

Subject: Algebra I

Unit: Chapter 9 Polynomials

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom's Taxonomy next to each Power Indicator.

Add polynomials (EQ#1)

Subtract polynomials (EQ#1)

Multiply polynomials (EQ#1)

Solve polynomial equations in factored form (EQ#1)

Factor trinomials (EQ#2)

Factor GCF (EQ#2)

Factor trinomials with a leading coefficient other than one (EQ#2)

Factor using the difference of two square (EQ#2)

Factor by grouping (EQ#2)

Model situations involving polynomials (EQ#3)

What are the Big Ideas that go with this unit?

1) Use multiple methods to find solutions of polynomials.

2) Identify characteristics of quadratics to compare equations and graphs such as negative and fractions.

3) Factoring polynomials and quadratics is done in several methods, and can help provide a solution.

What are the Essential Questions that go with this unit?

1) What steps do you follow to simplify and solve polynomials?

2) What characteristics of quadratics do you use to compare equations and graphs?

3.) How do you solve quadratics using factoring?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

Post learning targets

Check list

Daily discussions

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

I can checklist of learning targets
Write and discuss daily learning target
Examples of strong and weak work
Learning chains to monitor targets – (pg 210)
Analyze my results –(pg 213)
Homework tallies
Entrance/Exit slips
White boards

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

I can checklist of learning targets
Learning chains
White boards/clickers

What summative assessments will we use? (Graded, evaluative assessments)

Chapter 9 test
Chapter 9.1-9.3 quiz
Chapter 9.4 quiz
Chapter 9.5-9.8 quiz

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

Class notes
Examples of problems
Worksheets