

Name: Langteau		Grading Quarter: 2	Week 16
School Year: 2024-2025		Subject: Algebra	
Monday	Notes:	<p>Objective: Students will be able to identify and analyze types of slope (positive, negative, zero, undefined) and calculate slope from various representations, including graphs and coordinate points.</p> <p>Lesson Overview:</p> <p>Students will review the concept of slope using real-world examples and practice calculating slope in different forms. They will complete and review their quiz on slope and linear equations, reinforcing their ability to interpret and model real-world situations.</p>	<p>Academic Standards:</p> <p>A-CED.A.2 – Create equations in two variables to represent relationships between quantities and graph these equations on coordinate axes.</p>
	Notes:	<p>Objective: Students will be able to use their knowledge of slope and linear equations to design a parade route on a coordinate plane and write equations to represent their routes.</p> <p>Lesson Overview:</p> <p>Students will begin the Macy's Parade Math Project, where they design a grid-based parade route using at least 3-5 linear equations with various slope types. They will connect mathematical modeling with creativity by integrating unique float designs. The focus is on analyzing, interpreting, and creating models of linear equations.</p>	<p>Academic Standards:</p> <p>F-IF.C.7 – Graph linear functions and show key features such as slope and intercepts.</p>
	Notes:	<p>Objective: Students will be able to refine and justify their use of slope and intercepts in their linear equations while developing their creative parade designs.</p> <p>Lesson Overview:</p> <p>Students will refine their equations, ensuring their graphs meet the project requirements for diverse slope types. They will also incorporate creative float elements into their design, demonstrating the ability to connect algebraic reasoning with artistic expression.</p>	<p>Academic Standards:</p> <p>F-LE.A.1 – Distinguish between linear models by interpreting slope and intercepts in terms of the situation.</p>
Tuesday			
Wednesday			

Thursday	Notes:	<p>Objective:</p> <p>Students will be able to evaluate and revise their mathematical models and presentations to ensure accuracy and clarity in representing linear equations and parade designs.</p> <p>Lesson Overview:</p> <p>Students will finalize their projects, ensuring their equations are accurate and their floats align with the requirements. They will practice presenting their work, focusing on the mathematical reasoning behind their designs and preparing to showcase their creativity to peers and younger students.</p>	<p>Academic Standards:</p> <p>MP4 – Model with mathematics by applying their knowledge of slope and linear equations to design a visual representation of a real-world problem.</p>
Friday	Notes:	<p>Objective:</p> <p>Students will be able to present their mathematical and creative work, explaining the role of linear equations and slope in their parade designs.</p> <p>Lesson Overview:</p> <p>Students will present their completed projects to the class and 5th-grade guests, showcasing their ability to create, analyze, and model linear equations through their parade route designs. Younger students will vote on the most creative and mathematically accurate floats, reinforcing the connection between math and real-world applications.</p>	<p>Academic Standards:</p> <p>A-REI.D.10 – Represent the solutions of a linear equation as a graph, and explain how the slope and intercepts relate to the equation.</p>