**ARC Week at Glance**

**-Subject: Mathematics Course: Algebra: Concepts & Connections Grade:** **9th – 12th Date: 8/11/2025**

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| **Standard(s):** A.FGR.2.2: Construct and interpret the graph of a linear function that models real-life phenomena and represent key characteristics of the graph using formal notation.  **Assessment(s):  Quiz  Unit Test  Project  Lab  None** | | | |
|  | **Learning Target**  **(I am learning about…)** | **Success Criteria**  **(I can….)** | **Lesson/Activities of the Day** | **Assignments/Formative Assessment** |
| **Monday** | I am learning to graph linear functions using input and output values (t-chart) | I can graph linear functions using input and output values (t-chart) | * Teacher will review how to put an input into a linear function and receive an output * Teacher will introduce how to graph using input and output values received from the function * Teacher will provide guided practice problems for students | T.O.T.D. over making t-chart |
| **Tuesday** | I am learning to graph linear functions using input and output values (t-chart) | I can graph linear functions using input and output values (t-chart) | * Teacher will review how to graph using input and output values received from the function * Teacher will provide guided practice problems for students * Students will work on classwork activity that deals with graphing linear functions with a t-chart * Teacher (and co-teacher) will break into small groups and 1-on-1 sessions to ensure student learning (based off of teacher observation, formative assessment or student needs) | Graphing using T-chart Classwork 1 |
| **Wednesday** | I am learning how to construct and interpret a graph from a linear function that models real-world phenomena | I can construct and interpret a graph from a linear function that models real-world phenomena | * Teacher will review how to graph using input and output values received from the function * Teacher will provide real-world guided practice problems that allow students to construct a graph from a linear function and interpret various aspects of the function that applies to the situation * Teacher will provide a real-world task that allows students to construct and interpret a graph of a linear function that models real-world situations * Teacher (and co-teacher) will break into small groups and 1-on-1 sessions to ensure student learning (based off of teacher observation, formative assessment or student needs) | Construct and interpret real-world graphs from a linear function Task |
| **Thursday** | I am learning how to construct and interpret a graph from a linear function that models real-world phenomena | I can construct and interpret a graph from a linear function that models real-world phenomena | * Teacher will review how to graph using input and output values received from the function * Teacher will provide real-world guided practice problems that allow students to construct a graph from a linear function and interpret various aspects of the function that applies to the situation * Students will continue to work on real-world task that allows students to construct and interpret a graph of a linear function that models real-world situations * Teacher (and co-teacher) will break into small groups and 1-on-1 sessions to ensure student learning (based off of teacher observation, formative assessment or student needs) | Construct and interpret real-world graphs from a linear function Task |
| **Friday** | I am learning how to construct and interpret a graph from a linear function that models real-world phenomena | I can construct and interpret a graph from a linear function that models real-world phenomena | * Teacher will provide students with assessment over constructing and interpreting a graph from a linear function * Students will complete assessment | Formative Assessment over constructing and interpreting a graph from a linear function |

**\*** Exit Ticket/Final Stretch Check  Electronic Tools  Dry Erase Boards – quick checks  Turn & Talk Discussion (verbal responses)  Teacher Observation – document Clipboard

Quick Write/Draw  Annotation  Extended Writing  Socratic Seminar  Jigsaw  Thinking Maps  Worked Examples  Other :\_\_\_\_\_\_\_\_\_\_\_