CARROLL HIGH SCHOOL
LESSON PLANS

Teacher: Mrs. M. Williams

Subject: Algebra	Monday	Tuesday	Wednesday	Thursday	Friday
ACCRS:	Mathematical Practice Standard 1: Make sense of problems and persevere in solving them.	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	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. 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 A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Mathematical Practice Standard 1: Make sense of problems and persevere in solving them. 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 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. 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 A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Mathematical Practice Standard 1: Make sense of problems and persevere in solving them. 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 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. 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 A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate
Before:	Unit 0 review Students will be placed in groups around the room and they will complete a study guide within their group	Students will come in with any questions from the night before.	Students will come in with any questions from the night before.	Students will come in with any questions from the night before	Exam
During:	Students will work on the study guide with their group and ask questions to each other	Unit 1 review Students will be placed in groups around the room and they will complete a study guide within their group	Unit 2 review Students will be placed in groups around the room and they will complete a study guide within their group	Practice Test – Mid term	Exam

After:	Students will work turn in their completed study guides to the teacher.	Students will work turn in their completed study guides to the teacher.	Students will work turn in their completed study guides to the teacher	Practice Test – Mid term	Exam
Desired Outcome:	Students will show a mastery of the Review Unit by using their notes.	Students will show a mastery of the Unit by using their notes.	Students will show a mastery of the Unit by using their notes	Students will show a mastery of the Review Units	Exam
Formative/Summative	I will walk around the classroom and listen to conversations being held within the groups. I will help or clear up any confusion	I will walk around the classroom and listen to conversations being held within the groups. I will help or clear up any confusion	I will walk around the classroom and listen to conversations being held within the groups. I will help or clear up any confusion	Practice Test	Exam
Homework:	Redo study guide sheets/ answers posted on google classroom	Redo study guide sheets/ answers posted on google classroom	Redo study guide sheets/ answers posted on google classroom	Study by redoing study guides should have all answers.	None
Higher Order Questions:	Why is it important to know your math facts?	How can we determine if a linear equation in one variable has one, infinite number, or no solutions?	Explain how to calculate the slope, or average rate of change, from the table, from the graph, and from tow coordinate points.	What is the difference between positive and negative slopes and what does those slopes mean in the context of a particular scenario?	How can equations be used for the real world situations?