Algebraic Inequalities
UNIT PLAN

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UNIT SYNOPSIS

In Unit 6, students expand their understanding of algebraic expressions and equations by learning how inequalities represent a range of possible solutions rather than a single solution. They begin with writing and graphing one-step inequalities, contrasting equations and inequalities, and using number line models to show how solutions extend beyond a single point. Instruction emphasizes the difference between open and closed circles, with probing questions and real-world contexts helping students reason about whether a boundary point is included or excluded. Students then solve one-step inequalities with positive coefficients using inverse operations and graph their solutions, connecting back to prior learning of balancing equations. Next, they extend this work by exploring inequalities with negative coefficients, using a number line model to discover why multiplying or dividing by a negative value reverses the inequality sign. Teachers facilitate this discovery by encouraging productive struggle and guiding students to articulate the rule themselves.

The unit progresses into two-step inequalities, where students first use a balance beam model to visualize why eliminating the constant is the most efficient first step before moving into full algebraic methods. This visual model supports their reasoning about maintaining balance and prepares them to solve and graph inequalities more abstractly. Students then refine their algebraic skills with additional practice, including error analysis that highlights common misconceptions, such as forgetting to reverse the sign with negative coefficients or mishandling constants. Instruction requires them to justify each step in their reasoning, reinforcing conceptual understanding alongside procedural fluency. Finally, students apply their knowledge to real-world scenarios, writing inequalities to model situations, solving and graphing them, and explaining the meaning of the solution in context.

This unit is significant because it develops students' ability to solve and reason about inequalities both conceptually and procedurally. Core strategies include using number lines to visualize solution sets, employing balance models to connect equations to inequalities, applying inverse operations systematically, and engaging in error analysis to solidify understanding. Collectively, these strategies strengthen students' fluency and reasoning, laying the foundation for more advanced algebraic reasoning in Grade 8 and high school mathematics.

Topic A Overview – *One-Step Inequalities*

In Topic A, Lesson 1, students will write and graph inequalities. They will be introduced to the concept that a range of solutions, rather than one exact solution, exists in certain situations. Students will then learn the difference between equations and inequalities. In Lesson 2, students solve and graph one-step inequalities. In this lesson, they will only be exposed to one-step inequalities with positive coefficients. In Lesson 3, begin by using a number line to explore and contrast what happens when two values are multiplied by a positive factor and then a negative factor. Students will discover that when multiplying two numbers by a negative factor, the order of those numbers flips.

Lesson 1

Let's talk symbols!

					Undefined Circle	Filled circle
A < B	A > B	A ≤ B	A ≥ B	A ≠ B	<>	≤ ≥
A is less than B.	A is greater than B.	A is less than or equal to B.	A is greater than or equal to B.	A does not equal B	○	●

Use the correct symbol to make the inequality true.

a.) A is smaller than B.   A __≤__ B

b.) A is at least the size of B.   A __≥__ B

c.) B is less than A.   A __>__ B

d.) A is no more than B.   A __≤__ B

e.) B is greater than or equal to A.   A __≤__ B

f.) B is at least the size of A.   A __≤__ B

Lesson 2

Inequality	What it is asking	Possible Solutions	Non-Solutions	Summary of Solutions	Graph
$5 + b \geq 2$	What #s can be added to 5 to get an answer for ≥ to 2?	-3,-2,-1,0,1, 2,3···	-4,-5,-6,-7... -3.1	$b \geq -3$	-3
$10 \geq 2t$	What #s can be multiplied by 2 to get less or equal to 10?	5,4,3,2,1···	6,7,8,9··· 5.1	$5 \geq t$ or $t \leq 5$	5
$\frac{y}{5} \leq 4$	What #s can be divided by 5 to get less or equal to 20.	20,19,18,17,16	20.1, 21,22, 23,24,25···	$y \leq 20$	20

Lesson 3

(c) What if we multiply -2 and -1 by -3? Compare using the inequality sign and the number line.

6 ☒ 3

* on the positive side of the number line 6 is greater than 3.

(d) Did multiplying by -3 have any impact on which number was bigger? Yes, the other number became greater

(e) What happened to the position of the numbers on the number line?

multiplying by -3 made both numbers become positive, so the numbers moved to the other side of the equal sign.

In Topic B, Lesson 4 students to solve and graph two-step inequalities. In this lesson, students will use a balance beam model to show why it makes more sense to eliminate the constant. In Lesson 5, students to solve and graph two-step inequalities. This lesson is a continuation of the previous lesson and gives scholars more at-bats with solving and graphing two-step inequalities. In Lesson 6, students to write inequalities from real-world situations, solve, and graph them. This lesson ties the previous lessons in this unit.

Lesson 4

Lesson 5

$-3x + 4 \leq -2$

$$\frac{-4 \quad -4}{0 \quad -6}$$

$$+\frac{2}{4}$$

$$-6$$

$$-3x \leq -6$$

$$\frac{-3x}{-3} \leq \frac{-6}{-3}$$

$$x \geq 2$$

Steps:
1.) eliminate the constant
2.) balance
3.) Eliminate the coefficient
4.) balance (sign flips)
5.) Graph Solutions

Lesson 6

Student 1:

$-5j + (-20) > -50$

$$+20 \quad +20$$

$$0 \quad -30$$

$$\frac{-5j}{-5} > \frac{-30}{-5}$$

$$1j \cdot 6$$

(a) What did student 1 do incorrectly?
when they divided by -5, they did not flip the inequality sign.

(c) What is the correct answer?

$j < 6$

① Ian needs to save at least $85.00 for a new pair of basketball shoes. He has $25.00 in his piggy bank and can save $12.00 from his allowance each week. How many weeks will Ian need to save to earn at least $85.00?

Variable: W = weeks

Inequality: $25 + 12w \geq 85$

Solution: $w \geq 5$

5 or more weeks

$$25 + 12w \geq 85$$

$$\frac{-25 \quad \quad -25}{0 \quad \quad 60}$$

$$\frac{12w}{12} \geq \frac{60}{12} \cdot 5$$

$$w \geq 5$$
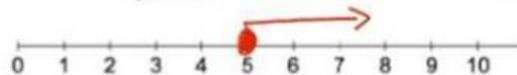
CONTENT STANDARDS

Below are the standards addressed in this unit.

Readiness Standards	Supporting Standards
◆ **7.11A** model and solve one-variable, two-step equations and inequalities	◆ **7.10(A)** write one-variable, two-step equations and inequalities to represent constraints or conditions within problems ◆ **7.10(B)** represent solutions for one-variable, two-step equations and inequalities on number lines ◆ **7.11(B)** determine if the given value(s) make(s) one-variable, two-step equations and inequalities true

ROADMAP

AT A GLANCE: Unit 6 – Algebraic Inequalities				
Topic	Day	Date	Lesson	Lesson Title
Topic A One-Step Inequalities	1		1	Writing and Graphing Inequalities
	2		2	One-Step Inequalities with Positive Coefficient
	3		3	One-Step Inequalities with Positive and Negative Coefficients
Topic B Two-Step Inequalities	4		4	Two-Step Inequalities with Models and Algebraically
	5		5	Two-Step Inequalities Algebraically
	6		6	Real-World Applications of Inequalities

Lesson 1: Writing and Graphing Inequalities		Date: _____
Standard(s)	**Notes for Intellectual Preparation & Lesson Planning**	**Lesson Look Fors**

Standard(s)	**Notes for Intellectual Preparation & Lesson Planning**	**Lesson Look Fors**
◆ **7.10(B)** represent solutions for one-variable, two-step ~~equations~~ and inequalities on number lines	**Necessary Materials and Pre-Lesson Prep** ■ Document Camera　　■ Unit 6 Workbook ■ Projector **Lesson Agenda**　　　　　　　**Time** <table><tr><td>I.</td><td>Do Now</td><td>5 min</td></tr><tr><td>II.</td><td>INM/Concept Development</td><td>25 min</td></tr><tr><td>III.</td><td>Student Practice</td><td>16 min</td></tr><tr><td>IV.</td><td>Student Debrief</td><td>5 min</td></tr><tr><td>V.</td><td>Exit Ticket</td><td>5 min</td></tr></table> **Mathematical Goal of this Lesson** The primary goal of this lesson is for students to write and graph inequalities. They will be introduced to the concept that a range of solutions, rather than one exact solution, exists in certain situations. Students will then learn the difference between equations and inequalities. **Opportunities to CFU** ✓ INM: Part B; #1, 4, 5 ✓ Student Practice: #7,8	**Look for teachers to…** ❑ Ask probing questions to uncover common mistakes or misconceptions around open/closed circles. **Look for students to…** ❑ Explain the difference between an equation and an inequality. *Ask*: "What is the difference between an inequality and an equation?" (An equation has one solution, and an inequality has a range of possible solutions.)
Important Vocabulary ■ Closed Point ■ Inequality ■ Open Point ■ <: Less than ■ >: Greater than ■ ≤: Less than or equal to ■ ≥: Greater than or equal to	**Other Notes to Inform Your Planning** For **Do Now**: The Do Now is a Must Do, without it, the beginning of the INM will not be as rich For **INM**: Prepare to address misconceptions around terms such as 'at least'. Students may not understand that this means (i.e., at least $7.00) $7.00 or more. They may also confuse 'less' and 'at least'. It will also be important to model graphing with terms such as 'greater than or equal to' or 'less than or equal to' as a closed circle and 'greater than/less than' as a closed circle. Consider creating an anchor chart that models the graph for these scenarios. See the snip under Topic A, Lesson 1 for an examples. Stamp for students **WHY** a circle would be closed (it includes a given value) and **WHY** (it excludes a given value) a circle would be open. For **Student Practice:** This portion is 16 minutes, consider pulling students who struggle in a small group and providing an answer key halfway through the student practice for those that are working independently. **Focus on Disciplinary Literacy** **Do Now:** #1a-c, Part B #1-5 **SP:** #7, 8	**Student Know/Do Chart** *Know* Inequalities include a range of possible answers rather than just one possible answer *Know* The graph of an inequality shows all possible solutions *Know* An open circle on the graph of an inequality means that number is not a possible solution, while a closed circle indicates that number is a possible solution *Do* Write an inequality to represent a real-world situation *Do* Graph an inequality to represent an algebraic inequality or a real-world situation

Lesson 2: One-Step Inequalities with Positive Coefficients		Date: _____
Standard(s)	**Notes for Intellectual Preparation & Lesson Planning**	**Lesson Look Fors**

Standard(s)	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors
◆ **7.11A** model and solve one-variable, two-step ~~equations~~ and inequalities	**Necessary Materials and Pre-Lesson Prep** ▪ Document Camera　　▪ Unit 6 Student Workbook ▪ Projector **Lesson Agenda**　　　　　　　　**Time** <table><tr><td>I.</td><td>Do Now</td><td>5 min</td></tr><tr><td>II.</td><td>INM/Concept Development</td><td>25 min</td></tr><tr><td>III.</td><td>Student Practice</td><td>30 min</td></tr><tr><td>IV.</td><td>Student Debrief</td><td>5 min</td></tr><tr><td>V.</td><td>Exit Ticket</td><td>5 min</td></tr></table> **Mathematical Goal of this Lesson** The primary goal of this lesson is for students to solve and graph one-step inequalities. In this lesson, they will only be exposed to one-step inequalities with positive coefficients. **Opportunities to CFU** ✓ INM: *Part A*: #3-6 *Part B*: #2-6 ✓ Student Practice: *Part A:* #1-3 *Part B:* #4, 5, 9, 10, 11 **Other Notes to Inform Your Planning** For **Do Now**: The Do Now is necessary to assess student on inverse operations. This skill is necessary to be able to solve inequalities. For **INM**: For the first two examples, closely guide students then release them to practice the rest with partners. If an anchor chart was created, encourage students to use it as they are working in partners. For **Student Practice**: This portion is 30 minutes, consider pulling into a small group, students who struggle with using inverse operation to solve and/or graph an inequality. Provide an answer key halfway through the student practice for those that are working independently. Continue to encourage students to use the anchor chart to support them as they work through the student practice.	Look for teachers to… ❑ Use students' prior knowledge of isolating variables and balancing equations to build an understanding of solving one-step inequalities. ❑ Create an anchor chart to support student understanding as they are working independently Look for students to… ❑ Explain the meaning of their solutions *Ask*: "What does the solution of your inequality tell you?" (All of the possible values of the variable)

Focus on Disciplinary Literacy

Do Now: #1,2
INM: Part A, #1-3,
　　Part B, #1-3
SP: #4-6

Important Vocabulary	Student Know/Do Chart
▪ Closed Point ▪ Coefficient ▪ Constant ▪ Inequality ▪ Inverse Operation ▪ Open Point ▪ Non-solution ▪ Solution ▪ Variable	**Know** To solve for a variable, it is necessary to make the constant zero and the coefficient 1 using inverse operations. **Know** It is necessary to keep an inequality balanced by performing the same operation on both sides of the inequality sign. **Do** Solve one-step inequalities with only positive coefficients **Do** Graph the solution of an inequality on a number line Determine whether a value would be a solution or a non-solution to an inequality.

Lesson 3: One-Step Inequalities with Positive and Negative Coefficients		Date: _____
Standard(s)	**Notes for Intellectual Preparation & Lesson Planning**	**Lesson Look Fors**
◆ **7.11A** model and solve one-variable, two-step equations and inequalities	**Necessary Materials and Pre-Lesson Prep** ▪ Document Camera ▪ Unit 6 Student Workbook ▪ Projector **Lesson Agenda** — **Time** <table><tr><td>I.</td><td>Do Now</td><td>5 min</td></tr><tr><td>II.</td><td>INM/Concept Development</td><td>40 min</td></tr><tr><td>III.</td><td>Student Practice</td><td>15 min</td></tr><tr><td>IV.</td><td>Student Debrief</td><td>5 min</td></tr><tr><td>V.</td><td>Exit Ticket</td><td>5 min</td></tr></table> **Mathematical Goal of this Lesson** The primary goal of this lesson is for students to solve and graph one-step inequalities. They will begin by using a number line to explore and contrast what happens when two values are multiplied by a positive factor and then a negative factor. Students will discover that when multiplying two numbers by a negative factor, the order of those numbers flip.	Look for teachers to... ❑ Ask guiding questions and allow students to do the heavy cognitive lifting when discovering the rule for multiplying and dividing by negative numbers. Teachers should be allowing productive struggle Look for students to... ❑ Derive the rule for multiplying and dividing by negative numbers when solving an inequality
Important Vocabulary ▪ Closed Point ▪ Coefficient ▪ Constant ▪ Inequality ▪ Inverse Operation ▪ Open Point ▪ Non-solution ▪ Solution ▪ Variable	**Opportunities to CFU** ✓ INM: #1c-e, #2d-e, Part B; #3-5 ✓ Student Practice: #2, 4, 5 **Other Notes to Inform Your Planning** For **INM/Student Practice**: The INM allows students to discover what happens on a number line when a value is multiplied or divided by a negative value. It is important that students gain a conceptual understanding of this concept as a common misconception is that students forget to flip the inequality sign. Consider allowing students to create a foldable to reference as they are working through the INM/Student Practice. Alternatively, an anchor chart for students to reference will support this understanding throughout the INM and Student Practice. **Focus on Disciplinary Literacy** **Do Now:** #1a-b, Part B #1-5 **INM:** #1a-e, 6, 7 **SP:** #5-6	**Student Know/Do Chart** **Know** Multiplying or dividing any number by a negative value will move that number to the other side of the number line/change the sign of that number. **Know** When numbers move to the other side of the number line, the opposite number becomes the bigger number. (For Example: 2>1 but-2<-1) **Do** Solve one-step inequalities with positive and negative coefficients and reverse the inequality sign when the coefficient is negative. **Do** Graph the answer to their inequality on a number line. **Do** Determine whether a number would be a solution or a non-solution to the inequality.

Lesson 4: Two-Step Inequalities with Models and Algebraically		Date: _____
Standard(s)	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors
◆ **7.11A** model and solve one-variable, two-step ~~equations~~ and inequalities	**Necessary Materials and Pre-Lesson Prep** ▪ Document Camera ▪ Unit 6 Workbook ▪ Projector **Lesson Agenda** **Time** <table><tr><td>I.</td><td>Do Now</td><td>5 min</td></tr><tr><td>II.</td><td>INM/Concept Development</td><td>27 min</td></tr><tr><td>III.</td><td>Student Practice</td><td>28 min</td></tr><tr><td>IV.</td><td>Student Debrief</td><td>5 min</td></tr><tr><td>V.</td><td>Exit Ticket</td><td>5 min</td></tr></table> **Mathematical Goal of this Lesson** The primary goal of this lesson is for students to solve and graph two-step inequalities. In this lesson, students will use a balance beam model to show why it makes more sense to eliminate the constant. They will use these models to find possible solutions, non-solutions, solutions summary, and a graph of the solutions.	**Look for teachers to…** ❑ Connect this concept to what students learned about equations in unit two. **Look for students to…** ❑ Solve inequalities using inverse operations ❑ Justify why those operations help them isolate the variable.
	Opportunities to CFU ✓ INM: Part B: #2, 3, 4, 6 ✓ Student Practice: #3, 4, 5	**Student Know/Do Chart**
Important Vocabulary ▪ Closed Point ▪ Coefficient ▪ Constant ▪ Inequality ▪ Inverse Operation ▪ Open Point ▪ Non-solution ▪ Solution ▪ Variable	**Other Notes to Inform Your Planning** For **INM/Student Practice**: During the INM it will be important to stamp for students that it makes sense to remove the constant as a first step rather than removing the variable. As always, to anchor this lesson, consider creating an anchor chart that lists the steps to support their understanding as they work through the INM/Student Practice. Students may become confused with the algebra tiles if this happens. Model using the digital resource linked here. ┌─────────────────────────┐ │ **Focus on Disciplinary** │ **Literacy** │ INM: Part B, #1-3 │ └─────────────────────────┘	*Know* To solve for a variable, it is necessary to make the constant zero and the coefficient 1 using inverse operations *Know* You must keep your inequality balanced by performing the same operations on both sides of the inequality sign *Do* Solve two-step inequalities using models and algebraically *Do* Graph the answer to their inequality on a number line. *Do* Determine whether a number would be a solution or a non-solution to the inequality.

Lesson 5: Two-Step Inequalities Algebraically		Date: _____
Standard(s)	**Notes for Intellectual Preparation & Lesson Planning**	**Lesson Look Fors**

Standard(s)	**Notes for Intellectual Preparation & Lesson Planning**	**Lesson Look Fors**
◆ **7.10(B)** represent solutions for one-variable, two-step ~~equations~~ and inequalities on number lines ◆ **7.11A** model and solve one-variable, two-step ~~equations~~ and inequalities	**Necessary Materials and Pre-Lesson Prep** ▪ Document Camera ▪ Unit 6 Workbook ▪ Projector **Lesson Agenda** **Time** <table><tr><td>I.</td><td>Do Now</td><td>8 min</td></tr><tr><td>II.</td><td>INM/Concept Development</td><td>25 min</td></tr><tr><td>III.</td><td>Student Practice</td><td>30 min</td></tr><tr><td>IV.</td><td>Student Debrief</td><td>5 min</td></tr><tr><td>V.</td><td>Exit Ticket</td><td>5 min</td></tr></table> **Mathematical Goal of this Lesson** The primary goal of this lesson is for students to solve and graph two-step inequalities. This lesson is a continuation of the previous lesson and gives scholars more at-bats with solving and graphing two-step inequalities. Students will use error analysis to highlight common misconceptions students have when solving inequalities **Opportunities to CFU** ✓ INM: #1a-c, #2a-c ✓ Student Practice: A, I, T, #4, #3, #13	Look for teachers to… ❑ Always model the constant becoming zero and the coefficient becoming 1 when solving an inequality. (Teachers should not just be crossing off/canceling out numbers) ❑ Allow students to do the heavy lift with the error analysis in the INM Look for students to… ❑ Justify each step necessary when solving a two-step inequality using their conceptual understanding of isolating variables and balancing inequalities ❑ In the error analysis explicitly explain why a student may be correct and incorrect in the steps to solve an inequality

Important Vocabulary	**Other Notes to Inform Your Planning**	**Student Know/Do Chart**
▪ Closed Point ▪ Coefficient ▪ Constant ▪ Inequality ▪ Inverse Operation ▪ Open Point ▪ Non-solution ▪ Solution ▪ Variable	For **Do Now:** The Do Now is a **Must Do**, it allows you to gauge how much students retained from the previous lesson and where their misconceptions lie. This will help you know what to emphasize in today's lesson. For **INM:** PUNCH-when multiplying or dividing by a negative number to solve an inequality, flip the inequality symbol. If necessary, review **WHY** this is the case by recalling the previous lesson. For **Student Debrief:** The student debrief is a Must Do following this lesson. It helps students reflect on common misconceptions to avoid. **Focus on Disciplinary Literacy** INM: #1, 2(a-c)	Know To solve for a variable, you need to make the constant zero and the coefficient 1 using inverse operations Know You must keep your inequality balanced by performing the same operations on both sides of the inequality sign Do Solve two-step inequalities algebraically Do Solve two-step inequalities algebraically Do Determine whether a number would be a solution or a non-solution to the inequality.

Lesson 6: Inequalities Real-World Application		Date: _____
Standard(s)	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors

Standard(s)	Notes for Intellectual Preparation & Lesson Planning	Lesson Look Fors
◆ **7.10(B)** represent solutions for one-variable, two-step ~~equations~~ and inequalities on number lines	**Necessary Materials and Pre-Lesson Prep** ▪ Document Camera ▪ Unit 6 Workbook ▪ Projector **Lesson Agenda** **Time** <table><tr><td>I.</td><td>Do Now</td><td>5 min</td></tr><tr><td>II.</td><td>INM/Concept Development</td><td>25 min</td></tr><tr><td>III.</td><td>Student Practice</td><td>23 min</td></tr><tr><td>IV.</td><td>Student Debrief</td><td>5 min</td></tr><tr><td>V.</td><td>Exit Ticket</td><td>5 min</td></tr></table> **Mathematical Goal of this Lesson** The primary goal of this lesson is for students to write inequalities from real-world situations, solve, and graph them. This lesson ties together the previous lessons in this unit. **Opportunities to CFU** ✓ INM: #2-6 ✓ Student Practice: #1, 2	**Look for teachers to…** ❑ Allow students to collaborate and explore these real-world problems without giving them step-by-step procedures for answering the questions. **Look for students to…** ❑ Use critical thinking and mathematical reasoning when going from a real-world situation to an algebraic inequality.

Important Vocabulary		Student Know/Do Chart
▪ Closed Point ▪ Coefficient ▪ Constant ▪ Inequality ▪ Inverse Operation ▪ Open Point ▪ Non-solution ▪ Solution ▪ Variable	**Other Notes to Inform Your Planning** For **INM**: In this lesson you are gradually releasing responsibility to students. You will do a think aloud for #1. If needed, you can also do a think aloud for #2, but students should be working in partners. If students aren't seated in partners, consider using popsicle sticks to pull/pick partners. You may decide, during internalization to choose students who work well together. For **Student Debrief**: The Student Debrief is a Must Do, it stamps and makes sticky for students, the steps to solving an inequality. **Focus on Disciplinary Literacy** INM: #1-3 SP: #1-3	Know — To solve for a variable, it is necessary to make the constant zero and the coefficient 1 using inverse operations Know — To solve for a variable, you need to make the constant zero and the coefficient 1 using inverse operations on both sides of the inequality sign Do — Write a two-step inequality to represent a real-world situation Do — Solve two-step inequalities Do — Graph the answer to their inequality on a number line. Do — Determine whether a number would be a solution or a non-solution to the inequality

Recommended Success Day Materials and Resources

7.11A
Algebraic Inequalities

7.11A Virtual Nerd Video
7.11A Practice
Tech-enhanced Practice
Extra Practice SE
Extra Practice TE

<u>Notes to Inform Your Planning</u>
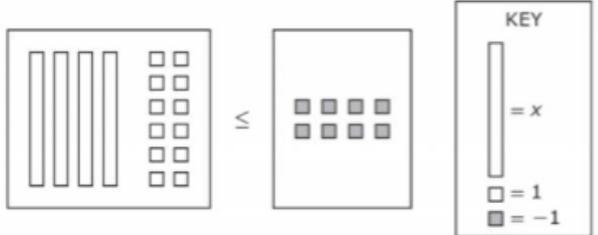These resources can be used for either small-group or whole-group reteach.

If student data indicates a pause point is not necessary, you can opt to move forward and reserve a Success Day to use at a later date.

Using exit ticket data can help you prioritize what to review. For example, if you remember that students did poorly on Lesson 9, pull problems from lesson 6, especially if they are problems students did not do before (for example, SP or INM problems you skipped during class). You can also take questions from the resources linked above.

All unit exams should be given online to prepare students for STAAR online.

UNPACKED STANDARDS

Focus standards for this unit.

Standard Breakdown		
Standard	**Specificity**	**STAAR Alignment**
7.11(A) model and solve one-variable, two-step equations and inequalities	**Concepts:** - Inequalities - One Variable - Two-Step **Skills:** - Model - Solve **Limitations:** • Limited to one variable • Limited to two-step inequalities **Clarifications:** • The coefficients and constants can include any positive rational numbers	What is the solution set for the inequality $4 - 5g > 39$? F $g > -7$ G $g < -7$ H $g < 7$ J $g > 7$ The model represents an inequality. What is the solution set for the inequality? F $x \le -5$ G $x \le 5$ H $x \le 1$ J $x \le -14$

VERTICAL STANDARDS

This section details the **progression** of key student expectations/standards** in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.

5th Grade	6th Grade	8th Grade/ Algebra 1
.3(K) add and subtract positive rational numbers fluently 5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping 5.4(F) simplify numerical expressions that do not involve exponents, including up to two levels of grouping	6.3(D) add, subtract, multiply, and divide integers fluently 6.3(A) recognize that dividing by a rational number and multiplying by its reciprocal result in equivalent values 6.7(D) generate equivalent expressions using the properties of operations: inverse, identity, commutative & distributive properties 6.10(A) model & solve one-variable, one-step equations and inequalities that represent problems, including geometric concepts 6.9(A) write one-variable, one-step equations and inequalities to represent constraints or conditions within problems 6.9(B) represent solutions for one-variable, one-step equations and inequalities on # lines 6.9(C) write corresponding real-world problems given one-variable, one-step equations or inequalities 6.10(B) determine if the given value(s) make(s) one-variable, one-step equations or inequalities true 6.7(A) generate equivalent numerical expressions using order of operations, including whole number exponents, and prime factorization	8.8(C) model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants A.5(A) solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides A.5(C) solve systems of two linear equations with two variables for mathematical and real-world problems A.10(E) factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two 8.8(A) write one-variable equations or inequalities with variables on both sides that represent problems using rational number coefficients and constants 8.8(B) write a corresponding real-world problem when given a one-variable equation or inequality with variables on both sides of the equal sign using rational number coefficients and constants A.12(E) solve mathematic and scientific formulas, and other literal equations, for a specified variable