

---

# Virginia 10 Algebra II – Accelerated Path

**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            | Virginia                                                  |
| Grade            | 10 (High)                                                 |
| Subject          | Algebra II – Accelerated Path                             |
| Course category  | Mathematics                                               |
| Standards family | Mathematics                                               |
| Framework        | Virginia Standards of Learning                            |
| Issuing agency   | Virginia 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          | <b>Equations and Inequalities in One Variable</b> -> <b>A2.EI.4 strand</b> — text<br><b>Practice: Model With Mathematics</b> -> <b>A2.EO.2 strand</b> — text |
| 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. |
| 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.                                                                    |

| Support area | This week's plan                                                                 |
|--------------|----------------------------------------------------------------------------------|
| 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: A2.EI.4, A2.EO.2

|                   |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| 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: A2.EI.4, A2.EO.2

|                   |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| 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: A2.EI.4, A2.EO.2

|                   |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| 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: A2.EI.4, A2.EO.2

|                   |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| 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: A2.EI.4, A2.EO.2

|                   |                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------|
| 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

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.
- Not affiliated with or endorsed by Virginia Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

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

# Terms of Use, Privacy and Copyright

---

## Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

## Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

## Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

## Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

## Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Virginia Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using <https://www.doe.virginia.gov/home/showpublisheddocument/48570/638741649713570000> and local school or district guidance.

## Source citation

Virginia Department of Education. Virginia Standards of Learning. Retrieved 2026-07-27 from <https://www.doe.virginia.gov/home/showpublisheddocument/48570/638741649713570000>