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

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| Day | In Class | Assignment |
| Monday  Oct. 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 |
| Tuesday  Oct. 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 |
| Wednesday  Oct. 11th  A.CED.1  A.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 2-2  p. 100  #2-10 all, 13 |
| Thursday  Oct. 12th  N.Q.1  A.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 |
| Friday  Oct. 13th | Today’s Goal: To excel on the chapter 2 quiz.   * Quiz 2-1 to 2-3 |  |

**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).