CARROLL HIGH SCHOOL
LESSON PLANS

Teacher: Mrs. M. Williams

Subject: Algebra	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	Teacher Work day	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. [N-Q1 partial] 13 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. [A-CED2]exponential and quadratic)	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. [N-Q1 partial] 13 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. [A-CED2]exponential and quadratic)	22.) Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). 25.) Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	28.) [F-IF4] 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. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* [F-IF4] (Linear, exponential and quadratic) 30.)[F-IF6] 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.* (Linear, exponential and quadratic) 46. [S-ID7] Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
Before:	Teacher Work day	Spiral review operations with integers no calculator	Spiral review one step equations and graphing a line given the domain (make a table)	Warm up test review from homework.	Questions before the midunit test
During:	Teacher Work day	The students will be in groups finishing up their work on connecting a verbal description to table and graph. They will be introduced to a desmos and how to use it as a graphing calculator.	The students will be in groups finishing up their work on connecting tables, graphs and function notation.	Students will review using KAHOOT. They will be given examples on the board and they will be able to answer the question using their computers	Mid unit test

After:	Teacher Work day.	Students will share their answers with in their groups to check for complete understanding.	Students will complete the portfolio within their group and turn it in completed to teacher for a grade.	Students will complete the KAHOOT activity at their desk	Mid unit test
Desired Outcome:	Teacher Work day	Students use their knowledge of in dependent and dependent variables from the p revious lesson to describe relations hip between situations. Students wi ll explore patterns by analyzing a ta ble of values to create a general fun ction rule for a modeling situation. They will analyze a graph and ans wer questions about a modeling sit uation	Students will translate a real world scenario into a table, use a process column to determine a pattern, graph the data points, write a linear function using function notation, and determine an appropriate domain	Students will successfully complete the KAHOOT activity on Unit 2 Mid unit	Students will complete the midunit test successfully with a passing grade.
Formative/Summative	Teacher Work day	The spiral review warm up and the class work on connecting a verbal description to table and graph.	Warm up and portfolio	Warm up/ kahoot activity	Mid unit test
Homework:	Teacher Work day	Students will be given their portfolio (connecting tables, graphs and function notation)	Google drive test review	Complete study guide in google classroom (answers will be provided)	none
Higher Order Questions:	Teacher Work day	Explain why the two graphs intersect or doesn't intersect?	The set of meaningful replacements for *n* called the domain of the function. What is the appropriate domain for the function? Explain your reasoning.	How can you determine whether a graph represents a function?	How can you determine whether a table of values represents a function?