

Edlio Unit 2 Daily Agenda Algebra C&C

Unit 2 *for additional curriculum information, please visit the district's resource High School Pacing Guides or Georgia's K-12 Standards	Course Name: Algebra I Analyzing Linear Inequalities	Considerations or scaffolds for Support
Day 1	<p>Standard(s): 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.</p> <p>LT:</p> <ul style="list-style-type: none"> – I will create and solve inequalities in one variable. – I can graph and identify the solution on a number line. <p>SC:</p> <ul style="list-style-type: none"> – I understand how to isolate a variable. – I can identify the inverse operations in the problem. – I can check my answer to make sure I have the correct solution. – I know to change the inequality symbol when multiplying or dividing by a negative. – I know the difference between the inequality signs when graphing on them on a number line. – I can properly read an inequality. <p>Lesson Activity: Solving Inequalities in One Variable.</p>	<p>Resources: Desmos, IXL, DeltaMath, Inspire, Pear Assessment</p>
Day 2-3	<p>Standard(s): A.PAR.4.1 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>–A.PAR.4.2 Represent constraints of linear inequalities and interpret data points as possible or not possible.</p> <p>–A.MM.1.1</p> <p>–A.MM.1.4</p> <p>LT:</p> <ul style="list-style-type: none"> –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. <p>SC:</p> <ul style="list-style-type: none"> –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>Lesson Activity: Solving Inequalities in Two Variables.</p>	
Day 4	<p>Standard(s): A.PAR.4.1 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>–A.PAR.4.2 Represent constraints of linear inequalities and interpret data points as possible or not possible.</p> <p>–A.MM.1.1</p> <p>–A.MM.1.4</p> <p>LT:</p> <ul style="list-style-type: none"> –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. <p>SC:</p> <ul style="list-style-type: none"> –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. 	

	Lesson Activity: Graphing systems of inequalities.	
Day 5	Quiz Review	
Day 6	QUIZ: Linear Inequalities in One/Two Variables/Graphing Systems	
Day 7	<p>Standard(s): A.PAR.4.3 Solve systems of linear inequalities by graphing, including systems representing a mathematically applicable situation. LT: –I can graph linear inequalities in two variables. –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: –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>Lesson Activity: Solving System of Inequalities Word Problems</p>	
Day 8-9	<p>Standard(s): A.PAR.4.3 Solve systems of linear inequalities by graphing, including systems representing a mathematically applicable situation. LT: –I can graph linear inequalities in two variables. –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> <ul style="list-style-type: none"> –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>Lesson Activity: Solving System of Inequalities Word Problems</p>	
Day 10	Review for Test	
Day 11	<p>TEST on inequalities and systems of inequalities</p> <p>Projected Test Date is November 15, 2024</p>	