**Basic Algebra II Weekly Plan Oct. 9 to Oct. 13, 2017**

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| Day | In Class | Assignment |
| MondayOct. 9th  | Today’s Goal: To learn about solving linear equations.* Section 2-1
* Equations
* Solution sets
* Solving equations

ELO: Solve equations and inequalities from different families | Homework 2-1 p. 94#2 – 11 |
| TuesdayOct. 10th  | Today’s Goal: To learn about solving linear equations.* Section 2-1
* Equations
* Solution sets
* Solving equations

ELO: Solve equations and inequalities from different families | Homework 2-1 p. 94#12 – 17, 42 |
| WednesdayOct. 11th A.CED.1A.REI.1 | Today’s Goal: To learn about proportional reasoning.* Section 2-2
* Solving proportions
* Percents

ELO: Solve equations and inequalities from different families | Homework 2-2p. 100#2-10 all, 13 |
| ThursdayOct. 12th 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
* Using a calculator

ELO: Classify functions into families | Homework 2-3A p. 109#3 – 12 and #24 – 27 |
| FridayOct. 13th  | Today’s Goal: To excel on the chapter 2 quiz.* Quiz 2-1 to 2-3
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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.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.1**: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

**A.REI.10**: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

**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.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).