
Alabama 11 Algebra II

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alabama
Grade	11 (High)
Subject	Algebra II
Course category	Mathematics
Standards family	Mathematics
Framework	2019 Alabama Course of Study: Mathematics
Issuing agency	Alabama State Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Equations and Inequalities in One Variable

Unit 3: Building Equations From Situations · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do you turn a situation into something you can solve?
Standards	Equations and Inequalities in One Variable -> Standard 10 Algebra and Functions / Focus 1: Algebra — Create equations and inequalities in one variable and use them to solve problems. Extend to equations arising from polynomial, trigonometric (sine and cosine), logarithmic, radical, and general piecewise functions. Practice: Model With Mathematics -> Practice 4 Student Mathematical Practices — Model with mathematics.
Learning target	"I can create an equation or inequality in one variable from a problem and solve it."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will create equations and inequalities in one variable and use them to solve problems. Extend to equations arising from polynomial, trigonometric (sine and cosine), logarithmic, radical, and general piecewise functions.
- Students will model with mathematics.

Success criteria (student-friendly)

- "I define the variable precisely, with units."
- "I create an equation or inequality that represents the situation."
- "I solve it and interpret the answer back in the situation."

Academic vocabulary

variable, constraint, equation, inequality, piecewise, interpret, feasible, solution set, units

Materials and technology

- Notebooks
- Supplied problem contexts

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Student creates and solves equations from contexts across several function families.

Family communication

Ask your child what their variable stands for, exactly.

Day 41 — Defining the Variable Precisely

Week 9, Day 1 · Unit 3 · Standards: Standard 10, Practice 4

Focus	The first step.
Learning target	"I can create an equation or inequality in one variable from a problem and solve it."
Vocabulary in use	variable, constraint, equation, inequality, piecewise, interpret, feasible, solution set, units
Local date	_____

Learning sequence

Connect: 'let x be the number'. Teach: a variable definition must say what quantity, measured in what units, at what moment - 'let t be the time in hours since 8am' rather than 'let t be time'. Almost every modelling error at this level is a vague definition, and the answer then cannot be interpreted. Try: shared repair of supplied vague definitions. Apply: students write precise definitions for five supplied contexts. Reflect: if you cannot state the units, you have not defined the variable.

Check for understanding

Student writes precise variable definitions with units and reference points.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — From Words to an Equation

Week 9, Day 2 · Unit 3 · Standards: Standard 10, Practice 4

Focus	Creation.
Learning target	"I can create an equation or inequality in one variable from a problem and solve it."
Vocabulary in use	variable, constraint, equation, inequality, piecewise, interpret, feasible, solution set, units
Local date	_____

Learning sequence

Connect: the standard says CREATE. Teach: identify what is equal to what, or what is bounded by what - the relationship in the situation is what the equation records, and reading the sentence for 'is', 'at least', 'no more than' and 'per' is most of the translation. An inequality is used when the situation states a bound rather than an equality. Try: shared translation of supplied contexts. Apply: students create equations or inequalities for six contexts without solving. Reflect: creating is a separate skill from solving, and it is the one being assessed here.

Check for understanding

Student creates equations and inequalities that faithfully represent contexts.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Extending to Harder Function Families

Week 9, Day 3 · Unit 3 · Standards: Standard 10, Practice 4

Focus	The standard's extension.
Learning target	"I can create an equation or inequality in one variable from a problem and solve it."
Vocabulary in use	variable, constraint, equation, inequality, piecewise, interpret, feasible, solution set, units
Local date	_____

Learning sequence

Connect: the standard names polynomial, trigonometric, logarithmic, radical and piecewise. Teach: the modelling process does not change with the function family - define, translate, solve, interpret - and what changes is the solving technique, which Unit 2 supplied. Recognising which family a situation calls for is part of the skill: periodic behaviour suggests trigonometric, proportional growth suggests exponential, a rule that changes at a threshold suggests piecewise. Try: shared matching of supplied contexts to families. Apply: students match eight contexts and create the equation for three. Reflect: the shape of the situation names the family.

Check for understanding

Student matches contexts to function families and creates appropriate equations.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Piecewise Situations

Week 9, Day 4 · Unit 3 · Standards: Standard 10, Practice 4

Focus	Piecewise functions.
Learning target	"I can create an equation or inequality in one variable from a problem and solve it."
Vocabulary in use	variable, constraint, equation, inequality, piecewise, interpret, feasible, solution set, units
Local date	_____

Learning sequence

Connect: rules that change at a threshold. Teach: piecewise models describe situations where the rule genuinely differs over intervals - a rate that changes above a limit, a charge that applies only past a point - and the critical work is the BOUNDARY: which piece applies exactly at the threshold, and whether the pieces meet. Try: shared construction of a supplied piecewise model, deciding the boundary carefully. Apply: students build two piecewise models and solve a question in each piece. Reflect: the boundary is where the errors and the interesting questions both live.

Check for understanding

Student builds piecewise models and handles boundaries correctly.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Interpreting the Answer Back

Week 9, Day 5 · Unit 3 · Standards: Standard 10, Practice 4

Focus	The week's product.
Learning target	"I can create an equation or inequality in one variable from a problem and solve it."
Vocabulary in use	variable, constraint, equation, inequality, piecewise, interpret, feasible, solution set, units
Local date	_____

Learning sequence

Connect: the standard says USE THEM TO SOLVE PROBLEMS. Teach: the solution of the equation is not the answer to the problem until it is interpreted - in units, checked for feasibility (a negative time, a fractional person, a value outside the model's domain), and stated as a sentence. Try: shared interpretation of supplied solutions including one that is mathematically valid and physically impossible. Apply: students solve and fully interpret three problems. Reflect: always ask whether the answer could happen.

Check for understanding

Student interprets solutions in context and checks feasibility.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Source citation

Alabama State Department of Education. 2019 Alabama Course of Study: Mathematics. Adopted 2019. Standards are numbered within the COURSE Algebra II with Statistics, not within a grade; PDF pages 150-159, derived from the running head. The course describes itself as "the third of three required courses, and it is to be taken following the successful completion of Geometry with Data Analysis and either Algebra I with Probability or the middle school accelerated sequence". ALABAMA'S ORDINARY SEQUENCE PLACES IT IN GRADE 11: Appendix E's first option is "Geometry with Data Analysis in Grade 9, Algebra I with Probability in Grade 10, and Algebra II with Statistics in Grade 11". GRADE 10 STUDY IS THE DOCUMENTED ACCELERATION ROUTE and the workbook's "Accelerated Path" label is correct here: option 2 has students complete accelerated Grade 7 and Grade 8 courses carrying the Algebra I with Probability standards, after which those "who have shown adequate progress by the end of Geometry with Data Analysis in Grade 9 may move directly to Algebra II with Statistics in Grade 10". The document also states the consequence: such students "will be required to take two additional courses in Grades 11 and 12 to earn the mandatory four credits in mathematics". The eight Student Mathematical Practices are incorporated across all grades. Standards carrying superscripts are transcribed with a caret (i^2 , ab^{ct} , $\sin^2$) because the source sets them as separate spans that flatten into nonsense in the text layer. THIS GRADE 11 ENTRY IS THE SAME ALGEBRA II WITH STATISTICS SET AS THE GRADE 10 ENTRY, AND IT IS THE ORDINARY PLACEMENT RATHER THAN THE EXCEPTION. Appendix E's first option puts Algebra II with Statistics in GRADE 11, and Grade 10 study is the documented acceleration route for students who took the accelerated middle school sequence. Alabama publishes one Algebra II course, so both rows carry the same standards; the listing states that this is the normal year and that the Grade 10 product in this series is the same plan. Retrieved 2026-07-27 from https://www.alabamaachieves.org/wp-content/uploads/2022/09/AS_2022923_CAS-2019-Alabama-Mathematics-COS_V1.0.pdf