**ARC Week at Glance**

**-Subject: Mathematics Course: Algebra: Concepts & Connections Grade:** **9th – 12th Date: 9/15/2025**

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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.  A.FGR.2.3: Relate the domain and range of a linear function to its graph and, where applicable, to the quantitative relationship it describes. Use formal interval and set notation to describe the domain and range of linear functions.  A.FGR.2.4: Use function notation to build and evaluate linear functions for inputs in their domains and interpret statements that use function notation in terms of a mathematical framework.  A.FGR.2.5: Analyze the difference between linear functions and nonlinear functions by informally analyzing the graphs of various parent functions (linear, quadratic, exponential, absolute value, square root, and cube root parent curves).  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.  **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 construct and interpret the graph of a linear function  I am learning to use function notation to build and evaluate linear functions and interpret statements using function notation (using a function, graph and table) | I can construct and interpret the graph of a linear function  I can use function notation to evaluate linear functions and interpret statements using function notation (using a function, graph and table) | Students will participate in a lesson over discrete and continuous linear functions. Teacher will ask questions about real-world examples of discrete and continuous | Delta Math over Discrete and Continuous Linear Functions |
| **Tuesday** | I am learning to construct and interpret the graph of a linear function  I am learning to use function notation to build and evaluate linear functions and interpret statements using function notation (using a function, graph and table) | I can construct and interpret the graph of a linear function  I can use function notation to evaluate linear functions and interpret statements using function notation (using a function, graph and table) | Students will work on their study guide over Unit 1 Assessment. Teacher will guide students through Unit 1 Assessment Study Guide | Study Guide |
| **Wednesday** | I am learning to construct and interpret the graph of a linear function  I am learning to use function notation to build and evaluate linear functions and interpret statements using function notation (using a function, graph and table) | I can construct and interpret the graph of a linear function  I can use function notation to evaluate linear functions and interpret statements using function notation (using a function, graph and table) | Students will complete Unit 1 Assessment | Classwork Assignment over Making Inferences from Linear Graphs and Tables using Function Notation and Domain and Range |
| **Thursday** | I am learning to construct and interpret the graph of a linear inequalities  I am learning to use function notation to build and evaluate linear inequalities and interpret statements using function notation (using a function, graph and table) | I can construct and interpret the graph of a linear inequalities  I can use function notation to build and evaluate linear inequalities and interpret statements using function notation (using a function, graph and table) | Students will have a Canvas lesson over creating and solving linear inequalities in two variables to represent relationships between quantities including mathematically applicable situations; graph inequalities on coordinate axes with labels and scales. | Classwork and Discussion Assignments over creating and solving linear inequalities |
| **Friday** | I am learning to construct and interpret the graph of a linear inequalities  I am learning to use function notation to build and evaluate linear inequalities and interpret statements using function notation (using a function, graph and table) | I can construct and interpret the graph of a linear inequalities  I can use function notation to build and evaluate linear inequalities and interpret statements using function notation (using a function, graph and table) | Students will have a Canvas lesson over creating and solving linear inequalities in two variables to represent relationships between quantities including mathematically applicable situations; graph inequalities on coordinate axes with labels and scales. | Classwork and Discussion Assignments over creating and solving linear inequalities |

**\*** 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 :\_\_\_\_\_\_\_\_\_\_\_