# Unit 1: Linear Relations and Functions Copied from: Algebra 2H, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# ALGEBRA 2 HONORS, GRADES 10-12

# UNIT 1: LINEAR RELATIONS AND FUNCTIONS

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Mrs. Lily Marietto

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

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## Unit Overview

In this Unit...

- students will graph numbers on a number line, compare and order real numbers, and use properties of real numbers and the order of operations to evaluate expressions. They will define and evaluate algebraic expressions, and use them to write and evaluate mathematical models. They will use the properties of equality to solve linear equations, and they will use verbal models to solve problems. They will write and use equations with two variables and use problem solving strategies to solve real-life problems.
- students will learn that a function is a relation that maps each value of the domain to a unique value of the range. They will learn to graph linear functions in two variables, and they use slope to grape and classify linear functions and to identify parallel and perpendicular lines. They graph linear functions by finding the x- and y- intercepts, and they write linear equation given information about point(s) and/or the slope of the line. Students learn how many real-world applications can be modeled using direct variation functions, and they learn how correlations and best-fitting lines can be used to make predictions about data.
- students will solve a system of linear equations in two variables by graphing. They will tell how many solutions a linear system has and write and use linear systems to model and solve problems. Students will also solve a system of linear equations in two variables using substitution or linear combinations.
- students will explore linear inequalities. For one variable inequalities, students will learn which operations give an equivalent inequality, which operations require reversing the inequality symbol to get an equivalent inequality, and how to solve and graph absolute value inequalities. For two variable inequalities, students graph single linear inequalities and use graphs to solve systems of inequalities.

## Enduring Understanding

- Use symbols to represent unknowns and variables.
- Use the Commutative, Associative, and Distributive Properties to simplify algebraic expressions.
- Formulate linear equations and inequalities to model real-world situations, and solve the equations and inequalities.
- Identify domains and ranges to best represent given situations.
- Determine intercepts of the graphs of linear functions.
- Determine slopes from graphs, tables, and algebraic representations.
- Graph and write equations of lines.
- Use data to determine functional relationships between quantities.
- Formulate linear inequalities to solve problems and investigate methods for solving them.
- Graph equations of lines.
- Transform and solve equations.

## Essential Questions

- How can the properties of real numbers be used to evaluate expressions and formulas?
- What are the different ways we classify real numbers?
- How can you use the properties of equality to solve equations?
- What does an absolute value equation represent and what are its solutions?
- How can you find the solutions to inequalities, compound inequalities, and absolute value inequalities?
- How do we identify the mathematical domains and ranges of functions?
- What determines reasonable domain and range values for continuous and discrete situations?
- What are the different methods to collect and organize data?
- How can you use data to make and interpret scatter plots and fit the graph of a function to the data?
- How do you analyze situations and formulate systems of equations in two or more unknowns to solve problems?
- How can we use algebraic methods, graphs, or tables to solve systems of equations or inequalities?
- How do you interpret and determine the reasonableness of solutions to systems of equations for given contexts?

## Exit Skills

By the end of Unit 1, Algebra 2 Honors students should know:

- How to use the properties of real numbers to evaluate expressions and formulas.
- How to classify real numbers.
- How to use the properties of equality to solve equations.
- How to solve absolute value equations.
- How to solve inequalities, compound inequalities, and absolute value inequalities.
- How to identify the mathematical domains and ranges of functions and determine reasonable domain and range values for continuous and discrete situations.
- How to collect and organize data, make and interpret scatter plots, fit th graph of a function to the data.

- How to analyze situations and formulate systems of equations in two or more unknowns to solve problems.
- How to use algebraic methods, graphs, or tables to solve systems of equations or inequalities.
- How to interpret and determine the reasonableness of solutions to systems of equations for given contexts.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.A-SSE.A.1a | Interpret parts of an expression, such as terms, factors, and coefficients. |
| MA.K-12.3 | Construct viable arguments and critique the reasoning of others. |
| MA.A-SSE.A.1b | Interpret complicated expressions by viewing one or more of their parts as a single entity. |
| MA.A-SSE.A.2 | Use the structure of an expression to identify ways to rewrite it. For example, see $□^4 - □^4$ as $(□^2)^2 - (□^2)^2$, thus recognizing it as a difference of squares that can be factored as $(□^2 - □^2)(□^2 + □^2)$. |
| MA.K-12.4 | Model with mathematics. |
| MA.F-IF.B.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. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.F-IF.B.5 | Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. |
| MA.F-IF.B.6 | Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. |
| MA.K-12.7 | Look for and make use of structure. |
| MA.F-IF.C.7 | Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. |
| MA.K-12.8 | Look for and express regularity in repeated reasoning. |
| MA.F-IF.C.9 | Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). |
| MA.A-CED.A.1 | Create equations and inequalities in one variable and use them to solve problems. |
| MA.A-CED.A.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. |
| MA.F-BF.B.3 | Identify the effect on the graph of replacing $□(□)$ by $□(□) + □$, $□□(□)$, $□(□□)$, and $□(□ + □)$ for specific values of $□$ (both positive and negative); find the value of $□$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. |

## Interdisciplinary Connections

| | |
|---|---|
| 9-12.HS-ETS1-4.4.1 | Models (e.g., physical, mathematical, computer models) can be used to simulate systems |

| | |
|---|---|
| | and interactions— including energy, matter, and information flows— within and between systems at different scales. |
| 9-12.HS-ETS1-4.5 | Using Mathematics and Computational Thinking |
| 9-12.HS-ETS1-4.5.1 | Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems. |
| 9-12.HS-PS1-8.2.1 | Develop a model based on evidence to illustrate the relationships between systems or between components of a system. |

## Learning Objectives

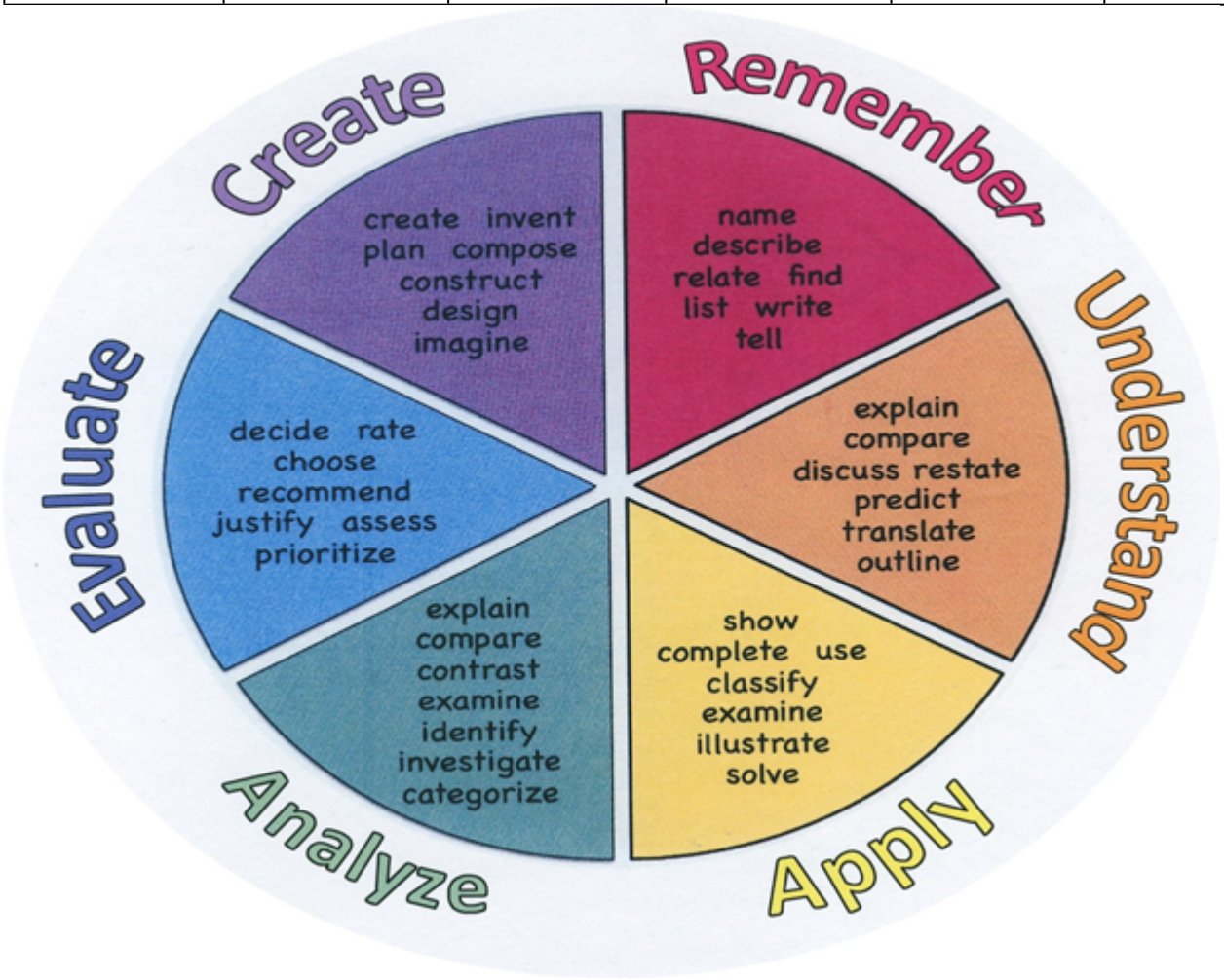
Students will be able to:

- Use the properties of real numbers to evaluate expressions and formulas.
- Classify real numbers.
- Use the properties of equality to solve equations.
- Solve absolute value equations.
- Solve inequalities, compound inequalities, and absolute value inequalities.
- Identify the mathematical domains and ranges of functions and determine reasonable domain and range values for continuous and discrete situations.
- Collect and organizing data, making and interpreting scatter plots, fitting the graph of a function of the data.
- Analyze situations and formulating systems of equations in two or more unknowns to solve problems.
- Use algebraic methods, graphs, or tables to solve systems of equations or inequalities.
- Interpret the reasonableness of solutions to systems of equations for given contexts.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Estimate<br>Extrapolate<br>Generalize<br>Predict | Operate<br>Subtract | | | |




## Suggested Activities & Best Practices

- Online textbook practice problems, study guides, and worksheets
- Desmos Classroom Activities, such as "Solutions to Systems of Linear Equations" activity
- Virtual manipulatives, such as virtual algebra tiles
- Higher-order thinking tasks, such as Illustrative Mathematics task "Planning the Senior Ball"
- Practice activities from ALEKS, KUTA Software, Khan Academy, etc., such as "Writing Linear Inequalities in Two Variables"

## Assessment Evidence - Checking for Understanding (CFU)

- Regular Exit Tickets to assess individual learning objectives (Formative)
- Quizzes to assess groups of learning objectives - at least one quiz for each chapter (Chapters 1, 2, and 3) (Summative)
- Chapter Tests given at least once per chapter - at least 3 tests in this unit (Chapters 1, 2, and 3) (Summative)
- Common Quarterly Exams - Quarter 1 Exam for this unit (Benchmark)
- Web-Based Assessments (using Google Forms, ALEKS, Edulastic, Khan Academy, etc.) (Formative/Summative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- KWL Chart
- Learning Center Activities
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments

## Primary Resources & Materials

- Glencoe McGraw-Hill Algebra 2 2014
- Glencoe McGraw-Hill Algebra 2 2010
- Practice Glencoe Algebra 2
- Study Guide Glencoe Algebra 2
- connected.mcgraw-hill.com

## Ancillary Resources

- McDougal Littell Algebra 2 & Trigonometry 2011
- McDougal Littell Algebra 2 & Trigonometry Resource Files 2011
- Prentice Hall Algebra 2 2011
- Kuta Software

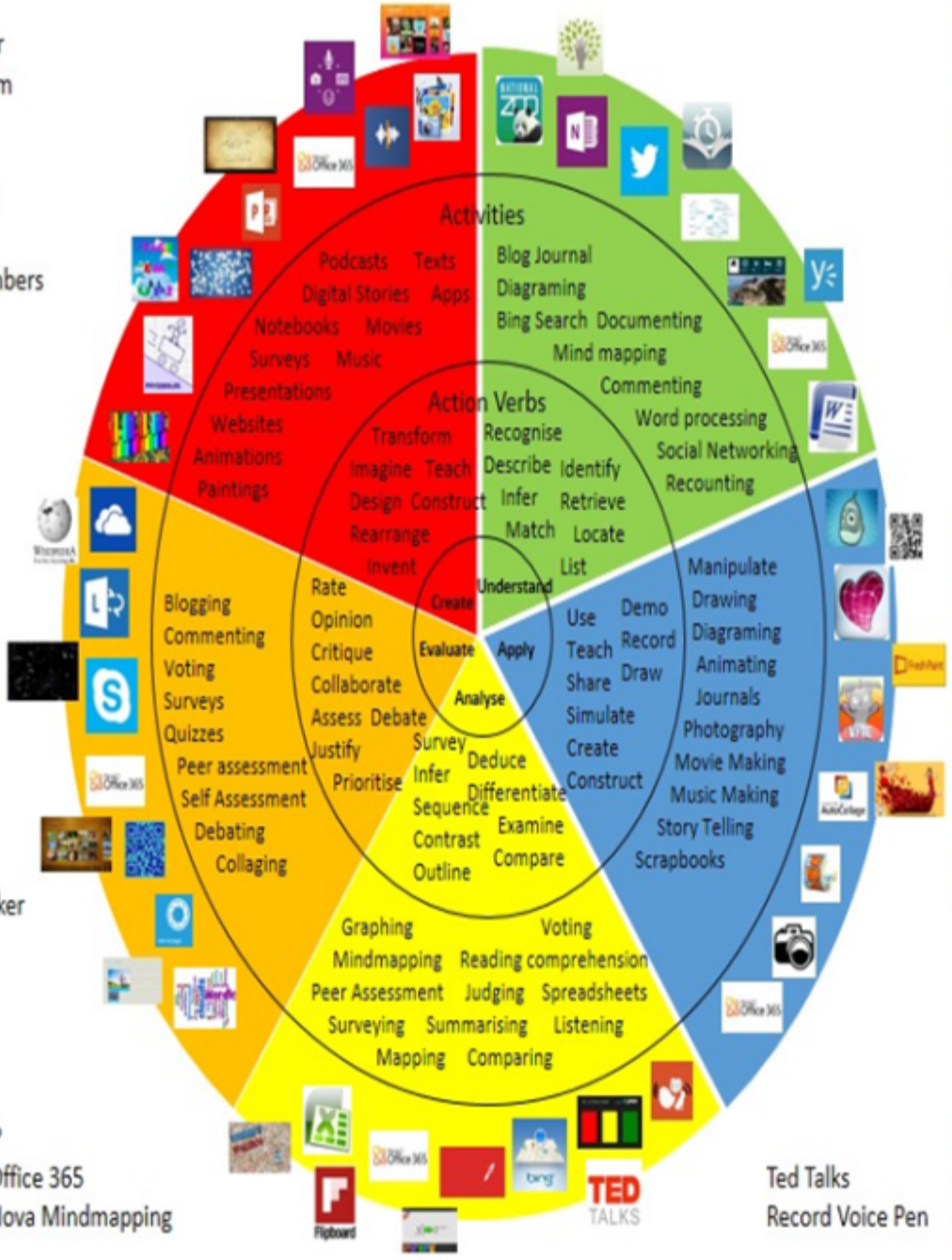
## Technology Infusion

- Smart TV - Display and interact with lessons and activities
- Chromebooks - students access activities, slides, and practice problems
- Google Classroom - Slides, Forms, Drive, etc.
- ALEKS - Students practice individual learning objectives such as "Solving equations by graphing"
- Desmos - Students interact with classroom activities or use graphing software to graph and analyze linear equations and inequalities
- YouTube - Students watch videos to deepen understanding of specific concepts throughout the unit
- Khan Academy - Students practice individual learning objectives, such as "Identifying domains and ranges of functions"
- Calculator/Graphing calculator - Students perform calculations or graph and analyze equations
- Edulastic - Students complete assessments and checks for understanding
- KUTA Software - Teacher generates a variety of assessments and practice problems for individual learning objectives or groups of learning objectives
- Pear Deck - Teacher presents information through an interactive slide show presentation

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |

| | |
|---|---|
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

## Differentiation

- Small group instruction - Teacher utilizes small groups to remediate or enrich specific topics with different groups of students, as necessary.
- Use manipulatives - Teacher shows students how to solve equations using algebra tiles.
- Study guides - Teacher provides students with study guides prior to quizzes and tests.
- Problem-based learning - Teacher introduces topics to students as part of a project, such as creating functions to model population growth.
- Open-ended activities - Students complete activities with multiple entry points and more than one possible solution.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Scheduled breaks
- Rephrase written directions

- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Learning contracts
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in student's IEP/504 - Teacher modifies tests/assesments as necessary.
- Additional time for skill mastery - Teacher allows students additional time to master particular learning objectives.
- Center-Based Instruction - Teacher utilizes different sets of stations/centers in order to differentiate and provide students

with varied learning settings.

- Modify assignments/tests - Teacher modifies tests/assesments by, for example, writing multi-part answers for questions that require students to complete multiple steps.
- Utilize computers or electronic devices - Teacher uses chromebooks and smart TV to provide students with visualizations of graphs/models and allow students to interact with them them.
- Extended time on tests/quizzes - Teacher allows students to have extended time on tests/quizzes as dictated by their IEP/504.
- Use of calculator on tests/quizzes - Students are allowed to use calculators on tests/quizzes.
- Use of study guide, reference sheets, or notes on tests/quizzes - Teacher allows students to use reference sheets or study guides on tests/quizes that contain information such as a list of the different forms for writing the equation of a line.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- Using videos, illustrations, pictures and drawings to explain or clarify - Teacher provides tools such as visualizations of graphs that students can interact with.
- Eliminate nonessential information - Teacher explains concepts using only the vocabulary that is essential to understand a concept.
- Tutoring by peers - Teacher allows peers to explain concepts to ELL students.
- Allow students to correct errors - Teacher allows students to gain back points by correcting their errors on a test/quiz.

- Modify assignments/tests - Teacher modifies tests/assesments by, for example, writing multi-part answers for questions that require students to complete multiple steps.
- Use of study guide, reference sheets, or notes on tests/quizzes - Teacher allows students to use reference sheets or study guides on tests/quizes that contain information such as a list of the different forms for writing the equation of a line.

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

## At Risk

- Decrease the amount of work presented or required - Teacher allows students to submit less work, for example, only complete 3 out of the 5 practice problems for a specific learning objective.
- Using videos, illustrations, pictures, and drawings to explain or clarify - Teacher provides tools such as visualizations of graphs that students can interact with.
- Tutoring by peers - Teacher allows peers to explain concepts to at risk students.
- Providing study guides - Teacher provides students with study guides prior to quizzes and tests. For example, a variety of practice problems related to the topics being assessed.
- Allowing students to correct errors - Teacher allows students to gain back points by correcting their errors on a test/quiz.
- Allowing students to select from given choices - Teacher gives students a choice of activities to complete, such as draw a graph, create an equation, or write a sentence to model a situation.
- Allowing the use of notes, study guides, or reference sheets on tests/quizzes - Teacher allows students to use reference sheets or study guides on tests/quizes that contain information such as a list of the different forms for writing the equation of a line.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Create a plan to solve an issue presented in the class - Teacher allows students to use their understanding of functions to model a specific problem of their choosing.
- Complete activities alligned with above grade level standards - Students graph functions that are more complex, such as quadratic and exponential functions.
- Utilize problem-based learning for greater depth of knowledge - Teacher introduces topics to students as part of a project, such as creating functions to model population growth.
- Allow students to work at a faster pace - Teacher provides resources for students to move ahead if they are able to demonstrate mastery of learning objectives at a faster pace.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a plan to solve an issue presented in the class or in a text
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

**Unit Name:** Unit 1: Linear Relations and Functions

**NJSLS:** Linked below

**Interdisciplinary Connection:** Linked below

**Statement of Objective:** Students will be able to solve systems of linear equations graphically, algebraically, and using a table.

**Anticipatory Set/Do Now:** Students will graph a line given its equation and write the equation of a line given its graph.

**Learning Activity:** Students will work through "Solutions to Systems of Linear Equations" Activity on Desmos. Students will each work independently on their own Chromebook, but will be asked periodically to interpret the work of other students in their class. Teacher will occasionally pause the activity to draw attention to difficult or important concepts throughout the exploration.

**Student Assessment/CFU's:** Teacher will observe student work throughout the activity and students' completed activity will be used to assess students' understanding at the end of class.

**Materials:** Smart TV, Chromebooks, online textbook

**21st Century Themes and Skills:** Linked below

**Differentiation/Modifications:** Small group instruction, multisensory approaches, problem-based learning, open-ended activities, flexible grouping, utilize computers or electronic devices

**Integration of Technology:** Smart TV, Chromebooks, Desmos

| | |
|---|---|
| MA.A-CED.A.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. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |