

**TCA Daily Lesson Planner**

<b>Lesson #</b> 12	<b>Course Code</b>	MCV4U	<b>Date</b>	17/9/ 20	<b>Teacher</b>	C.BAHAR
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**Period A**

<b>Warm up</b>	20	Quiz, Q&A, Student Report, Student Marking, Debriefing, Check home work etc.	
<b>Record Attendance</b>		Notes: attendance and concerns regarding specific student	
<b>Lesson Intro.</b>	10	Specific expectation (s)	B2.1
		Learning goals	<p>By the end of this period, students will be able to:</p> <ul style="list-style-type: none"> <li>- Understand Higher order derivatives</li> <li>- Select a strategy to determine the second derivative of a rational function</li> <li>- Relate higher order derivatives with motion on a straight line as velocity and acceleration</li> <li>- Reason and Analyze about the motion of an object along a straight line</li> <li>- Analyze real world problems</li> </ul>
		Success Criteria	<p>By the end of this period students should:</p> <ul style="list-style-type: none"> <li>- Know or understand the concepts of Higher order derivatives</li> <li>- Use critical thinking to create, solve and analyze strategies to find the Second derivative of a rational function</li> <li>- Communicate with appropriate notations for reasoning about the motion on a straight line</li> <li>- Apply connections between everything that was learned and problem arising in the real world problem</li> <li>- The students should be able to successfully answer and explain any questions from section taught in the class (AAL/Conversation)</li> <li>- The students should be able to successfully solve and represent any assigned questions from the lesson taught (AAL/Observation)</li> </ul>
<b>Lesson</b>	40	Learning Activities	Problem Solving Discussion Feedback
		Resources	Textbook: Calculus and Vectors (Nelson)
		Assessment and Evaluation	Assigned Textbook questions: Pg#127 3,5-12
<b>Application</b>	20		

**Period B**

<b>Warm up</b>	
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<b>Lesson Intro.</b>	15	Specific expectation	B2.1, B2.2
		Learning goals	By the end of this lesson, students will be able to: <ul style="list-style-type: none"> <li>- Understand and apply the algorithm for finding the extreme values</li> <li>- Select a strategy to determine absolute extrema</li> </ul>
		Success Criteria	By the end of this period students should: <ul style="list-style-type: none"> <li>- Know or understand the concepts of extreme values</li> <li>- Use critical thinking to create, solve and analyze strategies to find the absolute extremas</li> <li>- Communicate with appropriate notations to apply the algorithms of finding the extreme values</li> <li>- Apply connections between everything that was learned and problem arising in the real world problem</li> <li>- The students should be able to successfully answer and explain any questions from section taught in the class (AAL/Conversation)</li> <li>- The students should be able to successfully solve and represent any assigned questions from the lesson taught (AAL/Observation)</li> </ul>
<b>Lesson</b>	55	Learning Activities	Problem Solving Discussion Feedback
		Resources	Textbook: Calculus and Vectors (Nelson)
		Assessment and Evaluation	Assigned Text book questions: Pg#139 5,6,9,11
<b>Application</b>	20	Student Teacher Discussion about the lesson	

TEACHING STRATEGIES		TEACHING STRATEGIES	
Direct Instruction (teacher led)	x	Class activity (teacher facilitated)	x
Direct instruction (discussion possible)	x	Experiential learning (by doing)	
Class discussion (teacher facilitated)	x	Worksheets / Surveys	
Small group discussion		Individual or group research	
Partner discussion / conferencing		Teacher Modeling	
Conferencing: teacher and student	x	Use of Computers / Internet	

Teacher reading to class		Use of Video or Audio	
Silent individual reading		Role Playing	
Group based reading		Class Presentations	
Independent work (Teacher facilitated)	x	Guest Speaker / Interviews / Questions	
Group Work (Teacher facilitated)	x	Field Trip	
OTHER:		OTHER:	