CARROLL HIGH SCHOOL
LESSON PLANS

Teacher: Mrs. M. Williams

Subject: Algebra	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	Columbus Day	CCRS: 4, Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	4.) Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	CCRS: 4) Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays	CCRS: 4) Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays
Before:	Columbus Day	Classwork on real world problems. Students will work together with their group on the classwork	Warm up on graphing inequalities	Warm up on one-step inequalities with one variable	Warm up quiz on one-step inequalities with one variable
During:	Columbus Day	Students will take notes on how to write and graph inequalities with one variable.	Students will take notes on how to solve one-step inequalities with one variable	Students will take notes on how to solve and graph multistep inequalities	Students will take notes on how to solve and graph multistep inequalities (Variables on both sides)
After:	Columbus Day	Students will graph inequalities with one variable.	Students will share their answers with in their groups to check for complete understanding.	Students will share their answers with in their groups to check for complete understanding.	Students will share their answers with in their groups to check for complete understanding.
Desired Outcome:	Columbus Day	Students will recall how to graph inequalities with one variable.	Students will apply the lessons of solving for equations to solving for inequalities.	Students will apply the lessons of solving for equations to solving for inequalities.	Students will apply the lessons of solving for equations to solving for inequalities.
Formative/Summative	Columbus Day	Classwork on real world equations	Warm up	Warm up	Warm up
Homework:	Columbus Day	Google Classroom	Classwork sheet	Classwork sheet	Google classroom

Higher Order Questions:	Columbus Day	Why doesn't the symmetric property apply to an inequality when you rewrite it as it does to an equation?	When solving an inequality why is it important to solve using the four step plan?	When solving an inequality why is it important to solve using the four step plan?	How do you determine when to switch your inequality sign?