

## High School Weekly Lesson Plan Template Algebra 1 Unit 2

<p><b>Unit 1</b> *for additional curriculum information, please visit the district's resource <a href="#">High School Pacing Guides</a> or <a href="#">Georgia's K-12 Standards</a></p>	<p style="text-align: center;"><b>Course Name: Algebra I</b> <b>Analyzing Linear Inequalities</b></p>
<p><b>Day 1</b></p>	<p>Standard(s): <b>8.PAR.3: Create and interpret expressions within relevant situations. Create, interpret, and solve linear equations and linear inequalities in one variable to model and explain real phenomena.</b></p> <p><b>LT:</b></p> <ul style="list-style-type: none"><li>– I will create and solve inequalities in one variable.</li><li>–I can graph and identify the solution on a number line.</li></ul> <p><b>SC:</b></p> <ul style="list-style-type: none"><li>–I understand how to isolate a variable.</li><li>–I can identify the inverse operations in the problem.</li><li>–I can check my answer to make sure I have the correct solution.</li><li>–I know to change the inequality symbol when multiplying or dividing by a negative.</li><li>–I know the difference between the inequality signs when graphing on them on a number line.</li><li>–I can properly read an inequality.</li></ul> <p><b>Lesson/Activity:</b> Students will solve inequalities with rational number coefficients and whose solutions require expanding expressions using the distributive property and collecting like terms. Students will graph their solutions on the number line.</p>
<p><b>Day 2</b></p>	<p><b>8.PAR.3: Create and interpret expressions within relevant situations. Create, interpret, and solve linear equations and linear inequalities in one variable to model and explain real phenomena.</b></p> <p><b>LT:</b></p> <ul style="list-style-type: none"><li>– I will create and solve inequalities in one variable.</li><li>–I can graph and identify the solution on a number line.</li></ul> <p><b>SC:</b></p> <ul style="list-style-type: none"><li>–I understand how to isolate a variable.</li><li>–I can identify the inverse operations in the problem.</li></ul>

	<p>–I can check my answer to make sure I have the correct solution.</p> <p>–I know to change the inequality symbol when multiplying or dividing by a negative.</p> <p>–I know the difference between the inequality signs when graphing on them on a number line.</p> <p>–I can properly read an inequality.</p> <p><b>Lesson/Activity:</b> Students will solve inequalities with rational number coefficients and whose solutions require expanding expressions using the distributive property and collecting like terms. Students will graph their solutions on the number line.</p>
<p><b>Day 3</b></p>	<p><b>Standard(s): A.PAR.4.1</b> Create and solve linear inequalities in two variables to represent relationships between quantities including mathematically applicable situations; graph inequalities on coordinate axes with labels and scales.</p> <p>–<b>A.PAR.4.2</b> Represent constraints of linear inequalities and interpret data points as possible or not possible.</p> <p>–<b>A.MM.1.1</b></p> <p>–<b>A.MM.1.4</b></p> <p><b>LT:</b></p> <p>–I can solve and graph the solution for a linear inequality in two variables.</p> <p>–I can determine solutions and nonsolutions given the graph of a two-variable inequality.</p> <p>–I can describe the graph that represents the solutions to a linear inequality in two variables.</p> <p><b>SC:</b></p> <p>–I can convert a linear inequality from standard form to slope intercept form.</p> <p>–I can graph a linear inequality in slope intercept form.</p> <p>–I can identify whether to draw a solid or dotted line to represent the linear inequality.</p> <p>–I can identify whether to shade above or below the boundary line of the given inequality.</p> <p>–I understand the solution set of a linear inequality.</p> <p><b>Lesson/Activity:</b> Students will graph linear inequalities given in slope intercept form. Students will convert inequalities in standard form to slope intercept form in order to graph. Students will recognize that the graph of a linear inequality in two variables is a half-plane. Students will identify test points to ensure their solutions are correct and to identify non-solutions.</p>
<p><b>Day 4</b></p>	<p><b>Standard(s): A.PAR.4.1</b> Create and solve linear inequalities in two variables to represent relationships between quantities including mathematically applicable situations; graph inequalities on coordinate axes with labels and scales.</p> <p>–<b>A.PAR.4.2</b> Represent constraints of linear inequalities and interpret data points as possible or not possible.</p> <p>–<b>A.MM.1.1</b></p> <p>–<b>A.MM.1.4</b></p> <p><b>LT:</b></p> <p>–I can solve and graph the solution for a linear inequality in two variables.</p>

	<p>–I can determine solutions and nonsolutions given the graph of a two-variable inequality.  –I can describe the graph that represents the solutions to a linear inequality in two variables.  <b>SC:</b>  –I can convert a linear inequality from standard form to slope intercept form.  –I can graph a linear inequality in slope intercept form.  –I can identify whether to draw a solid or dotted line to represent the linear inequality.  –I can identify whether to shade above or below the boundary line of the given inequality.  –I understand the solution set of a linear inequality.  <b>Lesson/Activity:</b> Students will graph linear inequalities given in slope intercept form. Students will convert inequalities in standard form to slope intercept form in order to graph. Students will recognize that the graph of a linear inequality in two variables is a half-plane. Students will identify test points to ensure their solutions are correct and to identify non-solutions.</p>
<b>Day 5</b>	<p><b>Standard(s): A.PAR.4.1</b> Create and solve linear inequalities in two variables to represent relationships between quantities including mathematically applicable situations; graph inequalities on coordinate axes with labels and scales.  <b>–A.PAR.4.2</b> Represent constraints of linear inequalities and interpret data points as possible or not possible.  <b>–A.MM.1.1</b>  <b>–A.MM.1.4</b>  <b>LT:</b>  –I can solve and graph the solution for a linear inequality in two variables.  –I can determine solutions and nonsolutions given the graph of a two-variable inequality.  –I can describe the graph that represents the solutions to a linear inequality in two variables.  <b>SC:</b>  –I can convert a linear inequality from standard form to slope intercept form.  –I can graph a linear inequality in slope intercept form.  –I can identify whether to draw a solid or dotted line to represent the linear inequality.  –I can identify whether to shade above or below the boundary line of the given inequality.  –I understand the solution set of a linear inequality.  <b>Lesson/Activity:</b> Students will graph linear inequalities given in slope intercept form. Students will convert inequalities in standard form to slope intercept form in order to graph. Students will recognize that the graph of a linear inequality in two variables is a half-plane. Students will identify test points to ensure their solutions are correct and to identify non-solutions.</p>
<b>Day 7</b>	<p>QUIZ: Linear Inequalities in One/Two Variables</p>
<b>Day 8</b>	<p><b>Standard(s):</b></p>

	<p><b>A.PAR.4.3</b> Solve systems of linear inequalities by graphing, including systems representing a mathematically applicable situation.</p> <p>LT:</p> <ul style="list-style-type: none"> <li>-I can graph linear inequalities in two variables.</li> <li>-I can interpret the solution to a systems of linear inequalities.</li> <li>-I can determine if a pair of values is in the solution set of an inequality or system of inequalities.</li> </ul> <p>SC:</p> <ul style="list-style-type: none"> <li>-I can convert a linear inequality from standard form to slope intercept form.</li> <li>-I can graph a linear inequality in slope intercept form.</li> <li>-I can identify whether to draw a solid or dotted line to represent the linear inequality.</li> <li>-I can identify whether to shade above or below the boundary line of the given inequality.</li> <li>-I understand the solution set of a linear inequality.</li> </ul> <p><b>Lesson/Activity:</b> Students will graph a systems of linear inequalities and identify the solution set to the system.</p>
<p><b>Day 9</b></p>	<p><b>Standard(s):</b></p> <p><b>A.PAR.4.3</b> Solve systems of linear inequalities by graphing, including systems representing a mathematically applicable situation.</p> <p>LT:</p> <ul style="list-style-type: none"> <li>-I can graph linear inequalities in two variables.</li> <li>-I can interpret the solution to a systems of linear inequalities.</li> <li>-I can determine if a pair of values is in the solution set of an inequality or system of inequalities.</li> </ul> <p>SC:</p> <ul style="list-style-type: none"> <li>-I can convert a linear inequality from standard form to slope intercept form.</li> <li>-I can graph a linear inequality in slope intercept form.</li> <li>-I can identify whether to draw a solid or dotted line to represent the linear inequality.</li> <li>-I can identify whether to shade above or below the boundary line of the given inequality.</li> <li>-I understand the solution set of a linear inequality.</li> </ul> <p><b>Lesson/Activity:</b> Students will graph a systems of linear inequalities and identify the solution set to the system.</p>
<p><b>Day 11</b></p>	<p><b>Standard(s):</b></p> <p><b>A.PAR.4.3</b> Solve systems of linear inequalities by graphing, including systems representing a mathematically applicable situation.</p> <p>LT:</p> <ul style="list-style-type: none"> <li>-I can graph linear inequalities in two variables.</li> </ul>

	<p>-I can interpret the solution to a systems of linear inequalities.          -I can determine if a pair of values is in the solution set of an inequality or system of inequalities.</p> <p>SC:</p> <p>-I can convert a linear inequality from standard form to slope intercept form.          -I can graph a linear inequality in slope intercept form.          -I can identify whether to draw a solid or dotted line to represent the linear inequality.          -I can identify whether to shade above or below the boundary line of the given inequality.          -I understand the solution set of a linear inequality.</p> <p><b>Lesson/Activity:</b> Students will graph a systems of linear inequalities and identify the solution set to the system.</p>
<b>Day 12</b>	TEST on inequalities and systems of inequalities