**Basic Algebra II Weekly Plan Oct. 16 to Oct. 20, 2017**

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| Day | In Class | Assignment |
| MondayOct. 16th N.Q.1A.CED.1 | Today’s Goal: To learn about graphing linear functions.* Section 2-3
* Recognizing Linear functions
* slope
* graphing using a point and slope
* y = mx + b

ELO: Classify functions into families by graphing and graphing and equation. | Homework 2-3 B p. 109#13 – 21 and #32- 39 |
| TuesdayOct. 17th A.CED.1,2, 3F.IF.4, 6F.LE.2G.CO.1 | Today’s Goal: To learn about writing linear functions.* Section 2-4
* Writing an equation from a picture
* Finding slope from two points
* Writing an equation from a table
* Parallel and perpendicular lines

ELO: Transform functions and their graphs. | Homework 2-4 p. 120#1 – 11 and #12 - 17 |
| WednesdayOct. 18th  | Today’s Goal: To work on SAT test skills.* Review SAT practice test.
* Learn math skills helpful to standardized test taking.
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| ThursdayOct. 19th A.CED.2, 3A.REI.12F.LE.2 | Today’s Goal: To review the point-slope form of a linear equation* Review of graphing lines
* Review of point-slope form
* Going from point-slope to slope-int.

ELO: Transform functions and their graphs. | Worksheet |
| FridayOct. 20th   | Today’s Goal: To excel on the chapter 2 quiz.* Quiz 2-1 to 2-4
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**Common Core Standards:**

**A.CED.1:** Create equations and inequalities in one variable and use them to solve problems.

**A.CED.2:** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

**A.CED.3**: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

**A.REI.12**: Graph the solutions to a linear inequality in two variables as a halfplane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

**G.CO.1:** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

**N.Q.1:** 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.

**F.IF.7a:** Graph linear and quadratic functions and show intercepts, maxima, and minima.

**F.LE.2**: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).