**OUACHITA PARISH LESSON PLANS 11 TH GRADE SUBJECT: Pre-Calculus**

**TITLE: Lesson 14 \_\_\_\_\_\_\_\_\_**

**DATE: \_\_\_ Periods Taught: 3rd**

**STANDARD OR STRAND/BENCHMARK:**

**G-SRT.8:** Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

**N-CN.4:** Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

**ASSIGNMENTS:**

Homework: Problem Set #14 (1-30)

See list at the front of the Lesson Plan Binder for the accommodations for special students.

**Time**

22. Increase time to complete assignment/test

23. Limit amt. of work /test length

24. Allow breaks during work/tests

25. Provide cues for transition in activities

**Test/Quizzes**

26. Prior notice of tests

27. Limited multiple choice

28. Extra time – tests

29. Pace long term projects

30. Preview test procedures

31. Student writes on tests

32. Objective tests

33. Extra time – projects

34. Rephrase test questions/directions

35. Test study guide

36. Shortened tasks

37. Extra credit options

38. Extra response time

39. Simplify test wording

40. Hands-on-projects

41. Extra time-written work

42. Modified tests

43. Retest/test read aloud

**ACCOMMODATIONS FOR SPECIAL STUDENTS:**

**Environment**

1. Assign preferential Seating
2. Provide daily assignment list
3. Provide individualized instruction/test
4. Provide small group instruction/test
5. Assign peer tutors/work buddies/ note takers
6. Provide desktop list of tasks
7. Provide homework lists
8. Modify student’s schedule

**Instruction**

1. Modify assignments as needed
2. Utilize oral responses to assignments/tests
3. Read class materials orally
4. Provide study outlines/guides
5. Provide students to obtain and demonstrate

 knowledge through use of calculators, tape

 recorders, word processors, other

**Materials**

14. Shorten assignments

15. Use text/worksheets at modified reading level

16. Alter format of material on page

17. Modify/repeat/model directions

18. Utilize large print/Braille/recorded books

19. Color code materials

20. Transferred answers

21. Assistive technology (sound field)

**SPECIAL STRATEGIES:**

**LEARNING OBJECTIVE(S):**

TLW use sine, cosine, and tangent.

TLW distinguish between angles of elevation and depression.

TLW use rectangular and polar coordinates and coordinate conversions.

**MATERIALS:**

Advanced Math Textbook

SMART Board Presentation

Graphing Calculator

**ACTIVITIES:**

1. TLW complete the factoring problem of the day and the math knowledge problem of the day on the Opening Activities page.
2. TTW define new terminology: sine, cosine, and tangent.
3. TTW demonstrate how to use knowledge of sine, cosine, and tangent in two examples.
4. TTW define new terminology: angles of elevation and angles of depression.
5. TTW demonstrate how to use knowledge angles of elevation and angles of depression in two examples.
6. TTW define new terminology: rectangular coordinates, carat, unit vectors, vector notation, polar coordinates, and directed distance.
7. TTW demonstrate how to use knowledge angles rectangular coordinates, carat, unit vectors, vector notation, polar coordinates, and directed distance in two examples.
8. TLW begin Problem Set #14 and the teacher will answer any remaining questions.
9. If time permits, TLW complete a Math Sprint.

 **TECHNOLOGY**: SMART Board, GC

**ASSESSMENT FORMAT**

**-Informal:** questions posed to class

**-Formal:**

**-Alternative:**

**-Higher Order Thinking Questions/ Objectives:**