

## Algebra II Unit 2 Plan

The following table contains the list of assignments and assessments in the general order of how they will be given in class. Keep this sheet in your binder and check off the assignments as you do them or turn them in. I reserve the right to amend this plan when needed in order to obtain needed evidence of learning.

**KEY:** TC – Teacher Created; HW – Homework; SA – Summative Assessment;  
FA – Formative Assessment; GA – Group Assignment

**Chapter/Unit: Chapter 5/Unit 2**

✓	Name	Type	Assessor	Standards
	Preview Assignment	HW	Self/Peer	
	Problems over 5.1	HW	Self/Peer	Q1, Q2, Q3, Q4, Q5
	Problems over 5.1	HW	Self/Peer	Q1, Q2, Q3, Q4, Q5
	RLA over Graphing Quadratics	FA	Self/Teacher	Q1, Q2, Q3, Q4, Q5
	Quiz over 5.1	FA	Self/Teacher	Q1, Q2, Q3, Q4, Q5
	Problems over 5.2	HW	Self/Peer	Q6, Q7
	Problems over 5.2	HW	Self/Peer	Q6, Q7
	RLA over Solving Quadratics	FA	Self/Teacher	Q6, Q7
	Quiz over 5.2	FA	Self/Teacher	Q6, Q7
	Test over Chapter 5A – A	SA	Teacher	Q1 – Q7
	Problems over 5.3	HW	Self/Peer	Q7, Q8
	RLA over Solving Quadratics #2	FA	Self/Teacher	Q7, Q8
	Problems over 5.4	HW	Self/Peer	C1, C2
	Quiz over 5.3 and 5.4	FA	Self/Teacher	Q7, Q8, C1, C2
	Ongoing Review Project	SA	Teacher	All Standards
	Test over Chapter 5A – B	SA	Teacher	Q7, Q8, C1, C2

Scattered throughout the unit will be short writing assignments and whiteboard work given as short formative assessments. These will be applied when necessary. There are also many practice-type assignments and activities we do to help solidify learning (in class, not homework).

In your folder you need to keep the following: all homework assignments and scored formative assessments plus any extra worksheets or activities we might do in class to help in understanding.

## LEARNING TARGETS FOR THIS UNIT

### Quadratic Functions

- Q1: I can identify the main parts of the graph of a quadratic function and can describe what the “most important” points on a quadratic are and why they are important.
- Q2: I can graph quadratic functions in standard form. I can write quadratic equations in standard form.
- Q3: I can graph quadratic functions in vertex form.
- Q4: I can graph quadratic functions in intercept form.
- Q5: I can find maximum or minimum values using a quadratic model by hand and by using calculator functions.
- Q6: I can factor and solve quadratic functions in the form  $ax^2 + bx + c$  and by using the difference of squares pattern.
- Q7: I can set up and solve a real life problem using a quadratic model.
- Q8: I can solve a quadratic equation when it is in vertex form by finding square roots. I can simplify the radicals when necessary.

### Complex Numbers

- C1: I can solve a quadratic equation when it is in vertex form by finding square roots. I can simplify the radicals when necessary.
- C2: I can simplify complex numbers using addition, subtraction, multiplication and division.







# Measurement Unit Plan

**STANDARD #1:** Use the Pythagorean relationship to calculate the measure of the third side of a triangle, given the other two sides in 2-dimensional application."

Student-Friendly Learning Target Statements	
<p><b>Knowledge Targets</b></p> <p><i>"What I need to know!"</i></p>	<input type="checkbox"/> I can explain the definition of <b>squares</b> and <b>square roots</b> <input type="checkbox"/> I can identify the <b>hypotenuse</b> on a right triangle. <input type="checkbox"/> I can explain the <b>Pythagorean Theorem</b> .
<p><b>Reasoning Targets</b></p> <p><i>"What I can do with what I know."</i></p>	<input type="checkbox"/> I can identify a <b>right triangle</b> . <input type="checkbox"/> I can predict the approximate value of <b>imperfect squares</b> and <b>square roots</b> . <input type="checkbox"/> I can summarize when and how the Pythagorean Theorem could be applied in " <b>real life</b> " situations.
<p><b>Skill Targets</b></p> <p><i>"What I can demonstrate."</i></p>	<input type="checkbox"/> I can calculate <b>squares</b> and <b>square roots</b> . <input type="checkbox"/> I can use The Pythagorean Theorem to calculate the length of the hypotenuse of a right triangle when given the lengths of the other two sides. <input type="checkbox"/> I can use The Pythagorean Theorem to calculate the length of an unknown side of a right triangle when given the lengths of the hypotenuse and another side.
<p><b>Product Targets</b></p> <p><i>"What I can make to show my learning."</i></p>	<input type="checkbox"/> I can construct a three dimensional model that both proves the Pythagorean Theorem and demonstrates its "real-life" application.

**STANDARD #2:** Describe the patterns and generalize the relationships by determining the areas and perimeters of quadrilaterals and the areas and circumferences of circles.

**STANDARD #3:** Estimate and calculate the area of composite figures.

Student-Friendly Learning Target Statements	
<p><b>Knowledge Targets</b></p> <p><i>"What I need to know!"</i></p>	<input type="checkbox"/> I can explain the definition of a <b>quadrilateral</b> . <input type="checkbox"/> I can explain definition of <b>perimeter, area, and circumference</b> . <input type="checkbox"/> I can identify the <b>different formulas</b> used to calculate perimeter, area and circumference. <input type="checkbox"/> I can explain the definition of a <b>polygon</b> .
<p><b>Reasoning Targets</b></p> <p><i>"What I can do with what I know."</i></p>	<input type="checkbox"/> I can classify <b>polygons</b> based upon the number of sides. <input type="checkbox"/> I can compare and contrast <b>quadrilaterals, squares, and rectangles, and parallelograms</b> . <input type="checkbox"/> I can translate word problems into a mathematical formula to calculate the correct answer.
<p><b>Skill Targets</b></p> <p><i>"What I can demonstrate."</i></p>	<input type="checkbox"/> I can calculate the perimeter of any object, given the lengths of each side of the figure. <input type="checkbox"/> I can find the length of an unknown side of a figure when given the perimeter and the lengths of the remaining sides. <input type="checkbox"/> I can calculate the area of a <b>rectangle, square, parallelogram, triangle, and a circle</b> . <input type="checkbox"/> I can calculate the area of <b>composite figures</b> .
<p><b>Product Targets</b></p> <p><i>"What I can make to show my learning."</i></p>	<input type="checkbox"/> I can design and draw a floor plan for a small vacation home, AND <ul style="list-style-type: none"> <li>• Determine the type of flooring you can afford given the size of the main floor.</li> <li>• Determine the amount of fencing you need in order to enclose your yard.</li> <li>• Draw a diagram of the front of your house and determine the total amount of siding needed to cover it.</li> </ul>

# MEASUREMENT UNIT TEST REVIEW

**What are my Strengths? What are my areas in need of Improvement?**

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

(1) Please look at your corrected test and mark whether each problem is right or wrong. (2) Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the "simple mistake" column. (3) For all remaining problems you got wrong, mark the "more study" column.

Problem	Learning Target	Right?	Wrong?	Simple Mistake?	More Study?
1	<b>Definition:</b> Pythagoras				
2	<b>Definition:</b> Polygon				
3	<b>Definition:</b> Square Root				
4	<b>Definition:</b> Right Triangle				
5	<b>Definition:</b> Circumference				
6	<b>Definition:</b> Area				
7	<b>Definition:</b> Parallelogram				
8	<b>Definition:</b> Quadrilateral				
9	<b>Definition:</b> Perimeter				
10	<b>Definition:</b> Hypotenuse				
11	<b>Formulas:</b> Area of a Circle				
12	<b>Formulas:</b> Area of a Triangle				
13	<b>Formulas:</b> Circumference of a Circle				
14	<b>Formulas:</b> Area of a Parallelogram				
15	<b>Formulas:</b> Area of a Rectangle				
16	<b>Formulas:</b> Pythagorean Theorem				
17	<b>Imperfect Squares:</b> Estimating the answer to an imperfect square.				
18	<b>Imperfect Squares:</b> Estimating the answer to an imperfect square.				

19	<b>Imperfect Squares:</b> Estimating the answer to an imperfect square.				
20	<b>Imperfect Squares:</b> Estimating the answer to an imperfect square.				
21	<b>Perimeter:</b> The Perimeter of a Triangle.				
22	<b>Perimeter:</b> The Perimeter of a Rectangle.				
23	<b>Perimeter:</b> The Perimeter of a Circle.				
24	<b>Area:</b> The Area of a Square.				
25	<b>Area:</b> The Area of a Rectangle				
26	<b>Area:</b> The Area of a Parallelogram				
27.	<b>Area:</b> The Area of a Triangle				
28.	<b>Area:</b> The Area of a Circle				
29.	<b>Pythagorean Theorem:</b> Calculate the length of the hypotenuse when given the other sides.				
30.	<b>Polygon:</b> Calculate the perimeter and area of a polygon.				
31.	<b>Polygon:</b> Calculate the net area when one figure is enclosed in another.				

*(Adapted from "You Be George" Activity, CASL Training (March 2005), Assessment Training Institute)*



## MATH 8 - MEASUREMENT

### WHAT ARE MY STRENGTHS? WHAT ARE MY AREAS FOR IMPROVEMENT?

Name: \_\_\_\_\_ Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

(1) Please look at your corrected test and mark whether each problem is right or wrong. (2) Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the “simple mistake” column. (3) For all remaining problems you got wrong, mark the “more study” column.

Problem	Learning Target	Right?	Wrong?	Simple Mistake?	More Study?
1	<b>Perimeter:</b> I can calculate the perimeter of a triangle.				
2	<b>Perimeter:</b> I can calculate the perimeter of a quadrilateral (rectangle).				
3	<b>Perimeter:</b> I can calculate the perimeter of a circle.				
4	<b>Area:</b> I can calculate the area of a quadrilateral (square).				
5	<b>Area:</b> I can calculate the area of a quadrilateral (rectangle)				
6	<b>Area:</b> I can calculate the area of a quadrilateral (parallelogram)				
7	<b>Area:</b> I can calculate the area of a triangle.				
8	<b>Area:</b> I can calculate the area of a circle.				
9	<b>Pythagorean Theory:</b> I can use the Pythagorean theory to calculate the 3 <sup>rd</sup> side of a right triangle.				
10	<b>Perimeter &amp; Area:</b> I can find the perimeter and area of a composite figure.				
11	<b>Area:</b> I can use Pythagoras and other area formulas to calculate the area of a composite figure.				

*(Adapted from “You Be George” Activity, CASL Training (March 2005), Assessment Training Institute)*

# MEASUREMENT UNIT LEARNING PLAN

## Learning Targets I am GOOD at...

Learning Targets I got right:

Learning Targets I got wrong because of simple mistake:

What I can do to keep this from happening again:

## Learning Targets I need to KEEP LEARNING...

Learning Targets I got wrong and I'm not sure what to do to correct them:

What I can do to get better at them:

*(Adapted from "You Be George" Activity, CASL Training (March 2005), Assessment Training Institute)*

**HISTORY 12**

NAME: \_\_\_\_\_

**PARIS PEACE CONFERENCE UNIT PLAN** (VER. 2 – SEPT 2007)

**Student-Friendly Learning Target Statements**

<p align="center"><b>Knowledge Targets</b></p> <p align="center"><i>“What I need to know!”</i></p>	<p><input type="checkbox"/> I know the definition of these terms and how they were factors affecting the Treaty of Versailles:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">imperialism</td> <td style="width: 33%;">neo-imperialism</td> <td style="width: 33%;">capitalism</td> </tr> <tr> <td>nationalism</td> <td>militarism</td> <td>self-determination</td> </tr> <tr> <td>communism</td> <td></td> <td></td> </tr> </table> <p><input type="checkbox"/> I can identify the countries on a pre-1919 map of Europe <b>and</b> a post-1919 map of Europe</p> <p><input type="checkbox"/> I can identify major differences between the pre-1919 and post 1919 maps of Europe.</p> <ul style="list-style-type: none"> <li>• land lost by Germany, Austria-Hungary &amp; the Ottoman Empire</li> <li>• newly formed countries of Europe</li> </ul> <p><input type="checkbox"/> I can explain the importance of these people at the Paris Peace Conference:</p> <ul style="list-style-type: none"> <li>• Wilson, Clemenceau, Lloyd-George, Vittorio Orlando</li> </ul> <p><input type="checkbox"/> I can explain how the following terms applied to Germany in 1919:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">‘stab in the back’ theory</td> <td style="width: 33%;">Sudetenland</td> <td style="width: 33%;">self-determination</td> </tr> <tr> <td>reparations</td> <td>‘Blank Cheque’</td> <td>Article 231 (War Guilt)</td> </tr> <tr> <td>Schlieffen Plan</td> <td>14 Points</td> <td>Saar</td> </tr> <tr> <td>Polish Corridor</td> <td>Anschluss</td> <td>Rhineland</td> </tr> <tr> <td>‘diktat’</td> <td></td> <td></td> </tr> </table> <p><input type="checkbox"/> I can explain how the following terms applied to Italy in 1919:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">‘stab in the back’ theory</td> <td style="width: 33%;">Dalmatian Coast</td> <td style="width: 33%;">Italia Irredenta</td> </tr> <tr> <td>14 Points</td> <td>South Tyrol</td> <td></td> </tr> </table> <p><input type="checkbox"/> I can list and describe <b>Wilson’s 14 Points</b>.</p> <p><input type="checkbox"/> I can list the main <u>conditions</u> of the Treaty of Versailles:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> territorial losses</li> <li><input type="checkbox"/> military conditions</li> <li><input type="checkbox"/> reparations</li> </ul> <p><input type="checkbox"/> I can list which conditions of the Treaty of Versailles Germany considered to be unfair.</p>	imperialism	neo-imperialism	capitalism	nationalism	militarism	self-determination	communism			‘stab in the back’ theory	Sudetenland	self-determination	reparations	‘Blank Cheque’	Article 231 (War Guilt)	Schlieffen Plan	14 Points	Saar	Polish Corridor	Anschluss	Rhineland	‘diktat’			‘stab in the back’ theory	Dalmatian Coast	Italia Irredenta	14 Points	South Tyrol	
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<p><b>Reasoning Targets</b></p> <p><i>“What I can do with what I know.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can evaluate to what extent Wilson’s 14 Points are reflected in the Treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate to what extent France (and its leader Clemenceau) were satisfied with the Treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate the extent to which Lloyd George and the British Government were satisfied with the treaty of Versailles.</li> <li><input type="checkbox"/> I can evaluate the role that nationalism and imperialism played in the formation of the Treaty of Versailles.</li> <li><input type="checkbox"/> I can determine and or argue where self-determination <b>was</b> and <b>was not</b> applied to people after 1919.</li> <li><input type="checkbox"/> I can explain how the Treaty of Versailles may have led to increased nationalism in a number of different groups/nations.</li> <li><input type="checkbox"/> I can explain how the Mandate system under the League of Nations angered the Arab people of the Middle East.</li> </ul>
<p><b>Skill Targets</b></p> <p><i>“What I can demonstrate.”</i></p>	<p>Depending on whom I represent at the Paris Peace Conference:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can apply the interests of either Britain, France, or the USA in a PPC group negotiation</li> <li><input type="checkbox"/> or</li> <li><input type="checkbox"/> I can argue for self-determination on behalf of a smaller delegation in a PPC group negotiation</li> <li><input type="checkbox"/> I can prepare a 2 minute speech to give to the delegates at the Paris Peace Conference (minorities only)</li> <li><input type="checkbox"/> I can prepare a 1-2 minute speech outlining how either Britain, France or the USA approach one of these key issues:             <ul style="list-style-type: none"> <li>• war costs and reparations</li> <li>• map of Europe and colonies</li> <li>• future military strength considerations</li> <li>• war guilt and prevention</li> </ul> </li> </ul>
<p><b>Product Targets</b></p> <p><i>“What I can make to show my learning.”</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can write a 1-2 page reflection on the PPC, incorporating the following topics:             <ul style="list-style-type: none"> <li>• my overall impression of the experience</li> <li>• elements I found frustrating and/or successful</li> <li>• How it affected my understanding of the difficulties associated with war guilt, colonies, self-determination and the prevention of future wars.</li> </ul> </li> </ul>

**I AM GOOD AT...**

**Learning Targets I got right:**

**I AM PRETTY GOOD AT THESE, BUT NEED TO DO A LITTLE REVIEW**

**Learning Targets I got wrong because of simple mistake:**

**What I can do to keep this from happening again:**

**I NEED TO KEEP LEARNING THESE**

**Learning Targets I got wrong and I'm not sure what to do to correct them:**

**What I can do to get better at them:**

## Trigonometry Chapter Targets

**Trigonometry:** the study of triangles and measurement.

<b>Knowledge Targets</b>	
	I can identify the opposite, adjacent and hypotenuse sides in a right triangle
	I can state the three primary trigonometric ratios
	I can identify the angle of elevation
	I can identify the angle of depression
	I know Pythagoras' theorem
	I can locate the smallest or largest angle given the measures of the sides
	I can locate the smallest or largest side given the measure of the angles
<b>Reasoning Targets</b>	
	I can decide which trig ratio to use to solve for a given side or angle
	I can understand when it is appropriate to use the Sine Law
	I can understand when it is appropriate to use the Cosine Law
<b>Skill Targets</b>	
	I can label a triangle with appropriate letters for angles and sides
	I can determine a given side in a right triangle using trigonometry
	I can determine a given angle in a right triangle using trigonometry
	I can use the Sine Law to solve a triangle
	I can use the Cosine Law to solve a triangle
	I can solve problems when more than 1 triangle is needed
<b>Product Targets</b>	
	I can draw a picture using triangles given a word problem

**Assessment:**

1. Identifying Opposite Adjacent and Hypotenuse Sides (F)
2. Recognizing Primary Trig Ratios (F)
3. Finding Sides and Angles of right Triangle (F)
4. Quiz (S)
5. Recognizing Angles of Elevation and Depression (F)
6. Homework Check of Trig involving more than one triangle (F)
7. Sine Law (F)
8. Cosine Law (F)
9. Test (S)

F- formative (for FEEDBACK)

S- summative (for GRADES)

1- Need extra help

2- Getting it but need to practice

3- Got it!

## Feedback Form (3 – 2 – 1)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

### **AREAS OF STRENGTH:**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

### **AREAS IN NEED OF IMPROVEMENT (and 'HOW'):**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **ONE STRETCH (Something I want you to try)**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Writing Feedback Form (EXAMPLE)

Name: Susan

Date: September 28, 2012

Assignment: Persuasive Essay - First Draft

### **3 ASPECTS THAT ARE STRONG:**

- 1) *The organization of your essay is logical making it easy to the reader to follow your argument.*
- 2) *Your opening paragraph, including your thesis statement, clearly identifies the topic of your essay and is also effective at previewing the main points to be discussed.*
- 3) *The supporting details you've included in each of your body paragraphs are relevant and solidify the argument your trying to make by provide real-life examples.*

### **2 AREAS IN NEED OF IMPROVEMENT:**

1. *The transitions between your paragraphs are thoughtful, however they lack variety. Try to be a little more creative with how you transition the reader from one idea to the next.*
2. *Your concluding paragraph is a little too specific to your topic. Remember, the goal with the conclusion is to broaden the reader's focus to a more generalized perspective and how your argument fits in to the big picture.*

### **1 STRETCH (Something I'd like you to try)**

1. *At the end of your concluding paragraph, try leaving the reader with a compelling question that leads them to explore your topic even further.*



**Peer-/Self-Assessment Feedback Form (3 – 2 – 1)**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assignment: \_\_\_\_\_

SELF or PEER-ASSESSMENT
<b>3 AREAS OF STRENGTH:</b>
1. _____ _____
2. _____ _____
3. _____ _____
<b>2 AREAS NEEDING IMPROVEMENT</b>
1. _____ _____
2. _____ _____

**My Teacher's Advice:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**My Next Steps:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_