**Enhanced Algebra: Concepts & Connections – Jabal Moss**

**Lesson Plan Week of February 24 - 28, 2025**

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| **Standards** | | **8.FGR.7 Justify and use various strategies to solve systems of linear equations to model and explain real-life phenomena.**   * **8.FGR.7.1** Interpret and solve relevant mathematical problems leading to two linear equations in two variables. * **8.FGR.7.2** Show and explain that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because the points of intersection satisfy both equations simultaneously. * **8.FGR.7.3** Approximate solutions of two linear equations in two variables by graphing the equations and solving simple cases by inspection. * **8.FGR.7.4** Analyze and solve systems of two linear equations in two variables algebraically to find exact solutions. * **8.FGR.7.5** Create and compare the equations of two lines that are either parallel to each other, perpendicular to each other, or neither parallel nor perpendicular.   **A.PAR.4 Create, analyze, and solve linear inequalities in two variables and systems of linear inequalities to model real-life phenomena.**   * **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. * **A.PAR.4.2** Represent constraints of linear inequalities and interpret data points as possible or not possible. * **A.PAR.4.3** Solve systems of linear inequalities by graphing, including systems representing a mathematically applicable situation.   **MP.1 Make sense** of problems and **persevere** in solving them. **MP.2**: **Reason** abstractly and quantitatively, **MP.4**: **Model** with mathematics, **MP.7** **Look for** and **make use** of structure.**MP.1 Make sense** of problems and **persevere** in solving them. **MP.2**: **Reason** abstractly and quantitatively, **MP.4**: **Model** with mathematics, **MP.7** **Look for** and **make use** of structure. | | | | | | | | | | |
| **Vocabulary** | |  | | | | | | | | | | |
| **District/State Assessment:** | | | | | **Formative Assessment:** | | | | **Summative Assessment:** | | | |
| CMA1  CMA2  CMA3 | | | iReady Diagnostic  GMAs | | Quiz  Quick Write  Check for Understanding | | Performance Task  Up and Stuck  Exit Ticket | | Unit Test  Mid Unit Test  Vocabulary Test | | Project  Culminating Task | |
|  | **Learning Target** | | | **Engage** | | **Explore/Explain** | | **Apply** | | **Reflect** | | **Success Criteria** |
| **Monday**  **(02/24)** | **I AM LEARNING TO…**  **GRAPH** linear inequalities in two variables and **DETERMINE** the solutions by analyzing the graph. | | | **DO NOW:**  Number Sense Routine  **ENGAGE:**  Error Analysis | | **EXPLORE**:  Different Forms of Inequalities (Slope-Intercept Form and Standard Form) | | **EXTEND:**  Station Rotation-  **Independent Station:**  More Practice Task  **Reteach Station:**  Misconceptions Roundtable  **Technology Station:**  Progress Learning | | **EVALUATE**:  5-question assessment | | **I CAN EXPLAIN how to…**  **WRITE** an inequality in slope-intercept and standard form; **CORRECTLY** graph the boundary line for a linear inequality and **DETERMINE** and **SHADE** the appropriate half-plane. |
| **Tuesday**  **(02/25)** | **I AM LEARNING TO…**  **WRITE and GRAPH** systems of linear inequalities, **SOLVE** real-world phenomena,and **DETERMINE** the solution region. | | | **DO NOW:**  Number Sense Routine  **ENGAGE:**  CREATE-THINK-PAIR-SHARE Activity | | **EXPLORE:**  SPARK YOUR LEARNING – Arcade Games Task | | **APPLY:**  Build Understanding Task (Problems 1-4) | | **REFLECT:**  HMH - Check for Understanding | | **I CAN EXPLAIN how to…**  **WRITE and GRAPH** linear inequalities, **FIND** the overlapping region that satisfies both inequalities, and **VERIFY** whether specific points are solutions. |
| **Wednesday**  **(02/26)** | **I AM LEARNING TO…**  **WRITE and GRAPH** systems of linear inequalities, **SOLVE** real-world phenomena,and **DETERMINE** the solution region. | | | **DO NOW:**  Number Sense Routine  **ENGAGE:**  From Standard Form to Slope-Intercept Form Practice | | **EXPLORE:**  One-Page Reteach Lesson | | **EXTEND:**  Station Rotation-  **Independent Station:**  More Practice Task  **Reteach Station:**  Misconceptions Roundtable  **Technology Station:**  Progress Learning | | **REFLECT:**  5 question assessment | | **I CAN EXPLAIN how to…**  **WRITE and GRAPH** linear inequalities, **FIND** the overlapping region that satisfies both inequalities, and **VERIFY** whether specific points are solutions. |
| **Thursday**  **(02/27)** | **I AM LEARNING TO…**  **JUSTIFY and USE** multiple strategies to solve systems of linear equations and inequalities, both graphically and algebraically, to **MODEL and EXPLAIN** real-world phenomena. | | | **DO NOW:**  Number Sense Routine  **ENGAGE:**  Guided Discussion | | **EXPLORE**:  Create real-life phenomena using system of equations and inequalities to build an understanding task. | | **EXTEND:**  Unit Review Guide (Work in Groups) | | **EVALUATE**:  Up and Stuck Challenge | | **I CAN EXPLAIN how to…**  **SOLVE** systems of linear equations by finding the intersection point; **UNDERSTAND** that the intersection point represents the common solution for both equations; **CREATE** systems (linear and inequalities) for real-life phenomena and **CONSTRUCT** parallel and perpendicular lines. |
| **Friday**  **(02/28)** | **I AM LEARNING TO…**  **SHOW** what I know as it relates to solving systems of linear equations and inequalities. | | | **DO NOW:**  Number Sense Routine  **ENGAGE:**  Questions and Answers | | **EXPLAIN:**  Unit Assessment | | **APPLY:**  Unit Assessment | | **REFLECT:**  Unit Assessment | | **I CAN EXPLAIN how to…**  **SOLVE** systems of linear equations and inequalities. |

**Study Skills…**

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|  | **Teacher Led** | **Personalized Learning** | **Student Station** |
| **Monday**  **(02/24)** | Skill Building Station | i-Ready Reading Pathway | Silent Reading/Make-up Work |
| **Tuesday**  **(02/25)** | Skill Building Station | i-Ready Reading Pathway | Silent Reading/Make-up Work |
| **Wednesday**  **(02/26)** | Team 8A Data Chats | Team 8A Data Chats | Team 8A Data Chats |
| **Thursday**  **(02/27)** | Understanding Solving Equations | i-Ready Math Lesson | Silent Reading/Make-up Work |
| **Friday**  **(02/28)** | Understanding Solving Equations | i-Ready Math Lesson | Silent Reading/Make-up Work |