

**CARROLL HIGH SCHOOL  
LESSON PLANS**

Teacher: Mrs. M. Williams

Subject: Algebra	Monday	Tuesday	Wednesday	Thursday	Friday
<b>ACCRS:</b>	<p>F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.</p> <p>F-IF.6: Calculate and interpret the average rate of change of a function (presented Symbolically or as a table) Over a specified interval. Estimate the rate of change from a graph</p> <p>A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p>F-IF.6: Calculate and interpret the average rate of change of a function (presented Symbolically or as a table) Over a specified interval. Estimate the rate of change from a graph</p> <p>CCRS: 13. [A-CED2] Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p>F-IF.6: Calculate and interpret the average rate of change of a function (presented Symbolically or as a table) Over a specified interval. Estimate the rate of change from a graph</p> <p>CCRS: 13. [A-CED2] Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	<p>[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.</p>	<p>[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.</p>
<b>Before:</b>	<p>Warm up Spiral review adding and subtracting integers and fractions</p>	<p>Spiral Review warm up solving one step equations</p>	<p>Warm up one step equations spiral review problems and writing an equation of a line</p>	<p>Review any questions from the night before homework and warm up writing equations.</p> <p>Students will watch a 5 min video introducing the lesson on systems of equations.</p>	<p>Review any questions from the night before homework and warm up solving two step equations.</p>
<b>During:</b>	<p>Students will work with a partner to complete a slope activity sheet.</p>	<p>Students will be given guided notes on writing equations of lines.</p>	<p>More practice writing equations of lines using slope intercept form when given two ordered pairs and a chart.</p>	<p>The students will be given notes on graphing systems of equations using Nearpod.</p>	<p>The students will be given notes on graphing systems of equations using Nearpod.,they will finish the notes.</p>
<b>After:</b>	<p>Students will complete the classwork with their partner</p>	<p>Students will complete the guided notes sheet in class.</p>	<p>Students will complete the classwork with their partner</p>	<p>Students will complete the guided notes sheet in class.</p>	<p>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.</p>

<b>Desired Outcome:</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>● Translate a real-world scenario into a graph.</li> <li>● Graph data points.</li> <li>● Calculate the slope of a line.</li> <li>● Define slope of a line as constant rate of change.</li> <li>● Students will be able to answer real world questions from a graph.</li> </ul>	Students will be able to write an equation of a line when given two points, graph or a table.	Students will be able to write an equation of a line when given two points, graph or a table.	Students will be able to graph a line given two equations. They will be able to determine where the solution to the system is located.	Students will 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.
<b>Formative/Summative</b>	<ul style="list-style-type: none"> <li>● Students engage in independent practice.</li> <li>● Students apply knowledge to a new situation.</li> <li>● Students summarize a process or procedure</li> </ul>	I will walk around and assess their note taking	<ul style="list-style-type: none"> <li>● Students engage in independent practice.</li> <li>● Students apply knowledge to a new situation.</li> <li>● Students summarize a process or procedure</li> </ul>	Warm up and I will walk around and assess their note taking	<ul style="list-style-type: none"> <li>● Students engage in independent practice.</li> <li>● Students apply knowledge to a new situation.</li> <li>● Students summarize a process or procedure</li> </ul>
<b>Homework:</b>	Finish classwork finding slopes of lines.	none	Google Classroom homework on writing equations.	Google Classroom homework on graphing systems of equations	Complete work graphing systems of equations
<b>Higher Order Questions:</b>	At this rate how much money will Brady have in his account after 15 months? Show your reasoning.	What is the simplest equation to write an equation of a line?	What two things are needed to make an equation complete?	How do you know if an ordered pair is a solution to the graph?	When can a system have more than one solution or more than one solution?