |
| MA.S-ID.B.6c | Fit a linear function for a scatter plot that suggests a linear association. |
| MA.K-12.7 | Look for and make use of structure. |
| MA.S-ID.C.7 | Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. |
| MA.F-IF.C.7a | Graph linear and quadratic functions and show intercepts, maxima, and minima. |
| MA.K-12.8 | Look for and express regularity in repeated reasoning. |
| MA.F-IF.C.7b | Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. |
| MA.F-IF.C.7e | Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. |
| MA.F-IF.C.8a | Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. |
| MA.F-IF.C.8b | Use the properties of exponents to interpret expressions for exponential functions. |
| MA.F-BF.A.1 | Write a function that describes a relationship between two quantities. |
| MA.F-BF.A.2 | Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. |
| MA.A-REI.B.4 | Solve quadratic equations in one variable. |
| MA.F-LE.A.1 | Distinguish between situations that can be modeled with linear functions and with exponential functions. |
| MA.A-REI.B.4a | Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. |
| MA.A-REI.B.4b | Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing |

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| | the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$. |
| MA.F-LE.A.1a | Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. |
| MA.F-LE.A.1b | Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. |
| MA.F-LE.A.2 | Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). |
| MA.A-REI.D.10 | Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). |

## Interdisciplinary Connections

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| 9.3.12.FN.1 | Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry. |
| LA.L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.9-10.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| 9-12.HS-PS1-3.1.1 | students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system. |
| 9-12.HS-PS1-3.3 | Planning and Carrying Out Investigations |
| 9-12.HS-PS2-4.5 | Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. |

## Learning Objectives

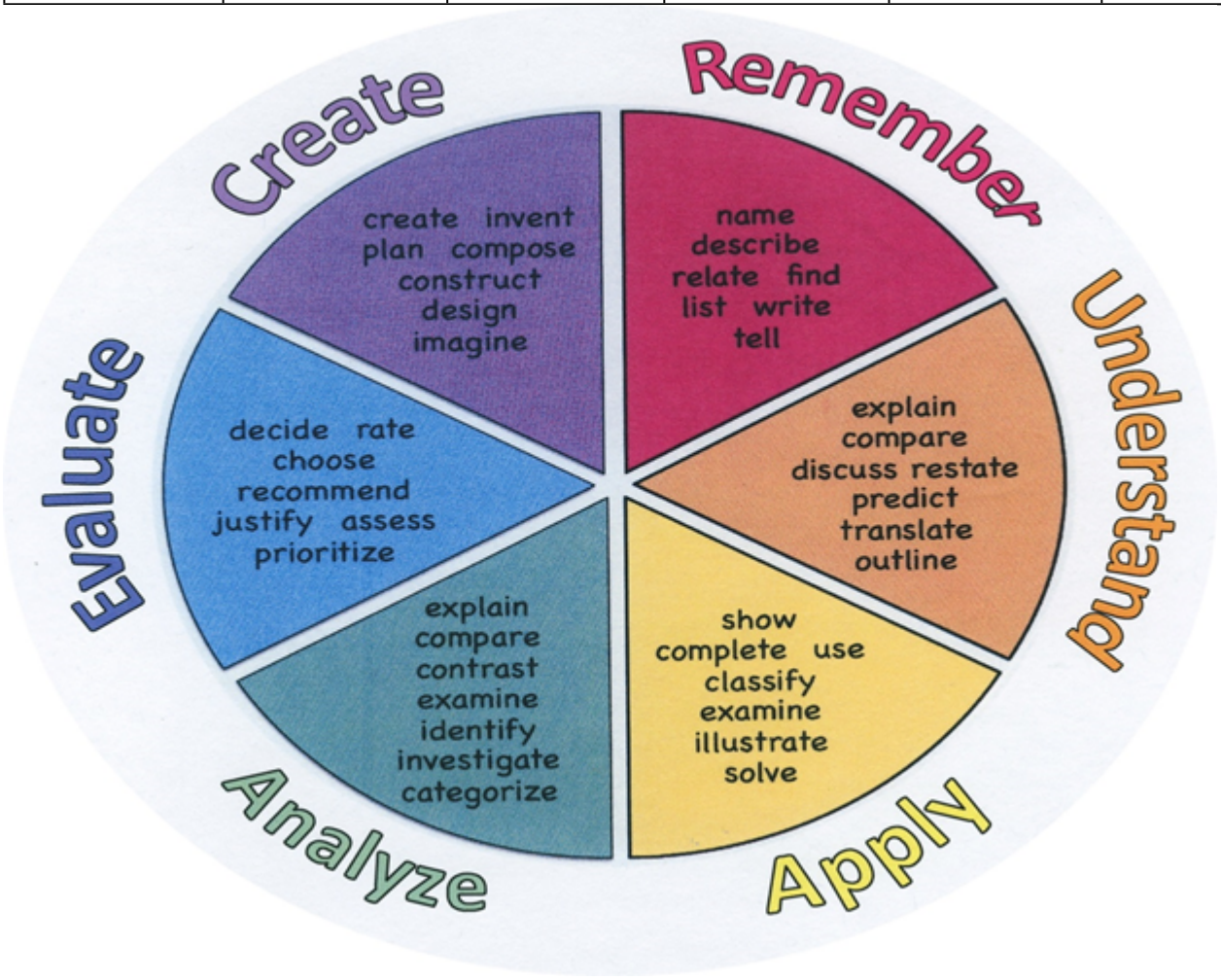
Students will be able to:

- Represent relations by graphs, mappings,ordered pairs, and tables.
- Find the domain, range, and inverse of a relation by interactions with the domain and range of a function .
- Determine whether a relation is a function by analyzing the domain and range of a function.
- Compare and contrast discrete and continuous functions by using their properties.
- Interpret graphs of functions by evaluating the parameters.
- Graph linear and quadratic equations using a graphing calculator.
- Find function values and use function notation.
- Find the intercepts and zeros of linear equations by reading a graph or solving an equation.
- Write equations that represent functions by identifying patterns that describe linear and nonlinear functions..
- Evaluate and graph exponential functions by creating a table.
- Explore and solve problems involving exponential growth and exponential decay functions.
- Analyze the characteristics of graphs of quadratic functions.
- Identify and graph special functions(absolute value, step, piecewise-linear).
- Perform transformations of functions by using special rules .
- Find the inverse of a relation and linear function by solving y=f(x) for x and switching the x and y.
- Find inverses of real-world functions.
- Model with functions by exploring and illustrating functions' behavior in projects.
- Identify and generate geometric sequences and relate them to exponential functions

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Generalize<br>Predict | | | | |




## Suggested Activities & Best Practices

Real World applications of Functions:

https://www.illustrativemathematics.org/content-standards/HSA/CED/A/1/tasks/581

http://threeacts.mrmeyer.com/fallingglowsticks/

https://robertkaplinsky.com/work/in-n-out-100-x-100/

Functions:

https://betterlesson.com/lesson/449120/what-s-your-function

Sample of Differentiating Instruction in Algebra(Functions)

http://www.prufrock.com/Assets/ClientPages/pdfs/Differentiating_Instruction_Algebra.pdf

Textbook, eAssessment, supplemental materials:

https://my.mheducation.com/login

AI Assessment and Learning System:

https://www.aleks.com/

Mindset:

https://www.youtube.com/watch?v=3icoSeGqQtY

http://www.youcubed.org/wp-content/uploads/Positive-Classroom-Norms2.pdf

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students:

https://ies.ed.gov/ncee/wwc/PracticeGuide/20

Coaching Corner:

https://sites.google.com/belleville.k12.nj.us/thecoachingcorner/home

Algebra Tools - Functions:

https://www.state.nj.us/education/aps/cccs/math/NJISTFunctions.pdf

Algebra Tools - Algebra:

https://www.state.nj.us/education/aps/cccs/math/NJISTAlgebra.pdf

Misc Mathematics materials:

http://www.mathnstuff.com/

Algebra Kahoots:

https://kahoot.com/explore/collections/math-kahoot-algebra/

## Assessment Evidence - Checking for Understanding (CFU)

Glencoe McGraw Hill : Chapter Asssessments, Midchapter Assessments (Summative) - https://connected.mcgraw-hill.com/c2j/assetBuckets.assess.do?bookId=DFRTR2RBH9YT25W7OSMM6J3XM1&selectedCategoryId=3KTMO6D7VZ6SJ4YD3XNOQB3O44

EAssessment test generator (Summative): https://assess.k12.mhedu.com/Instructor/TestGenerator.aspx

Edulastic Formative Assessments (Formative): https://app.edulastic.com/#renderResource/close/MjU2NTAzMjI5

Common Benchmark #3 (Benchmark)

"Do Now/Exit Ticket" Activity (Formative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys

- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

Glencoe McGraw-Hill Algebra1 2014

Glencoe McGraw-Hill Algebra1 2010

Practice Glencoe Algebra1

Study Guide Glencoe Algebra1

## Ancillary Resources

ALEKS

The Glencoe Personal Tutor Plus

The Glencoe Personal Tutor Plus(Spanish)

## Technology Infusion

Create and have students complete exit tickets using Edulastic
{ https://app.edulastic.com/#renderResource/close/Mjk0MjE2ODUwOA%3D%3D } or Google forms

Create classes on Google classroom and post assignments, monitor student progress, and offer feedback.

Use graphing calculator to model problems.

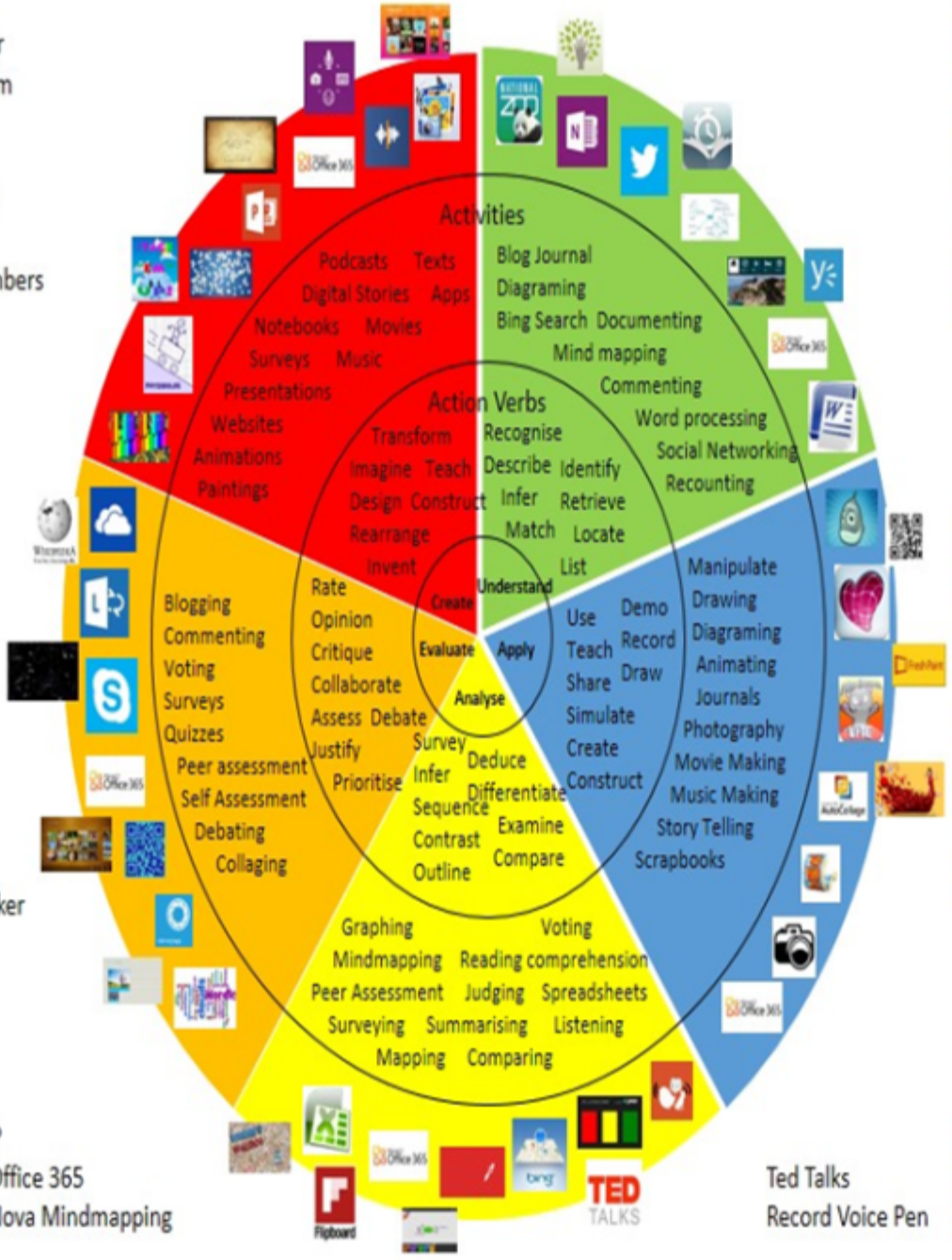
Other technology that can be infused into this unit to enhance learning may include

- Youtube
- Khan academy
- Google Classroom
- GSuite
- Kutasoftware
- PodCasts
- Twitter
- Ted Talks
- ALEKS
- Calculator/Graphing calculator
- Flipgrid
- Peardeck
- Edulastic
- McGraw-Hill Education
- Desmos.com
- Geogebra.org

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Develop mathematical thinking using real world problems in the Glencoe Interactive Student Guide Workbook https://catalog.mcgraw-hill.com/repository/private_data/DOC/50001167/94/30.pdf

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.F.CS1 | Identify and define authentic problems and significant questions for investigation. |
| TECH.8.1.12.F.CS2 | Plan and manage activities to develop a solution or complete a project. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy

- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

Glencoe -McGrawHill Resources:

*Teaching with Manipulatives:* Algebra Tiles, Model solving Equations(textbook p. 81, 90)

Algebra Labs

*Math Triumphs*

*Algebra 1 Study Notebook*

*Kutasoftware Algebra 1*

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals

- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students

- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Graphing calculator(Ti-84) introduction

The Glencoe-McGrawHill  Personal Tutor

Glencoe -McGrawHill Resources:

*Teaching Algebra with Manipulatives*:https://catalog.mcgraw-hill.com/repository/private_data/DOC/50000008/74/21.pdf

Algebra Tiles

Use of algebra tiles to model solving equations ( p. 81)

Use of algebra tiles to model solving multi-step equations ( p.90)

*Algebra Lab*

*Math Triumphs*

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

The Glencoe Personal Tutor(Spanish)

Teaching Algebra with Manipulatives

Graphing Calculator

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

Graphing calculator(TI-84)

The Glencoe Personal Tutor

Glencoe -McGrawHill Resources

*Teaching Algebra with Manipulatives:* Algebra Tiles ( pgs.81, 90)

*Math Triumphs*

*Algebra 1 Study Notebook*

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Glencoe Enrichment Activities

Glencoe Chapter Projects

Math Forum: Problems of the Week, Sample Lesson, Resoning and Making Sense Task Library

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: