CARROLL HIGH SCHOOL
LESSON PLANS

Teacher: Mrs. M. Williams

Subject: Algebra	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
ACCRS:	[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-REI5] - Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. [A-REI6] Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	[A-REI5] Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. [A-REI6] -Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	[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-REI5] - Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. [A-REI6] - Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	[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-REI5] - Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. [A-REI6] -Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
Before:	Review graphing linear inequalities. Teacher will ask questions and students answered as a quick review.	Warm Up graphing a linear equation (spiral review)	Warm up; review homework notes. Students will go to the board to complete problems.	Review any questions from the night before homework.	Review any questions from the night before homework .
During:	More practice graphing systems of equations and linear inequalities.	The students will be given notes on graphing systems of linear inequalities	Students will be given time in class to complete graphing systems of linear inequalities	Students will complete study guide with a partner	Unit 3 graphing Test

After:	Students will complete the classwork with their partner	Students will complete the guided note sheet in class.	Students will work on classwork independently	Students will complete the classwork with their partner	Unit 3 graphing Test
Desired Outcome:	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	Students will be able to graph multiple lines given the inequality and shade the true side of the boundary line. Students should be able to state where the solutions of the graphs are located.	• Students engage in independent practice. ● Students apply knowledge to a new situation. ● Students summarize a process or procedure	• Students engage in independent practice. ● Students apply knowledge to a new situation. ● Students summarize a process or procedure	Students will be able to successfully write an equation of a line, graph a system of linear inequality, system of equations and linear inequality
Formative/Summative	• Students engage in independent practice. ● Students apply knowledge to a new situation. ● Students summarize a process or procedure	Warm up and I will walk around and assess their note taking	Warm up/ examples in notes	Homework / classwork	test
Homework:	Finish Classwork if not done in class	Finish notes on Google Classroom	Google Classroom homework on graphing a linear inequality	Unit 3 Study Guide	none
Higher Order Questions:	In solving a linear inequality, why is it necessary to shade part of the coordinate plane?	How do you name the solution to a system of linear inequalities?	When graphing a system of inequalities is it only on solution? Why/ why not?	When you graph an inequality what is considered the "true side"?	How do you determine if the boundary line is included or not included in an linear inequality?