Unit 8 Daily Agenda

	Course Name:
Day 1	**Standards:** **A.GSR.3.2 Apply the distance formula, midpoint formula, and slope of line segments to solve real-world problems.** LT: I can apply the distance formula to find the distance between two points on the coordinate plane. SC: ● I can identify the coordinates of ordered pairs on the coordinate plane. ● I can substitute the values for x and y correctly in the distance formula and solve. ● I can simplify a radical expression. ● I can use the appropriate rules to round the solution as specified. **Lesson/Activity:** Students should be able to use the distance and midpoint formulas to solve real-world problems. State task: https://lor2.gadoe.org/gadoe/file/abe72859-a7b2-414c-a518-72bcc49ea28f/1/Home-Design-AU8-Learning-Plan.pdf
Day 2	**Standards:** **A.GSR.3.2 Apply the distance formula, midpoint formula, and slope of line segments to solve real-world problems.** **LT:** I can apply the distance formula to find the distance between two points on the coordinate plane. **SC:** ● I can identify the coordinates of ordered pairs on the coordinate plane. ● I can substitute the values for x and y correctly in the distance formula and solve. ● I can simplify a radical expression. ● I can use the appropriate rules to round the solution as specified.

	Lesson/Activity: Students should be able to use the distance and midpoint formulas to solve real-world problems.
Day 3	**Standards:** **A.GSR.3.2 Apply the distance formula, midpoint formula, and slope of line segments to solve real-world problems.** **LT:** I can apply the midpoint formula to find the midpoint between two points. **SC:** • I can identify the coordinates of ordered pairs on the coordinate plane. • I can substitute the values for x and y correctly in the midpoint formula and simplify. • I can identify the midpoint of two points on the coordinate plane. **Lesson/Activity:** Students should be able to use the distance and midpoint formulas to solve real-world problems.
Day 4	**Standards:** **A.GSR.3.2 Apply the distance formula, midpoint formula, and slope of line segments to solve real-world problems.** **LT: I can use the distance and midpoint formulas to solve real-world problems.** **SC:** • I can identify the coordinates of ordered pairs on the coordinate plane. • I can substitute the values for x and y correctly in the distance formula and solve. • I can simplify a radical expression. • I can use the appropriate rules to round the solution as specified. • I can identify the coordinates of ordered pairs on the coordinate plane. • I can substitute the values for x and y correctly in the midpoint formula and simplify. • I can identify the midpoint of two points on the coordinate plane. Lesson/Activity: Task from the state on application of distance, midpoint, slope: https://lor2.gadoe.org/gadoe/file/f615509d-6fb0-4e0e-a022-024e19f44a59/1/Enhancing-the-City-Design-AU8-Lear

	ning-Plan.pdf
Day 5	**Standards:** **A.GSR.3.1 Solve real-life problems involving slope, parallel lines, perpendicular lines, area, and perimeter.** **LT:** ● I can identify the slope of a line given a graph, an equation or two points. ● I can identify if a pair of lines are parallel, perpendicular, or neither given a graph, an equation, or two points. **SC:** ● I can find the slope of the line using rise/run or the slope formula. ● I can correctly substitute ordered pairs in the slope formula and simplify to find the slope of a line. ● I understand that parallel lines have the same slope. ● I understand that perpendicular lines have opposite reciprocal slopes. **Lesson/Activity:** Students will find the slopes of lines given a graph, equation or two points and establish whether they are parallel, perpendicular or neither.
Day 6	**Standards:** **A.GSR.3.1 Solve real-life problems involving slope, parallel lines, perpendicular lines, area, and perimeter.** **LT:** ● I can identify the slope of a line given a graph, an equation or two points. ● I can identify if a pair of lines are parallel, perpendicular, or neither given a graph, an equation, or two points. **SC:** ● I can find the slope of the line using rise/run or the slope formula. ● I can correctly substitute ordered pairs in the slope formula and simplify to find the slope of a line. ● I understand that parallel lines have the same slope. ● I understand that perpendicular lines have opposite reciprocal slopes. **Lesson/Activity:** Students will find the slopes of lines given a graph, equation or two points and establish whether they are parallel, perpendicular or neither. State task: https://lor2.gadoe.org/gadoe/file/2b77480f-e4cc-40fc-82d0-03c12b6e0fbe/1/City-Design-Algebra-U8-Learning-Plan

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Day 7	**Standards:** **A.GSR.3.1 Solve real-life problems involving slope, parallel lines, perpendicular lines, area, and perimeter.** **LT:** ● I can find the area and perimeter of triangles on the coordinate plane. ● I classify triangles on the coordinate plane using slope and the distance formula. **SC:** ● I can graph triangles on the coordinate plane. ● I understand how to classify a triangle based on its side lengths or angle measures. ● I can use the distance formula to find the area and perimeter of a triangle on the coordinate plane. ● I can use the slope formula to prove that sides lengths are perpendicular. ● I can use the distance formula to find side lengths of triangle in order to classify it as scalene, isosceles, or equilateral. **Lesson/Activity:** Students will prove a right triangle on the coordinate plane using slope. Students will use the distance formula (or Pythagorean Theorem) to find the area and perimeter of triangles. Students will use distance formula or Pythagorean theorem to classify triangles as scalene, isosceles or equilateral. State task: https://lor2.gadoe.org/gadoe/file/2b77480f-e4cc-40fc-82d0-03c12b6e0fbe/1/City-Design-Algebra-U8-Learning-Plan.pdf
Day 8	**Standards: A.GSR.3.1 Solve real-life problems involving slope, parallel lines, perpendicular lines, area, and perimeter.** **LT:** ● I can use coordinates, slope relationships, and the distance formula to find the area of rectangles on the coordinate plane. ● I can find the perimeter of a polygon on the coordinate plane using the distance formula. ● I can use distance formula and slope to identify or classify quadrilaterals on the coordinate plane. **SC:** ● I can use the slope, distance formula or the Pythagorean Theorem to classify quadrilaterals as parallelograms, rectangles, or squares on the coordinate plane.

	● I can use the distance formula or the Pythagorean Theorem to find the perimeter of a quadrilateral on the coordinate plane. ● I can use the distance formula or Pythagorean Theorem to find the area of quadrilateral on the coordinate plane. **Lesson/Activity:** Students will classify quadrilaterals on the coordinate plane as parallelograms, rectangles or squares using the distance formula, Pythagorean Theorem and/or slope. Students will find the area and perimeter of quadrilaterals on the coordinate plane using distance formula or the Pythagorean Theorem. State task: https://lor2.gadoe.org/gadoe/file/f17cdf76-ce2d-4ccd-be99-1ee6c318ecae/1/Design-Challenges-AU8-Learning-Plan.pdf
Day 9	**Standards: A.GSR.3.1 Solve real-life problems involving slope, parallel lines, perpendicular lines, area, and perimeter.** **LT:** ● I can use coordinates, slope relationships, and the distance formula to find the area of rectangles on the coordinate plane. ● I can find the perimeter of a polygon on the coordinate plane using the distance formula. ● I can use distance formula and slope to identify or classify quadrilaterals on the coordinate plane. **SC:** ● I can use the slope, distance formula or the Pythagorean Theorem to classify quadrilaterals as parallelograms, rectangles, or squares on the coordinate plane. ● I can use the distance formula or the Pythagorean Theorem to find the perimeter of a quadrilateral on the coordinate plane. ● I can use the distance formula or Pythagorean Theorem to find the area of quadrilateral on the coordinate plane. **Lesson/Activity:** Students will classify quadrilaterals on the coordinate plane as parallelograms, rectangles or squares using the distance formula, Pythagorean Theorem and/or slope. Students will find the area and perimeter of quadrilaterals on the coordinate plane using distance formula or the Pythagorean Theorem. State task:

	https://lor2.gadoe.org/gadoe/file/f17cdf76-ce2d-4ccd-be99-1ee6c318ecae/1/Design-Challenges-AU8-Learning-Plan.pdf
Day 10	TEST