Unit 4A	Course Name:	Considerations or scaffolds for Support	Considerations, additional learning for Honors
Day 1	 Standards: A.PAR.6.1 Interpret quadratic expressions and parts of a quadratic expression that represent a quantity in terms of its context. LT: I can classify a polynomial expression. I can perform operations on polynomial expressions. I can write a polynomial in standard form. SC: I can interpret parts of an expression, such as terms, factors, leading coefficient, coefficients, constant and degree in context. I can name a polynomial by number of terms. I can add and subtract like terms. I can write the answer in standard form. Lesson/Activity: Review Vocabulary including terms, factors, leading coefficient, and degrees. Review the rules for adding and subtracting polynomials. 	Resources: Desmos, GADOE Inspire Activities, Open Middle Resources, 3 Act Tasks.	Resources: Desmos, GADOE Inspire Activities, Open Middle Resources, 3 Act Tasks.
Day 2-3	Standards: A.PAR.6.2 Fluently choose and produce an equivalent form of a quadratic expression to reveal and		

High School Weekly Lesson Plan Template–Unit #4A

	explain properties of the quantity represented by the expression. LT: • I can multiply polynomial expressions and write the	
	 final answer in standard form. SC: I can identify like terms. I can multiply constants and add like term variable exponents I can multiply a monomial x binomial I can multiply a binomial x binomial Lesson/Activity: Multiplying polynomials 	
Day 4	 Standards: A.PAR.6.3 Create and solve quadratic equations in one variable and explain the solution in the framework of applicable phenomena. LT: I can use quadratic expressions to model real-life phenomena. SC: I can write a quadratic expression to model a real-life problem. 	
	 I can perform the operation of addition, subtraction, or multiplication to solve the problem. Lesson/Activity: Perimeter and Area model problems. Given patterns identify the correct quadratic expression. 	

Standards: A.PAR.6.2 Fluently choose and produce an equivalent form of a quadratic expression to reveal and explain properties of the quantity represented by the expression.		
 LT: I will identify and factor the greatest common factor of a polynomial expressions. SC: I can identify the greatest numerical factor of a polynomial. I can identify the greatest common exponent of a variable as a GCF in a polynomial. Lesson/Activity: Factor polynomials using GCF. 		
Standards: A.PAR.6.2 Fluently choose and produce an equivalent form of a quadratic expression to reveal and explain properties of the quantity represented by the expression.		
 LT: I can factor a quadratic expression and rewrite it in factored/intercept form. SC: I can use the area model to factor a quadratic expression. 		
	 equivalent form of a quadratic expression to reveal and explain properties of the quantity represented by the expression. LT: I will identify and factor the greatest common factor of a polynomial expressions. SC: I can identify the greatest numerical factor of a polynomial. I can identify the greatest common exponent of a variable as a GCF in a polynomial. Easson/Activity: Factor polynomials using GCF. Standards: A.PAR.6.2 Fluently choose and produce an equivalent form of a quadratic expression to reveal and explain properties of the quantity represented by the expression. LT: I can factor a quadratic expression and rewrite it in factored/intercept form. SC: I can use the area model to factor a quadratic expression. 	equivalent form of a quadratic expression to reveal and explain properties of the quantity represented by the expression. LT: • I will identify and factor the greatest common factor of a polynomial expressions. SC: • I can identify the greatest numerical factor of a polynomial. • I can identify the greatest common exponent of a variable as a GCF in a polynomial. • Lesson/Activity: Factor polynomials using GCF. Standards: A.PAR.6.2 Fluently choose and produce an equivalent form of a quadratic expression to reveal and explain properties of the quantity represented by the expression. LT: • I can factor a quadratic expression and rewrite it in factored/intercept form. SC: • I can use the area model to factor a quadratic expression. LEsson/Activity: Factoring trinomials using the area model.

Day 8-10	Standards: A.PAR.6.2 Fluently choose and produce an equivalent form of a quadratic expression to reveal and explain properties of the quantity represented by the expression.	
	 LT: I can factor a quadratic expression and rewrite it in factored/intercept form. SC: I can factor a GCF from all terms of a polynomial expression. I can factor a quadratic expression and rewrite it in factored/intercept form. Lesson/Activity: Factor GCF from all terms before factoring a quadratic expression and rewrite it in factored/intercept form. Use area model. 	
Day 11	Standards: A.PAR.6.2 Fluently choose and produce an equivalent form of a quadratic expression to reveal and explain properties of the quantity represented by the expression. LT: I can factor a quadratic expression and rewrite it in factored/intercept form. 	

	 I can choose the correct/most appropriate method to factor a quadratic expression given the form and number of terms. Lesson/Activity: Factoring all types of quadratic binomials and trinomials. 	
Day 12	QUIZ: Factoring	
Day 13-14	 Standards: A.PAR.6.3 Create and solve quadratic equations in one variable and explain the solution in the framework of applicable phenomena. LT: I can solve a quadratic equation by factoring SC: I can choose the correct/most appropriate method to factor a quadratic equation. I can solve the quadratic equation to find the solutions. Lesson/Activity: Factoring quadratics to solve equations. 	
Day 15-16	Standards:A.PAR.6.3 Create and solve quadratic equations in one variable and explain the solution in the framework of applicable phenomena. LT: • I can solve a quadratic equation by taking square	

	 roots. SC: I understand when to solve an equation by taking square roots. I can identify perfect squares and their square roots. I understand to use the +/- sign to the constant on the right after taking the root of both sides. Lesson/Activity: Students will solve quadratic equations by taking square roots. 	
Day 17-18	 Standards: A.PAR.6.3 Create and solve quadratic equations in one variable and explain the solution in the framework of applicable phenomena. LT: I can solve a quadratic equation using the quadratic formula. SC: I can identify a, b, and c, and substitute values into the quadratic formula. I can substitute values for a, b, and c to find the discriminant. I can simplify/use the discriminant to identify the number of solutions for a quadratic equation. I recognize the solutions to the quadratic formula are the zeros/x-intercepts when graphing the quadratic equation. 	
Day 19	Standards: Standards: A.PAR.6.3 Create and solve	

	 quadratic equations in one variable and explain the solution in the framework of applicable phenomena. LT: I can solve a quadratic equation by completing the square. SC: I understand how to create a perfect square trinomial by taking b/2 and squaring it. I understand how to rewrite a perfect square trinomial as (x - p)² = q I can solve a quadratic equation and find the solution by taking square roots. Lesson/Activity: Students will solve quadratic equations by completing the square. 	
Day 20	 Standards: A.PAR.6.3 Create and solve quadratic equations in one variable and explain the solution in the framework of applicable phenomena. LT: I can identify the best method to apply when solving a quadratic equation given its form. SC: I can solve a quadratic equation using factoring. I can solve a quadratic equation by taking square roots. I can solve a quadratic equation by completing the square. I can solve a quadratic equation using the quadratic formula. 	

	method to solve a quadratic equation given its form.	
Day 21	Standards: A.PAR.6.3 Create and solve quadratic equations in one variable and explain the solution in the framework of applicable phenomena. Lesson/Activity: Review for Test	
Day 22	TEST	