

Name: Mrs. Woods		Grading Quarter: 2	Week Beginning: 10/14/24
School Year: 24-25		Subject: Precalculus	
Monday	Notes:	No school	
Tuesday	Notes:	<p>Objective: Students will be able to write an explicit formula for an arithmetic sequence.</p> <p>Lesson Overview: Notes: arithmetic sequences are discrete linear functions. Notation (a_n and n as variables), recursive vs explicit, solving for both n and a_n Partner whiteboard practice</p>	<p>Academic Standards: RFR.ISS.1 Model real-world situations involving sequences or series using recursive and/or explicit definitions. RFR.ISS.2 Use covariational reasoning to describe sequences and series.</p>
Wednesday	Notes:	<p>Objective: Students will be able to write an explicit formula for a geometric sequence.</p> <p>Lesson Overview: Notes: geometric sequences are discrete exponential functions. Notation (a_n and n as variables), recursive vs explicit, solving for both n and a_n Partner whiteboard practice</p>	<p>Academic Standards: RFR.ISS.1 Model real-world situations involving sequences or series using recursive and/or explicit definitions. RFR.ISS.2 Use covariational reasoning to describe sequences and series.</p>
Thursday	Notes:	<p>Objective: Students will be able to write an explicit formula for arithmetic and geometric sequences.</p> <p>Lesson Overview: "Problems around the room" activity Use "quizizz" activity to identify struggling students and reteach as necessary</p>	<p>Academic Standards: RFR.ISS.1 Model real-world situations involving sequences or series using recursive and/or explicit definitions. RFR.ISS.2 Use covariational reasoning to describe sequences and series.</p>
Friday	Notes:	<p>Objective: Students will be able to write an explicit formula for a geometric sequence.</p> <p>Lesson Overview: Open note quiz on both arithmetic and geometric sequences</p>	<p>Academic Standards: RFR.ISS.1 Model real-world situations involving sequences or series using recursive and/or explicit definitions. RFR.ISS.2 Use covariational reasoning to describe sequences and series.</p>

