

	<b>MONDAY (A)</b> 3:05 - 4:35	<b>TUESDAY (B)</b> 1:30 - 3:00	<b>WEDNESDAY (A)</b> 3:05 - 4:35	<b>THURSDAY (B)</b> 1:30 - 3:00	<b>FRIDAY (A)</b> 3:05 - 4:35
	<b>Objective(s): SWBAT</b> <ul style="list-style-type: none"> <li>use the slope formulas to verify geometric relationships, including parallelism of pairs of lines</li> <li>find slope-intercept equation for a line with a given slope and point</li> <li>identify uses of slope in the world outside math class</li> </ul>	<b>Objective(s): SWBAT</b> <ul style="list-style-type: none"> <li>use the slope formulas to verify geometric relationships, including parallelism of pairs of lines</li> <li>find slope-intercept equation for a line with a given slope and point</li> <li>identify uses of slope in the world outside math class</li> </ul>	<b>Objective(s): SWBAT</b> <ul style="list-style-type: none"> <li>use the slope formulas to verify geometric relationships, including for parallel and perpendicular pairs of lines</li> <li>identify lines as perpendicular or parallel</li> <li>utilize algebra to construct new equations for lines that are perpendicular/parallel to a given linear equation</li> </ul>	<b>Objective(s): SWBAT</b> <ul style="list-style-type: none"> <li>use the slope formulas to verify geometric relationships, including for parallel and perpendicular pairs of lines</li> <li>identify lines as perpendicular or parallel</li> <li>utilize algebra to construct new equations for lines that are perpendicular/parallel to a given linear equation</li> </ul>	<b>TEST</b>
<b>P</b>	<b>Do-Now</b> Mountains or Beach Question  <b>Engage</b> Which is steepest? Students will compare pictures of different hills and will submit a pickers saying which one is steepest. Then they will debate the similarity of positive and negative slopes and of parallel lines.	<b>Do-Now</b> Mountains or Beach Question  <b>Engage</b> Which is steepest? Students will compare pictures of different hills and will submit a pickers saying which one is steepest. Then they will debate the similarity of positive and negative slopes and of parallel lines.	<b>Do-Now</b> Calculating slope and opposite reciprocals entrance ticket.  <b>Engage</b> Students will compare the urban planning of London with Manhattan and talk about right angles and car-driven development.	<b>Do-Now</b> Calculating slope and opposite reciprocals entrance ticket.  <b>Engage</b> Students will compare the urban planning of London with Manhattan and talk about right angles and car-driven development.	
<b>L</b>          <b>A</b>	<b>Explore/Explain</b> Students will rotate through stations. At station one they will review techniques to calculate slope from algebra by working on a worksheet together. At another station they will watch an instructional video and fill in notes about slope and parallel lines. At another they will work on desmos graphing calculators to find the equation of a parallel line that passes through an arbitrary point. The last station will be a desmos exploration activity where students try to orient a line to match another by free hand, with a grid, and with equations.  <b>Elaborate</b> Afterwards, students will brainstorm as a class other practical examples of slope such as road gradient, roof slope, etc	<b>Explore/Explain</b> Students will rotate through stations. At station one they will review techniques to calculate slope from algebra by working on a worksheet together. At another station they will watch an instructional video and fill in notes about slope and parallel lines. At another they will work on desmos graphing calculators to find the equation of a parallel line that passes through an arbitrary point. The last station will be a desmos exploration activity where students try to orient a line to match another by free hand, with a grid, and with equations.  <b>Elaborate</b> Afterwards, students will brainstorm as a class other practical examples of slope such as road gradient, roof slope, etc.	<b>Explain</b> Students will take turns sharing their notes from yesterday to get everyone on the same page for slope, parallel and perpendicular lines.  <b>Explore</b> Students will engage in “Welcome to _____” scavenger hunt where they answer about which equation is perpendicular or parallel the one in the question and then find the answer on another page elsewhere in the hallway.  <b>Practice</b> Students will participate in “I do, We do, You do” working through google docs worksheet and earning stickers as they derive equations of lines that are parallel/ perpendicular to a given equation and pass through a given point.	<b>Explain</b> Students will take turns sharing their notes from yesterday to get everyone on the same page for slope, parallel and perpendicular lines.  <b>Explore</b> Students will engage in “Welcome to _____” scavenger hunt where they answer about which equation is perpendicular or parallel the one in the question and then find the answer on another page elsewhere in the hallway.  <b>Practice</b> Students will participate in “I do, We do, You do” working through google docs worksheet and earning stickers as they derive equations of lines that are parallel/ perpendicular to a given equation and pass through a given point.	

N	<p><b>Evaluate</b> Formative Assessment. Desmos station results. Students will end with a kahoot exit ticket.</p> <p><b>Summary</b> Today we talked about slope! We went over how parallel lines have the same slope, and how slope fits into the equation for a line, and we can make a line with a given slope that passes through any point. We also talked about examples of slope outside the classroom.</p> <p><b>Assessment(s):</b> Exit ticket</p>	<p><b>Evaluate</b> Formative Assessment. Desmos station results. Students will end with a kahoot exit ticket.</p> <p><b>Summary</b> Today we talked about slope! We went over how parallel lines have the same slope, and how slope fits into the equation for a line, and we can make a line with a given slope that passes through any point. We also talked about examples of slope outside the classroom.</p> <p><b>Assessment(s):</b> Exit ticket</p>	<p><b>Evaluate</b> Students will turn in their google sheet for answers. Students will answer 1-5 about their readiness and will write something they want to review before the test on a sticky note.</p> <p><b>Summary</b> Today we practiced more with parallel and perpendicular lines. Y'all are ready for the test tomorrow!</p> <p><b>Assessment(s):</b> Formative Assessment as students do the activities and self-judgement at the end.</p>	<p><b>Evaluate</b> Students will turn in their google sheet for answers. Students will answer 1-5 about their readiness and will write something they want to review before the test on a sticky note.</p> <p><b>Summary</b> Today we practiced more with parallel and perpendicular lines. Y'all are ready for the test tomorrow!</p> <p><b>Assessment(s):</b> Formative Assessment as students do the activities and self-judgement at the end.</p>	<p><b>Evaluate</b> Unit 2 Test</p> <p><b>Summary</b> Students will show their mastery of Unit 2 topics.</p> <p><b>Assessment(s):</b> Unit 2 Test</p>
	<p><b>Resource Requirements:</b> <a href="#">Daily PowerPoint</a></p>	<p><b>Resource Requirements:</b> <a href="#">Daily PowerPoint</a></p>	<p><b>Resource Requirements:</b> <a href="#">Daily PowerPoint</a></p>	<p><b>Resource Requirements:</b> <a href="#">Daily PowerPoint</a></p>	<p><b>Resource Requirements:</b> <a href="#">Daily PowerPoint</a></p>