CARROLL HIGH SCHOOL
LESSON PLANS

Teacher: Mrs. M. Williams

Subject: Algebra	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
ACCRS:	[A-CED3] - Represent constraints by equations or inequalities, and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.	[A-REI12] Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	[A-REI12] Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	[A-CED3] - Represent constraints by equations or inequalities, and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. [A-REI12] Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	[A-REI12] Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. [A-CED3] - Represent constraints by equations or inequalities, and by systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.
Before:	Review any questions from the night before homework and warm up graphing systems of equations	Warm Up Finish their Notebook test (20 min) Students will watch a 5 min video introducing the lesson on linear inequalities	Spiral review two step inequalities	Review any questions from the night before homework. Warm up graphing systems of equations.	Review any questions from the night before homework and warm up solving two step equations.
During:	Unit 2 Notebook Test	The students will be given notes on graphing linear inequalities using Nearpod.	The students will be able to graph a line given the finish the notes from Nearpod.	The students will work with a partner on Desmos.com They will complete a polygraph activity.	More practice graphing systems of equations and linear inequalities.
After:	Unit 2 Notebook Test	Students will complete the guided note sheet in class.	Students will complete questions on Nearpod on their computer. Each student will be able to see their work and it will show up on the main board in front of the classroom.	Students will complete the classwork with their partner	Students will complete the classwork with their partner
Desired Outcome:	Students will be able to successfully complete the test using their notes and examples.	Students will be able to graph a line given the equation and shade the true side of the boundary line.	Students will be able to graph a line given the slope and the y intercept. They will be able to put an equation in slope intercept form and shade the side with the solution	• Students engage in independent practice. • Students apply knowledge to a new situation. • Students summarize a process or procedure	Students will be able to graph a line given the equation and shade the true side of the boundary line. They will also be able to graph two lines on a graph. They will be able to

					determine if they have one solution, no solution or infinitely many solutions
Formative/Summative	Unit 2 Notebook Test	Warm up and I will walk around and assess their note taking	Warm up/ examples in notes	Desmos Activity. I will walk around and access the math conversations.	• Students engage in independent practice. • Students apply knowledge to a new situation. • Students summarize a process or procedure
Homework:	None	none	Google Classroom homework on graphing a linear inequality	Graphing linear Inequalities	none
Higher Order Questions:	How do you know if an ordered pair is a solution to the graph?	When given a linear inequality how is different from a linear equation?	How do you know if an ordered pair is a solution to the inequality?	What question could you ask to distinguish between two graphs?	In solving a linear inequality, why is it necessary to shade part of the coordinate plane?