Lessons for **Monday, December 11, 2023** (Day 1)

Make Up Day **8:20 am - 2:15 pm**
Algebra 1

Student Centered Objective: Students will be making up tests and assignments which they are missing before the end of the nine weeks.
Bellringer: Students will be asked to look at their grades and write down the assignments which they are missing.
Anticipatory Set: Students will use prior knowledge to make up tests, assignments, and daily grades.
Procedures: Students will work on old assignments and tests before the end of the quarter.
Assessment: Students will be assessed by the assignments and tests they turn in.
Closure: Students will turn in all the work they are missing at the end of class.

Lessons for **Tuesday, December 12, 2023** (Day 2)

Review Day **8:20 am - 2:15 pm**
Algebra 1

Student Centered Objective: Students will understand past and present topics in order to review for their upcoming test.
Bellringer: Students will come in, put their things against a wall, and prepare for our stations activity for the day.
Procedures: After students get settled, I will give each group 7 minutes in order to work 2 or 3 problems at their tables. After the time is finished, students will move to the next table and work together to review for our upcoming test. Each table will involve a different topic that students will need review on. Their will be 6 tables with solving systems of linear equations, parallel and perpendicular lines, systems of linear inequalities, converting from standard to point-slope to slope-intercept form, using points to find point-slope and slope-intercept form, and functions.
Assessment: Students will be assessed through questioning during their stations activity.
Closure: The closure for the day will be for students to give me two questions that they would like reviewed before the test tomorrow. I will use these questions to pick bellringer questions for the next day.

STANDARDS	
Mississippi Common Core State Standards - Grade 9-12 - Mathematics	
CCSS.Math.Content.HSA-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
CCSS.Math.Content.HSS-ID.B.6c	Fit a linear function for a scatter plot that suggests a linear association.
CCSS.Math.Content.HSF-IF.C.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
CCSS.Math.Content.HSF-IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
CCSS.Math.Content.HSF-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its

	domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).
CCSS.Math.Content.HSS-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
CCSS.Math.Content.HSG-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
CCSS.Math.Content.HSF-LE.A.1a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
CCSS.Math.Content.HSF-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
CCSS.Math.Content.HSF-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.
CCSS.Math.Content.HSA-REI.D.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Lessons for **Wednesday, December 13, 2023** (Day 3)

Comprehensive Assessment #2 **8:20 am - 2:15 pm**
Algebra 1

Student Centered Objective: Students will be tested on past and present topics such as functions, linear functions, parallel and perpendicular lines, solving systems of linear equations using graphing, substitution, and elimination and solving systems of linear inequalities.
Bellringer: Students will come in, put their things against a wall, and prepare for our test for the day. I will use questions from the day before in our closure in order to quickly review for our test.
Procedures: After students get settled and we review, we will test on systems of linear equations, parallel and perpendicular lines, solving systems of linear equations using graphing, substitution, and elimination and solving systems of linear inequalities, scatterplots with linear regression, converting from standard to point-slope to slope-intercept form, using points to find point-slope and slope-intercept form, and functions.
Assessment: Students will be assessed by their test.
Closure: The closure for the day will be for students to turn in their test. If students finish early, they will be given a brain teaser for the rest of the class period.

STANDARDS	
Mississippi Common Core State Standards - Grade 9-12 - Mathematics	
CCSS.Math.Content.HSA-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
CCSS.Math.Content.HSS-ID.B.6c	Fit a linear function for a scatter plot that suggests a linear association.
CCSS.Math.Content.HSF-IF.C.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
CCSS.Math.Content.HSF-IF.A.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
CCSS.Math.Content.HSF-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to

	each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).
CCSS.Math.Content.HSS-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
CCSS.Math.Content.HSG-GPE.B.5	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
CCSS.Math.Content.HSF-LE.A.1a	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
CCSS.Math.Content.HSF-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
CCSS.Math.Content.HSF-IF.C.7a	Graph linear and quadratic functions and show intercepts, maxima, and minima.
CCSS.Math.Content.HSA-REI.D.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Lessons for **Thursday, December 14, 2023** (Day 4)

Make Up Day **8:20 am - 2:15 pm**
Algebra 1

Student Centered Objective: Students will be making up tests and assignments which they are missing before the end of the nine weeks.
Bellringer: Students will be asked to look at their grades and write down the assignments which they are missing.
Anticipatory Set: Students will use prior knowledge to make up tests, assignments, and daily grades.
Procedures: Students will work on old assignments and tests before the end of the quarter.
Assessment: Students will be assessed by the assignments and tests they turn in.
Closure: Students will turn in all the work they are missing at the end of class.

Lessons for **Friday, December 15, 2023** (Day 5)

Make Up Day **8:20 am - 2:15 pm**
Algebra 1

Student Centered Objective: Students will be making up tests and assignments which they are missing before the end of the nine weeks.
Bellringer: Students will be asked to look at their grades and write down the assignments which they are missing.
Anticipatory Set: Students will use prior knowledge to make up tests, assignments, and daily grades.
Procedures: Students will work on old assignments and tests before the end of the quarter.
Assessment: Students will be assessed by the assignments and tests they turn in.
Closure: Students will turn in all the work they are missing at the end of class.