Alg 1 R Scope and Sequence

Alg 1 R Sco	pe and Sec	<u>uence</u>		
Topic / Lesson K	ŒΥ			
Previous Grade	Current Grade	Major Cluster St	andards	
Level (unfinished	Level (new	Supporting Stan	dards	
learning)	content)	Additional Standards		
		Cadina of		
Unit		Coding of Standards	Shared Alg II	
Sept 10-Oct 8	_	Standards	, ug II	
Review	Mod 5	NY-8.F.1		
		AI.FIF.1		
		AI.F.IF.2		
Unit Functions, G Featu	raphs, and	AI.F.IF.4	X	
, out		AI.F.IF.5		
		AI.F.IF.6	X	
Oct 13- Nov 24		A1.F.IF.7a		
OCI 13-110V 24				
		NY-8.F.3 *		
Review Mod 5/6 8th Grade				
		NY-8.F.4 *		
		AI.CED.2		
		AI.REI.10		
		AI.F.IF.2		
		AI.F.IF.4	X	
		AI.F.IF.5		
		AI.F.IF.9	X	
Interpreting a		AI.F.BF.1	X	
Linear Functions		AI.F.LE.1b		
		AI.F.LE.2	X	
		AI.F.LE.5	X	
		AI.S.ID.6a	X	
		AI.S.ID.7		

	AI.S.ID.8 AI.S.ID.9	
Nov 30-Dec 23	AI.REI.1a	X
	AI.REI.3	
Linear Equations and Inequalities	AI.SSE.1	
mequanties	AI.CED.1	X
	AI.REI.11	
lan 4 lan 05	AI.CED.4	
Jan 4-Jan 25		
	AI.SSE.3	X
	AI.CED.1	X
	AI.F.BF.1a	X
Sequences and Exponential Functions	AI.F.LE.1	
	AI.F.LE.2	X
Fab 1 An 1146	AI.F.LE.3 AI.F.LE.5	X X
Feb 1- April 16		
Mod 7- Introduction to	NY-8.NS.1	
Irrational Numbers Using Geometry	NY-8.NS.2	
	NY.8.EE.2	
	N.RN.B.3	

	AI.F.IF.4	Χ
	AI.F.IF.8	Χ
	AI.F.IF9	Χ
	ALASSE.3	X
	AI.APR.3 AI.CED.1	X X
	AI.REI.4aand AI.SSE.2	X(b)
Quadratic Functions	AI.SSE.2 AI.APR.1	Λ
	AI.REI.10	
	A1.F.IF.7a	
	AI.F.BF.3a	X
		Λ
	AI.REI.11	
April 19 -May 21		
	AI.CED.3	
	AI.REI.5	
Writing and Solving	AI.REI.5	
Writing and Solving Systems of Equations and Inequalities		X
		X
Systems of Equations	AI.REI.6a	X
Systems of Equations	AI.REI.6a AI.REI.10	X
Systems of Equations	AI.REI.6a AI.REI.10	X
Systems of Equations	AI.REI.10 AI.REI.11 AI.REI.12 Skip if time do	
Systems of Equations and Inequalities	AI.REI.10 AI.REI.11 AI.REI.12	
Systems of Equations and Inequalities	AI.REI.10 AI.REI.11 AI.REI.12 Skip if time do	
Systems of Equations and Inequalities	AI.REI.10 AI.REI.11 AI.REI.12 Skip if time do AI.SID.1	

	COVID -19 Algebra 1 Reg
	Topic / Lesson KEY
	Topic / Lesson KEY
	Previous Grade Level
	Sample: A/L1
Common Core State Standards (CCSS)	Learning targets that ma
Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	
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	*I can determine if a relation *I can identify the domain to an use runction notation in
Use function notation, evaluate functions for inputs in their domains, and interpret statements that use	ri can use function notation situations.
function notation in terms of a context.	*I can use function notation
i) interpret key features of graphs and tables in terms of the quantities; and	* I
ii) sketch graphs showing key features given a verbal description of the relationship.	*I can represent a situation in
Determine the domain of a function from its graph and, where applicable, identify the appropriate domain for a function in context.	*I can identify the appropri
Calculate and interpret the average rate of change of a function over a specified interval.	*I can calculate the average r
	*I can graph functions u
Graph linear, quadratic, and exponential functions and show key features	functions.
Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line. Recognize examples of functions that are linear and non-linear.	I can determine if a function from a table, equation, graph a can construct a function to
Construct a function to model a linear relationship between two quantities. Determine the	two points, or verbal descript
rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of	• I can determine the rate of catalle and graph.
change and initial value of a linear function in terms of the situation it models, and in terms of	
its graph or a table of values.	function in terms of the situa
	I can write linear equations
Create equations and linear inequalities in two variables to represent a real-world context.	relationships between two va
Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.	*I can find the rate of char
Use function notation, evaluate functions for inputs in their domains, and interpret statements that use	graphs. "*I can use function notation
function notation in terms of a context.	situations.
i) interpret key features of graphs and tables in terms of the quantities; andii) sketch graphs showing key features given a verbal description of the relationship.	including average rate of chaI can sketch a graph showir
ii) sketch graphs showing key leatures given a verbal description of the relationship.	particular scenario or context
Determine the domain of a function from its graph and, where applicable, identify the appropriate domain for a function in context.	*I can identify the appropri
Compare properties of two functions each represented in a different way (algebraically, graphically,	I can compare linear function
numerically in tables, or by verbal descriptions). White a function that describes a relationship between two quantities	represented differently (grapl *I can represent and interpresent and interpresent and interpresent are represented by the content of the cont
Write a function that describes a relationship between two quantities. Recognize situations in which one quantity changes at a constant rate per unit interval relative to	I can analyze a given context
another, and therefore can be modeled linearly.	can be modeled with a linear
Construct a linear or exponential function symbolically given:i) a graph;ii) a description of the	I can write the equation for a
relationship;iii) two input-output pairs (include reading these from a table).	description or a set of ordere
Interpret the parameters in a linear or exponential function in terms of a context. Fit a function to real-world data; use functions fitted to data to solve problems in the context of the data.	I can interpret the meaning o
Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	I can interpret the meaning o data.

Distinguish between correlation and causation. Explain each step when solving a linear or quadratic equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Interpret expressions that represent a quantity in terms of its context. Create equations and inequalities in one variable to represent a real-world context. Given the equations $y = f(x)$ and $y = g(x)$:i) recognize that each x-coordinate of the intersection(s) is the solution to the equation $f(x) = g(x)$;ii) find the solutions approximately using technology to graph the functions or make tables of values; andiii) interpret the Rewrite formulas to highlight a quantity of interest, using the same reasoning as in solving equations. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	coefficients represented by I can solve multi-step line variable. I can write, and interpret l
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Interpret expressions that represent a quantity in terms of its context. Create equations and inequalities in one variable to represent a real-world context. Given the equations $y = f(x)$ and $y = g(x)$:i) recognize that each x-coordinate of the intersection(s) is the solution to the equation $f(x) = g(x)$;ii) find the solutions approximately using technology to graph the functions or make tables of values; andiii) interpret the Rewrite formulas to highlight a quantity of interest, using the same reasoning as in solving equations. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	variable. I can write, and interpret l
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Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	I can solve formulas for a
the quantity represented by the expression.	
the quantity represented by the expression.	
Create equations and inequalities in one variable to represent a real-world context.	I can write, and interpret e
Write a function that describes a relationship between two quantities	
exponential functionsa. a)Justify that a function is linear because it grows by equal differences over equal intervals, and that a function is exponential because it grows by	
equal factors over equal intervals. b) Recognize situations in which one quantity changes at	
a constant rate per unit interval relative to another, and therefore can be modeled linearly.	
c) Recognize situations in which a quantity grows or decays by a constant percent rate per	
	I can analyze a given conto
Construct a linear of exponential function symbolically given.	Jes a grien cond
i) a graph;	
ii) a description of the relationship;	T
	I can write the equation fo verbal description or a set
	verbar description or a set
Observe using graphs and tables that a quantity increasing exponentially eventually exceeds	
	I can compare and draw co
	I can interpret the paramet
Understand informally that every number has a decimal expansion; for rational numbers	
show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.	Loon identify whather a
	I can identify whether a nu
Use rational approximations of irrational numbers to compare the size of irrational numbers,	
locate them approximately on a number line, and estimate the value of expressions.	
p and $x3 = p$, where p is a positive rational number. Know square roots of perfect squares	
up to 225 and cube roots of perfect cubes up to 125. Know that the square root of a non-	Loon avaluate square no the
perfect square is irrational. Explain why the sum or product of two rational numbers is rational; that the sum of a rational	I can evaluate square roots
	I can explain which operate

For a function that models a relationship between two quantities:i) interpret key features of graphs and tables in terms of the quantities; and ii) sketch graphs showing key features given a verbal description of the relationship.

Write a function in different but equivalent forms to reveal and explain different properties of the function.

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Identify zeros of polynomial functions when suitable factorizations are available. Create equations and inequalities in one variable to represent a real-world context.

Solve quadratic equations in one variable.

Recognize and use the structure of an expression to identify ways to rewrite it.

Add, subtract, and multiply polynomials and recognize that the result of the operation is also a polynomial. This forms a system analogous to the integers.

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.

Graph linear, quadratic, and exponential functions and show key features Using f(x) + k, k f(x), and f(x + k):i) identify the effect on the graph when replacing f(x) by f(x) + k, k f(x), and f(x + k) for specific values of k (both positive and negative);ii) find the value of k given the graphs;iii) write a new function using the value of k; and iv) use technology to experiment with cases and explore the effects on the graph

Given the equations y = f(x) and y = g(x):i) recognize that each x-coordinate of the intersection(s) is the solution to the equation f(x) = g(x);ii) find the solutions approximately using technology to graph the functions or make tables of values; andiii) interpret the solution in context. \bigstar

I can interpret key elements of

I can analyze a quadratic byc

I can compare properties of t

I can factor a quadratic expre I can write and interpret quad I can find real solutions to qu

I can graph quadratic functio intercepts, maxima, and mini

Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.

Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

Solve systems of linear equations in two variables both algebraically and graphically

Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.

Given the equations y = f(x) and y = g(x):i) recognize that each x-coordinate of the intersection(s) is the solution to the equation f(x) = g(x);ii) find the solutions approximately using technology to graph the functions or make tables of values: andiii) interpret the 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.

I can represent constraints w. I can determine whether solu constraints provided in a modern and a modern and

I can write, solve, interpret, ε equations using multiple met

I can describe and interpret the system of equations graphical

I can describe and interpret the graphically.

Represent data with plots on the real number line (dot plots, histograms, and box plots). Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (inter-quartile range, sample standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

I can represent data with dot I can compare the center (me standard deviation) of two or distribution.

I can interpret differences in

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Current Grade Level Sample: A/L1	OMIT Lesson Sample: F/L 17	Consider Consolidating Lessons	
ıy be addressed during	these unit	Critical Content An	d Skills frequently/ heav regents CCAS
on is a function. and range of functions. to evaluate points in tables,	grapns and contextual	set of ordered pairs.	ether a relation is a function
to evaluate a function rule.		# 2 CCAS Use function domains.	notation, evaluate functions
1 context with a graph.		# 3CCAS Find the range graph.	for a specified domain given
iate domain for a situatio	n in context.	# 4 CCAS Find the doma life context	in and range given a functio
rate of change for a situation			interpret the average rate of or as a table) over a specified
ising the graphing calc	ulator to graph	Graph linear functions th	at are in slope intercept forn
is linear or non-linear			
, or verbal model. model a mical relationship tion.	HOIII a table of values,		
change (slope) and initial va	alue (y-intercept) from a		
of the rate of change and inition it models.	tial value of a linear		
and inequalities that repres	ent		
nge in linear relationship	•	# 6 CCAS Determine wh function by using the gra	ether a point is in the solution, table or equation.
to evaluate points in tables	s, graphs and contextual		
nge, y-intercept, xintercepting key features given a	S.		lope and y-intercept and detentions that are in slope inter
iate domain for a situatio	n in context.	TOTHI.	
ns that are each hs, tables, equations,		# 8 CCAS Determine wh function by using the gra	ether a point is in the solution, table or equation.
oret linear relationships v	vith tables, graphs and	#9 CCAS Write linear fu	unction rules for a graph, a d
to determine whether it function.		# 10 CCAS Identify the in context.	slope and y-intercept and de
linear function when given d pairs.	a graph, a verbal		
f slope and y-intercept in te	erms of their contexts.	context. # 11 CCAS Use the STA	T feature on the graphing ca
f the slope and the y-interco	ept in the context of the	regression. (linear or exp #12 CCAS Identify the sl context.	onential) Rounding when ne lope and y-intercept and dete
		·	

logy) and interpret the correlation coefficient of a	# 13 CCAS Use the STAT feature on the graphing ca
between correlation andcausation .	value and explain what it means in context.
equations in one variable including equations with etters. inequalities in one	# 14 CCAS Solving multi-step (linear) equations usin real numbers, using technology Supporting skills - Use the properties of real numbers algebraically and use the table of the graphing calcula
ar equations and inequalities.	
rticular variable ofinterest.	Suporting skills - Solve for y. or any other identified
onential equations when given a real world context.	supporting - Distinguish between situations that can b linear functions and with exponential functions. # 15 a CCAS Identify the growth/decay factor and y-i determine the meaning in context.
to determine whether itean be modeled with a linear or	
inear and exponential functions when given a graph, a ordered pairs.	# 15b CCAS Determine the factor and y-intercept and form. # 16 CCAS Use the table to determine if two exponer
clusions about graphsand tables of linear and exponential in linear and exponential function models, in terms of the second seco	# 15 a CCAS Identify the growth/decay factor and y-i
ber is rational orirrational by whether its decimal form	
f small perfect squaresand cube roots of small perfect cu	# 20 CCAS Explain why the sum or product of two rational; that the sum of a rational number and an irra

	# 16 CCAS Use the graph, table or maximum/mining graphing calculator to find the vertex and understand
of the graphs and tables of quadraticfunctions,including	is the y-value of the vertex.
changing the format of a function to reveal particularattr	Compare factored form with that of the equation in st
wo functionsrepresented differently (graphs, tables, equ	
ession in order to revealits zeros. dratic equations mathematically and in context,	# 17 CCAS Identify zeros and compare to its factors
nadratic equations in onevariable using multiple method	# 18 A CCAS Solve quadratics grapmically # 18 B CCAS Factor quadratics and solve quadratic e
	Factoring
	FInd the sum, difference and product of polynomials check answer by using the $y =$ and tables to see if the
	11 5 , 51 1
ns that are expressed symbolically and show ima.	f(x), $f(kx)$, and $f(x + k)$ for specific values of k (both pagative) with and without the graphing calculator.
ith systems of equations or inequalities.	Supporting: Model a written situation with a system of
ith systems of equations or inequalities. tions are viable or nonviable options, given the deling context.	Supporting: Model a written situation with a system of equations/inequalities.
tions are viable or nonviable options, given the	
tions are viable or nonviable options, given the deling context.	equations/inequalities.
tions are viable or nonviable options, given the	
and justify my solution method for systems of linear	# 19 CCAS Solve systems of linear equations approx
and justify my solution method for systems of linear	# 19 CCAS Solve systems of linear equations approx
and justify my solution method for systems of linear	# 19 CCAS Solve systems of linear equations approx
ntions are viable or nonviable options, given the deling context. and justify my solution method for systems of linear thods he solution set of a	# 19 CCAS Solve systems of linear equations approx
and justify my solution method for systems of linear thods he solution set of a ally and relate that to the algebraic solution.	# 19 CCAS Solve systems of linear equations approx
and justify my solution method for systems of linear thods he solution set of a ally and relate that to the algebraic solution. he solutions to a system of linear inequalities	# 19 CCAS Solve systems of linear equations approx
tions are viable or nonviable options, given the deling context. and justify my solution method for systems of linear thods he solution set of a filly and relate that to the algebraic solution. he solutions to a system of linear inequalities plots, histograms, andbox plots. can and median) and spread (interquartile range and	# 19 CCAS Solve systems of linear equations approx
and justify my solution method for systems of linear shods he solution set of a ally and relate that to the algebraic solution. he solutions to a system of linear inequalities	# 19 CCAS Solve systems of linear equations approx

ily tested on the										
	Days		_	Curricula	r Materi	als and [Daily Les	sons	_	
										Ī
given a table, graph,		Mod 3					Unit 3 E	Math		
given a table, graph,	_	Engage		Unit 1 D	istrict Re	esources				
for inputs in their		L9	L10	L1	L2	L3	L1	L2	L3	
a function rule or	20 + 1	Lo	LIU	_	LZ	LO	<u> </u>	LE	LS	
	for assessm	L12	L13	L4	L4	L6	L4	L5	L6	
n rule, graph or real	ent			L7	L8	L9	L7			
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n set to a linear	ent	Module		U2/L8	U2/L9		U2/L11			Ī
	_			UZ/LO	UZ/L9	02/110	UZ/LTT	02/112		Ī
rmine the meaning in		L13	L14	1					Unit 1	0
cept form or not in y		L19	L20						L6	
			1220						_0	
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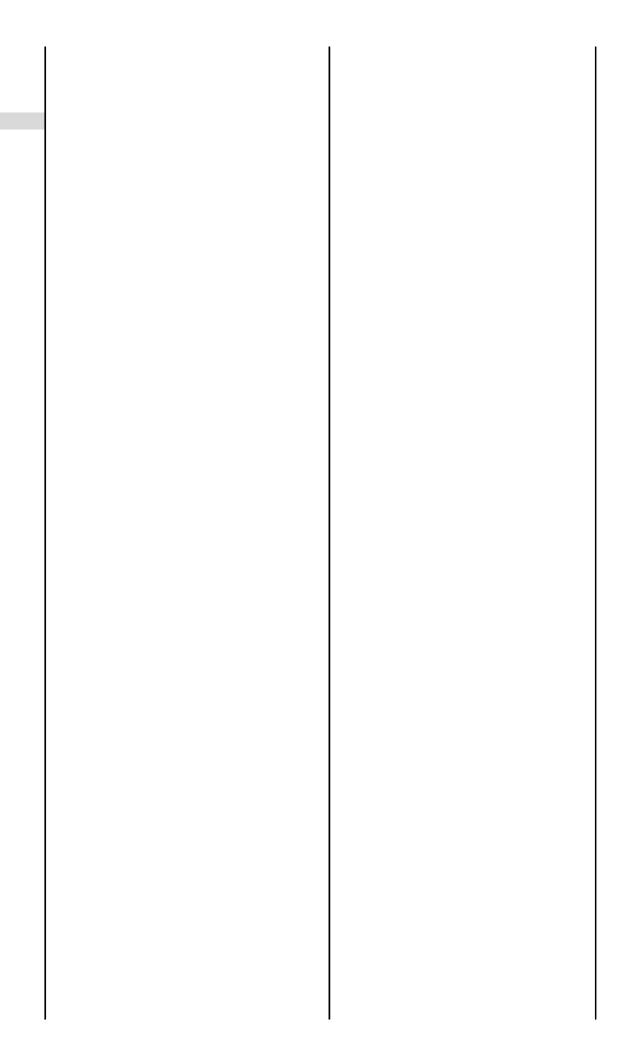
lculator to find the r-										
				_						
g the properties of		Engage	NIV	Limit 2 D	iotriot De				Linit O	EMath/
		Engage	IN Y	Unit 3 D	ISTICL RE	esources			Unit 2	EMath(
to solve				110/14	110/10	1.10/1.0	1.10/1.4	110/15		
ator to check work.				U3/L1 U3/L6	U3/L2 U3/L7	U3/L3 U3/L8		U3/L5 U3/L10		L2 L5
	17 + 1									
				U3/L11	U3/L12	U3/L13	U3/L14	U3/L15	L8	L9
variable.	_									
	14 +1	Engage	NY Mod	Unit 4 D	istrict Re	esources			Unit 6	Emath(
				Alg 1 E-N	MRT wee	ek 12/13			L3	L4
e modeled with									L6	L7
intercept and										
1 put in $y = a(b)^x$										
ntial expressions are										
intercept and					Alg 1 E	-MRT we	eek 12/13	<u> </u>		
intercept and										
	44 + 1	<u>Engage</u>	NY Mod	Unit 5 D	istrict Re	esources			Unit 7	Emath(
				8th/ Expl					L1	L2
ational numbers is				L1	L2	L3	L4	L5	L4	L5
tional number is				L6	L7	L8			Unit 8	Emath(

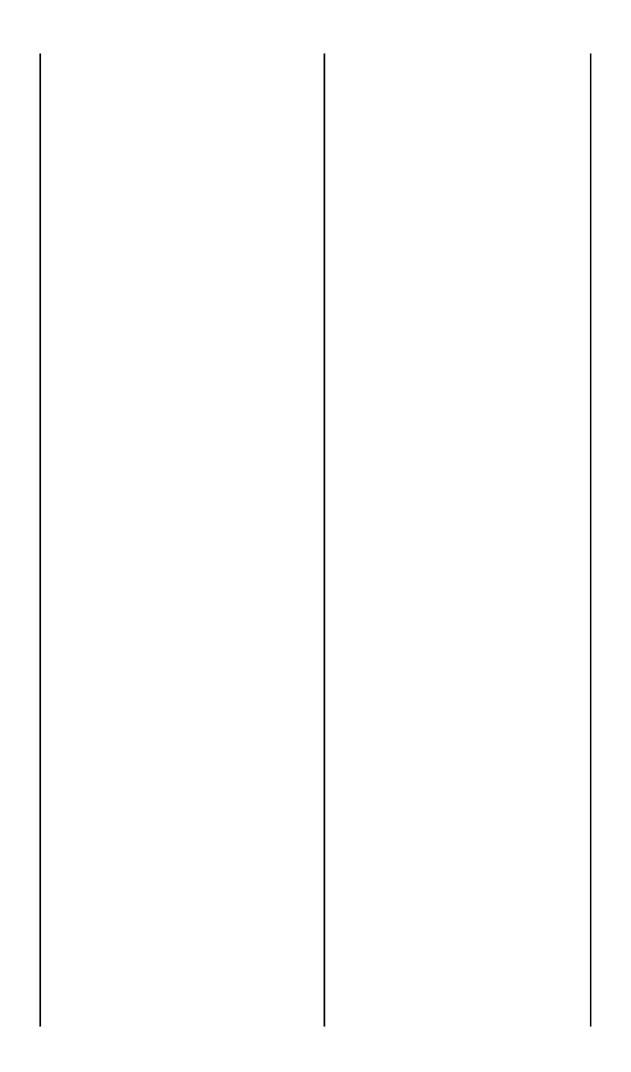
m feature of the that the min or max								L1	L2
andard form			1	8 F-MR	RT Week	12		L4	L5
andard form				O L-IVII	CT WCCK	12		L7	L8
								LI	LO
equations by factoring									
in standard form and									
y are equivalent.									
positive and									
positive and									
of linear									
71 Inicui		Engage NY Mod	Unit 6	District R	<u>Resources</u>	<u>s</u>		Unit 5	Emath(
			L1	L2	L3	L4	L5	L1	L2
imately (e.g., with variables.			L6	L7	L8	L9	L10	L4	L5
variables.			LO		LO	LO	L10		
			L11					L7	L8
	5		Unit 6	District R	esource	Unit 10	Emath(w/vidoe	
						L1	L2	L3	

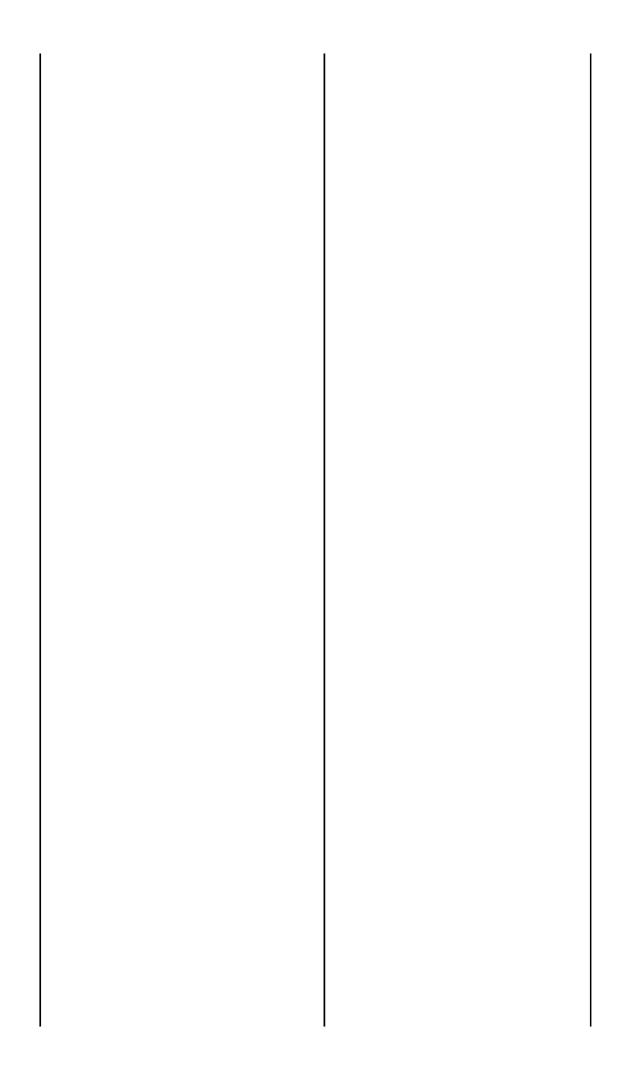
,		
<u>os)</u>		
		I don't think we need emath L1 and L2- at
L3	I believe that these lessons are from 8th grade think we should get no or the orithin from or the lessons since they are based on the old	least not full lessons.
L6	scope and sequencewe can change	
<u>n(w/vido</u>		

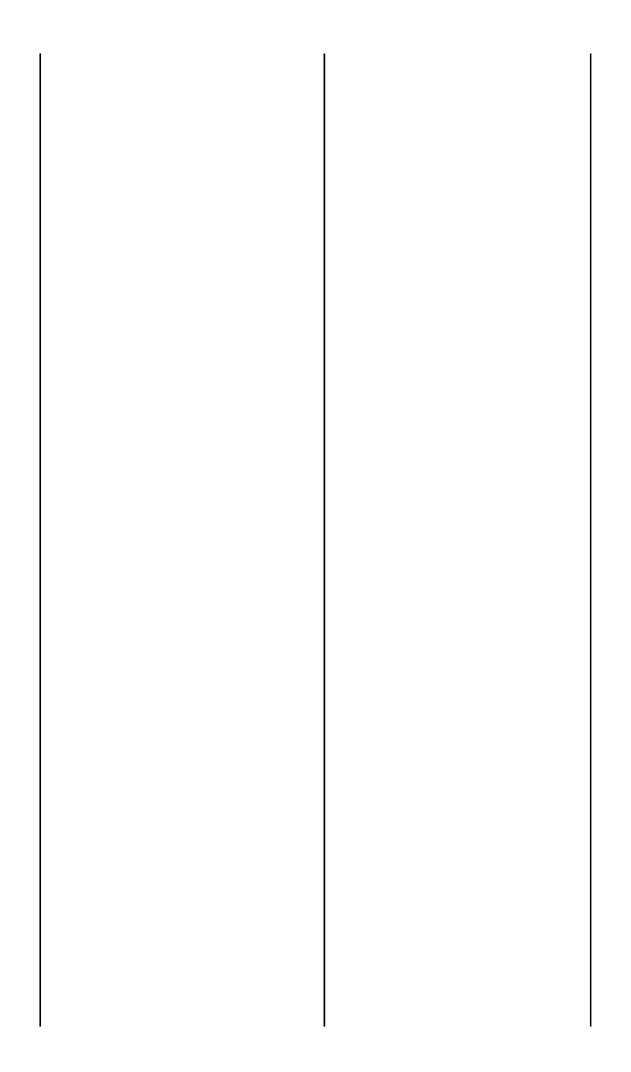
w/ vided	I think emath L13 should be included- modeling with inequalities
L7	
w/video Are sequences necessary in a shrotened time f L5 my emath lesson choices don't include this.	r I don't think sequences are necessary.
L8	
w/vidoe	
L3 L6 I think this might be too much for 1 unit	Maybe remove emath Unit 7 L6 and Unit 8 L7
<mark>w/vidoe</mark>	

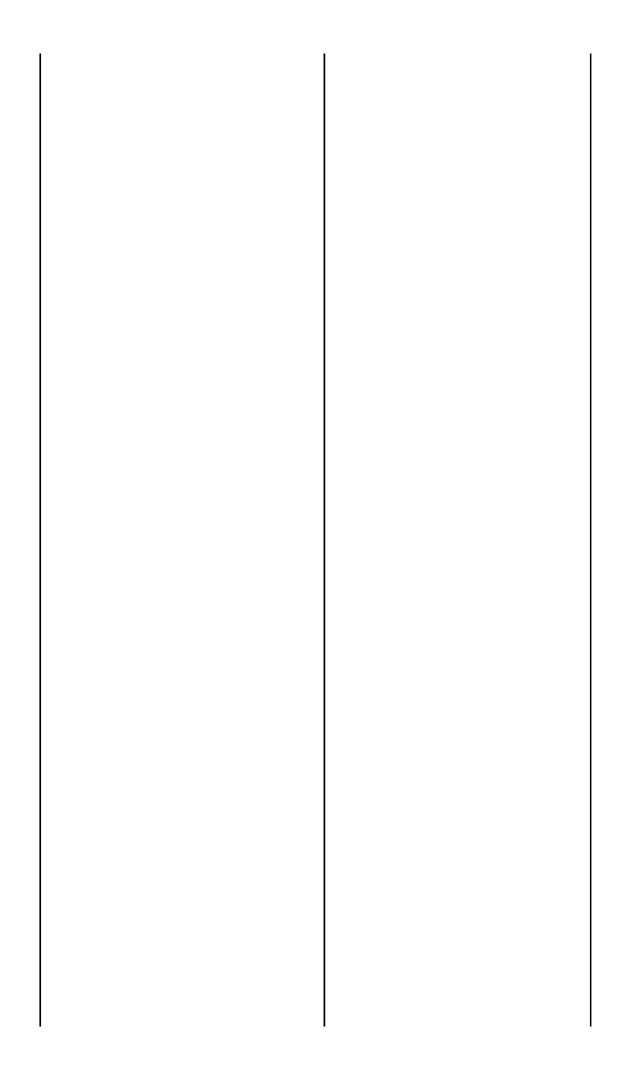
L3	
<u>L6</u>	
<u>w/vidoe</u>	
L3	
<u>L6</u>	

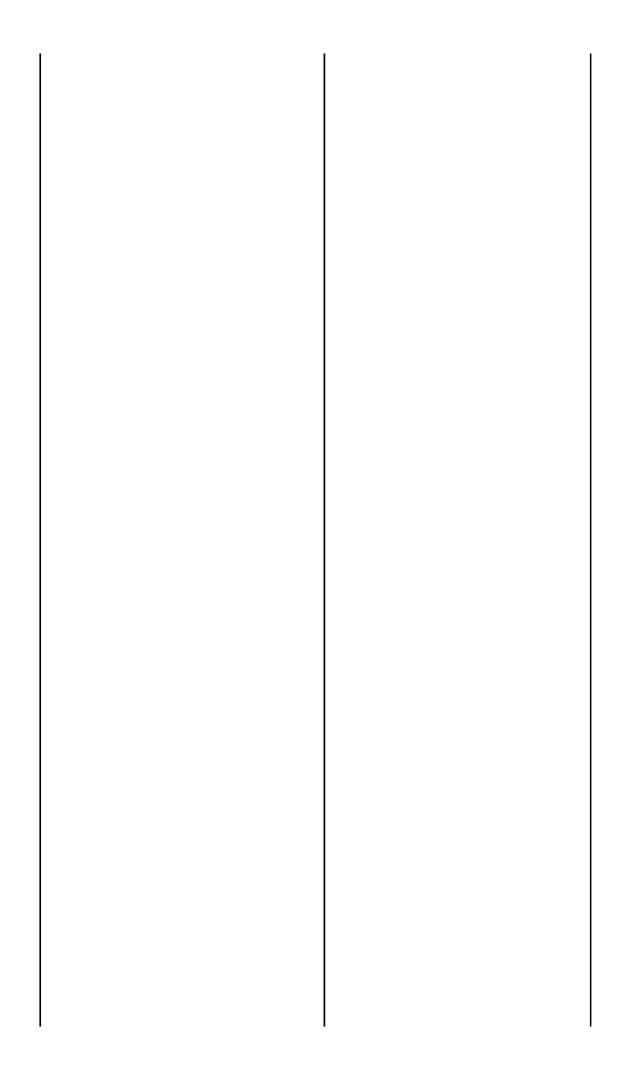


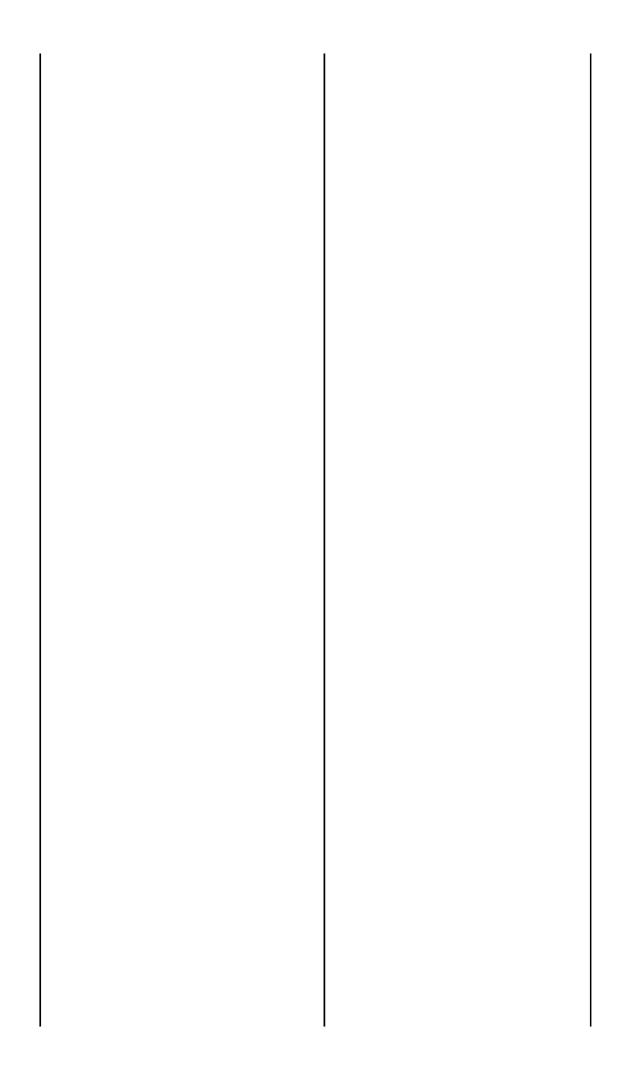


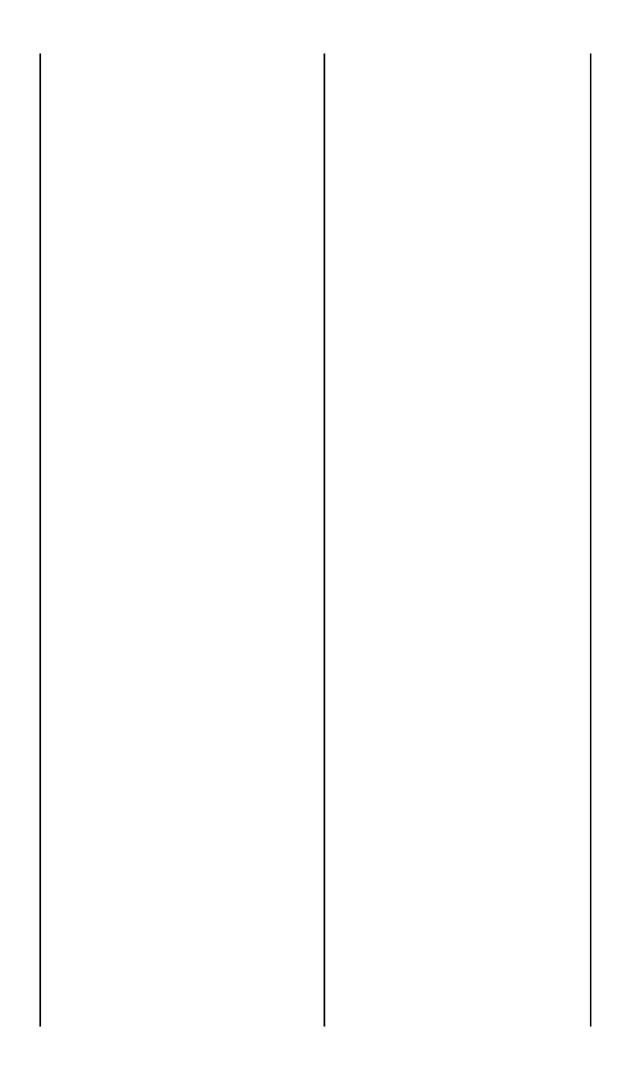


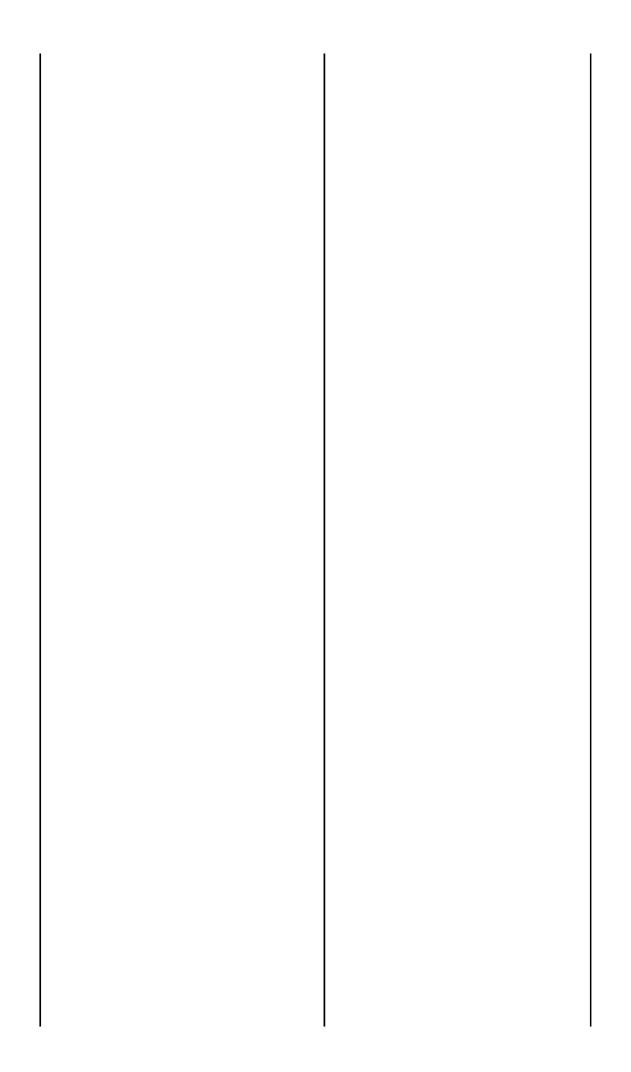


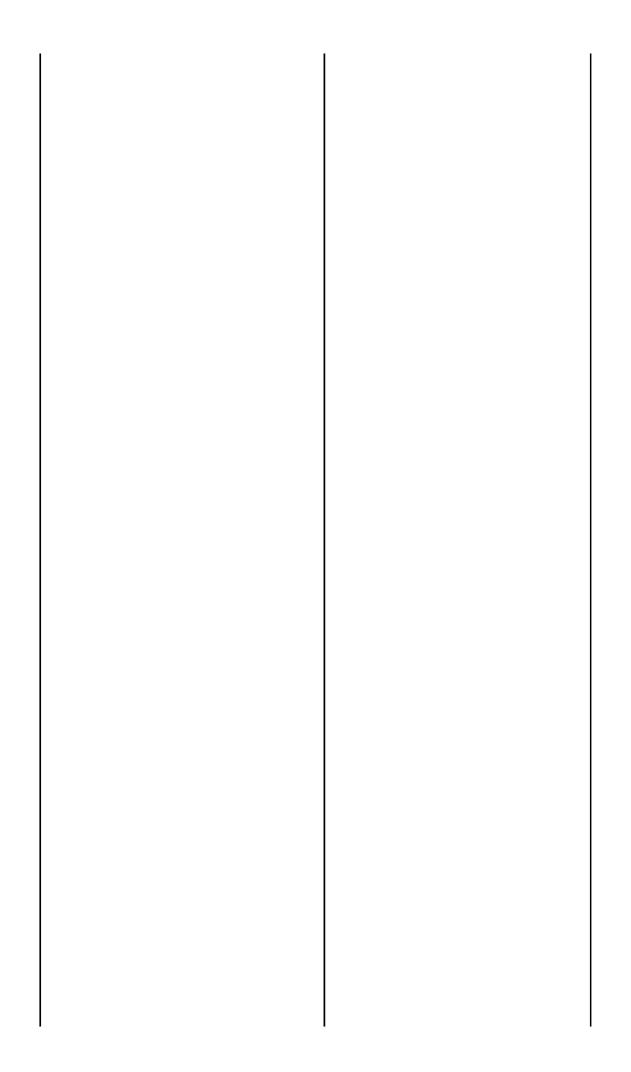


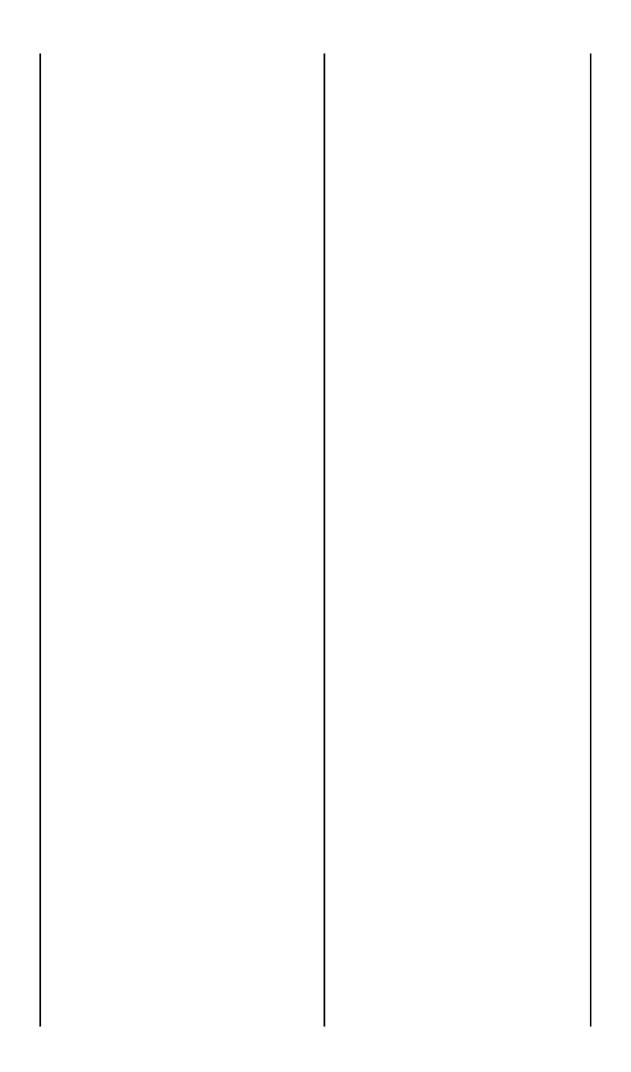


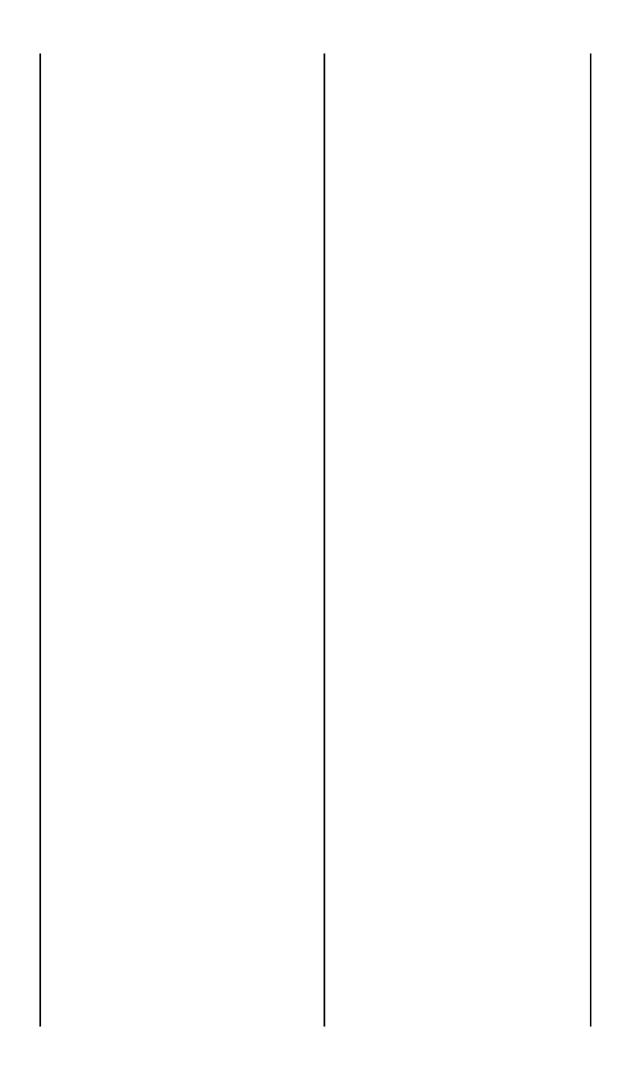


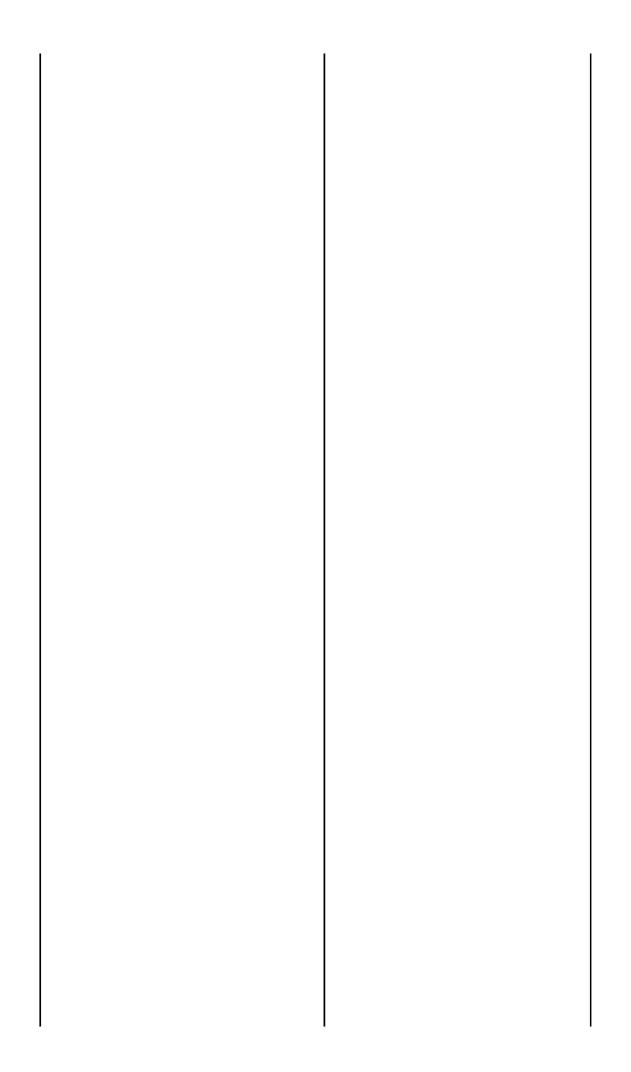


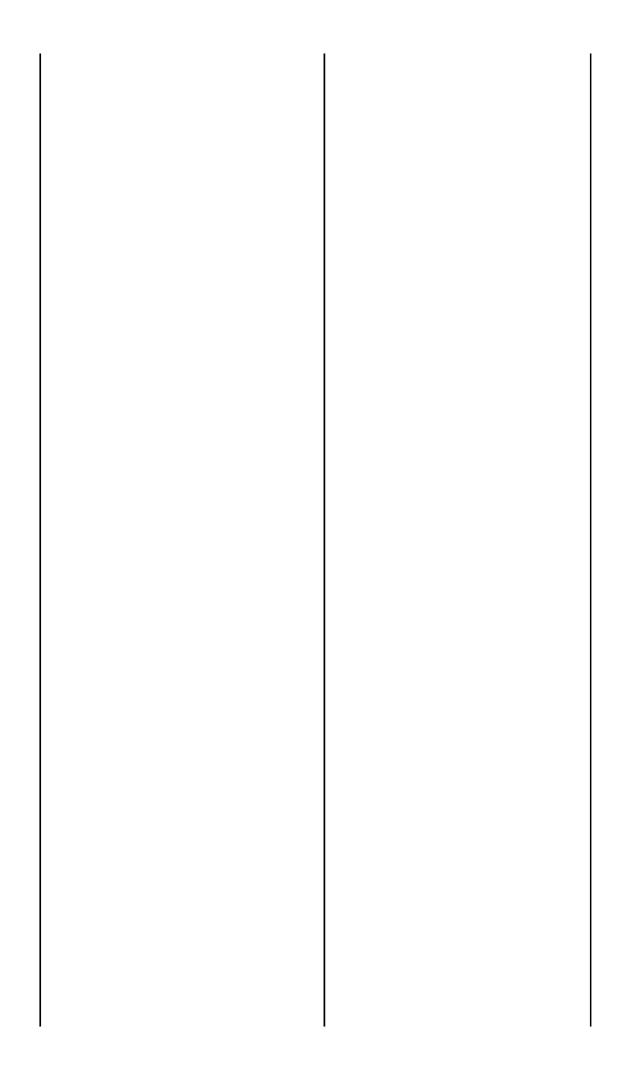


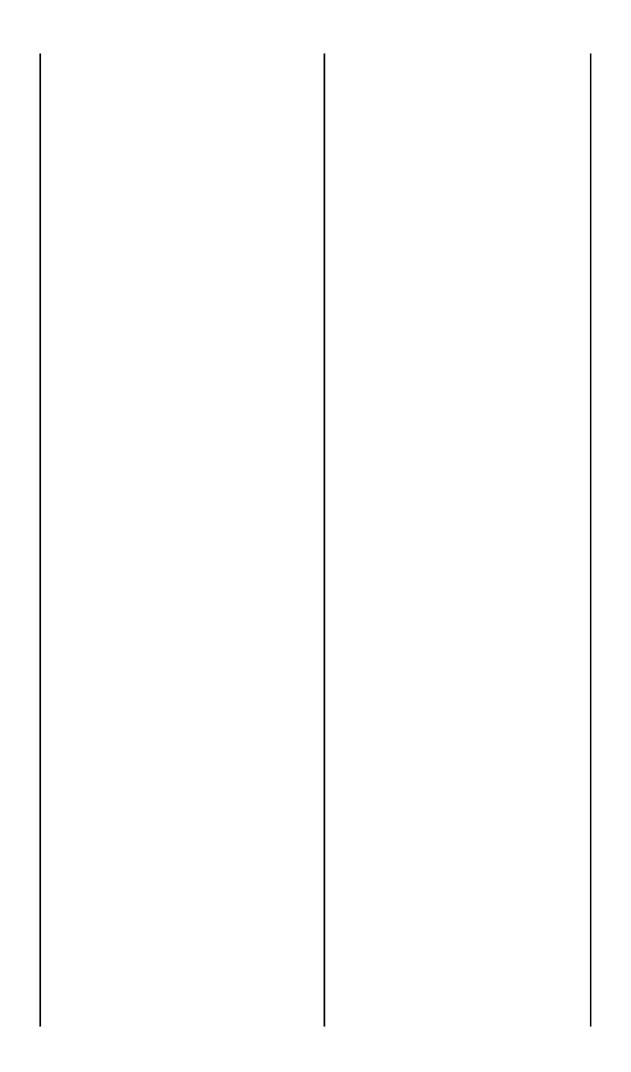














Geo R	Cluston Sto	Indards, Blue: Supporting Standards, Yellow: Additional			
Standards	Cluster Sta	muarus, Biue: Supporting Standarus, Tenow. Additional	2020-2021 Geometry Regents scope and sequence		
Timenne/Unit			2020-2021 Geometry Regents scope and sequence		
s Suggested	/&				
by Scope and	Standard Code	÷ /			
Sequence	Stati Cod	Standards for Algebra 1 broken down by the units	Learning targets that may be addressed during these units		
Sep 14 - 18					
		G.CO.A.1 Know precise definitions of angle, circle,			
G	G-CO.1	perpendicular line, parallel line, and line segment, based on the			
Constructions	G-CO.12	of tools and methods (compass and straightedge, string,			
	G-CO.13	G.CO. D. 13 Construct an equilateral triangle, a square, and a			
Keview					
solving	AI.REI.3				
Equations	ALKELS	Solve linear equations and inequalities in one variable, including	I can solve multiple step equations graphically and algebraically. (Focus		
Algebra 1		equations with coefficients represented by letters.	on variables on both sides and combining like terms)		
Sep 21 - 25					
50p 21 - 25 -		G.CO.C.9 Prove theorems about lines and angles. Theorems	rean use the angle relationships in vertical, supprementary and		
		include: vertical angles are congruent; when a transversal crosses	complementary angles to find angle measurements.		
		parallel lines, alternate interior angles are congruent and	I can identify angle relationships that exist between two parallel lines cut		
		corresponding angles are congruent; points on a perpendicular	by a transversal and generate conjectures about those relationships.		
		bisector of a line segment are exactly those equidistant from the	I can use the angle relationships between angles formed by parallel lines		
Inknown Angle		segment's endpoints. Teach with contruction and proposerties of	cut by a		
Jnknown Angle	G-CO.9		transversal to find the missing angle.		
		G.CO.C.10 Prove theorems about triangles. Theorems include:			
		measures of interior angles of a triangle sum to 180°; base angles	I can find the unknown angles and cite geometric justifications regarding		
		of isosceles triangles are congruent; the segment joining	angles in a triangle		
	C CO 10	midpoints of two sides of a triangle is parallel to the third side	I can identify different types of triangles based on angles and sides		
	G-CO.10	and half the length; the medians of a triangle meet at a point.			
Sep 28 - Oct 16		G.CO.A.2 Represent transformations in the plane using, e.g.,			
		transparencies and geometry software; describe transformations			
		as functions that take points in the plane as inputs and give other	I can represent reflections, translation and rotation on a plane and off the		
		points as outputs. Compare transformations that preserve	plane using sketching and construction tools.		
	G-CO.2	distance and angle to those that do not (e.g., translation versus			
		polygon, describe the rotations and reflections that carry it onto-			
	G-CO.3	itself.			
	u-co.5	G.CO.A.4 Develop definitions of rotations, reflections, and			
		translations in terms of angles, circles, perpendicular lines,			
	C CO 1	parallel lines, and line segments.	T d'l'l		
	G-CO.4	· · · · · · · · · · · · · · · · · · ·	I can describe reflection rotation traslations as a rigid motion.		
		G.CO.A.5 Given a geometric figure and a rotation, reflection, or	plane without changing its size.		
		translation, draw the transformed figure using, e.g., graph paper,	I can describe the sequence of transformations that would map one shape		
Distant	0.00.5	tracing paper, or geometry software. Specify a sequence of	onto the other.		
Rigid Motions	G-CO.5	transformations that will carry a given figure onto another.			
		G.CO.B.6 Use geometric descriptions of rigid motions to			
		transform figures and to predict the effect of a given rigid motion			
	G-CO.6	on a given figure; given two figures, use the definition of	I can use the properties of rigid mortion to solve problems		
	0.00.0	congruence in terms of rigid motions to decide if they are	2 can use the properties of right mortion to solve problems		

	Grade level lessons			Previous grade level			
	L3	Teach		L1	Teach	L1	Omit
Content and skills heavily weighted on the regents CCAS	Days		Curricular	Materials a	and Daily lessons		
		E NVA	1.1				
inscribed square triangles and hexagon Medians		Engage NY M L1 L5	L2	L3	L 4		
	Paco/Ta mmy Proposin		M1/TC/L13				
1. Use angle relationships such as (interior angle sum in triangles and quadrilaterals, supplementary angles, vertical angles Find the missing angles in triangles and quadrilaterals 2.1 By estimation comparing to a corner 90 degree angles (half 45 degree angle) obtuse acute angles 2.2 Guess and Check (in the multiple choice) 2.3 Angles	Paco/Tammy Proposing 5 days	Engage NY Module 1 Topic B			Notes from C. Melick:	Note from Burgos	
1, 11,1.		Start by review grade work on	ving 8th angles	M1/L6	M1/L7		Omit problems that require drawing an auxiliary line.
		M1/L8	M1/L9/10				
	Paco Proposing 10 days plus 2 assessment	Engage NY M	odule 1 Topic	<u>C</u>		Notes from C. Melick:	Note from Burgos
		L12	L13	L14	L15		
Perform and describe the Rigid Motion on and off the coordinate plane.		L16	L17	L18	L19	For these lessons I would skip over the parts with constructions since that topic was not covered. There may need to be a supplementary lesson to support finding the line of reflection.	
		220				L17-L19 are lessons relating constructions to rigid motions. I agree with Melick I would omit and sub with district created resources	I agree

Consolida	nto.								
L1	L2								
	_								
EMath Ins	truction (wit	th videos)	Unit 2 Le	ssons					
	/- /								
U2/L3	U2/L4	U2/L7							
EMath Ins	truction (wit	th videos)	Unit 1 Le	Unit 3 Le	Notes from C. Melick:				
					EMath Instruction approaches Geometry in a very different	·			
U1/L1	U1/L2	U1/L3	U1/L4		way/order than Engage NY.				
					that even mentions parallel lines				
U3/L6	U3/L7				cut by a transversal. There is a				
EMoth Inc	truction (wit	th videos)	Unit 2 La	ggong	Notes from C. Melick:				
Elviaui ilis	uuction (wh	iii videos)	Ullit 2 Le	880118	Notes Holli C. Melick.				
U2/L1	U2/L2	U2/L3	U2/L3	U2/L4					
					describing symmetry of a variety				
					of polygons. It does have an example of symmetry of an				
U2/L5	U2/L6	U2/L7	U2/L8	U2/L9	example of symmetry of an				
Unit 5 less	ons selected	below							
					Rigid motions on the coordinate				
U5/L9	U5/L10	U5/L11			plane shows up in Unit 5.				

ı		

		motions to show that two triangles are congruent if and only if	
		corresponding pairs of sides and corresponding pairs of angles	I can use the rigid motion properties to reason about congruent shapes and
	G-CO.7	are congruent.	parts.
		G.CO.D.12 Make formal geometric constructions with a variety-	
		of tools and methods (compass and straightedge, string,	
		reflectivangle; constructing perpendicular lines, including the	
		perpendicular bisector of a line segment; and constructing a	
		line parallel to a given line through a point not on the line.	
	G-CO.12		
Oct 19 - Nov 6	G CO.12		
OCI 19 - 110V 0		G.CO.B.7 Use the definition of congruence in terms of rigid	
		motions to show that two triangles are congruent if and only if	
	G-CO.7	corresponding pairs of sides and corresponding pairs of angles	
Congruent	G-CO.7	C CO D 9 E1-i- 14i4i- f4-i1	
		G.CO.B.8 Explain how the criteria for triangle congruence	
Triangles		(ASA, SAS, and SSS) follow from the definition of congruence	
		in terms of rigid motions.	
	G-CO.8		
Nov 9 - 24			
11017 21			1
		G.CO.C.9 Prove theorems about lines and angles. Theorems	complementary angles to find angle measurements.
		include: vertical angles are congruent; when a transversal crosses	I can identify angle relationships that exist between two parallel lines cut
		parallel lines, alternate interior angles are congruent and	by a transversal and generate conjectures about those relationships.
		corresponding angles are congruent; points on a perpendicular	I can use the angle relationships between angles formed by parallel lines
		bisector of a line segment are exactly those equidistant from the	cut by a
	G-CO.9	segment's endpoints.	transversal to find the missing angle.
	G-CO.9		transversar to find the missing angle.
		G.CO.C.10 Prove theorems about triangles. Theorems include:	I can find the unknown angles and cite geometric justifications regarding
		measures of interior angles of a triangle sum to 180°; base angles	
Properties of	G-CO.10	of isosceles triangles are congruent; the segment joining	angles in a triangle
Parallelograms		G.CO.C.11 Prove theorems about parallelograms. Theorems	
Midsegments,		include: opposite sides are congruent, opposite angles are	
and Medians		congruent, the diagonals of a parallelogram bisect each other,	
		and conversely, rectangles are parallelograms with congruent	
	G-CO.11	diagonals	
	G-CO.11	G GO P 12 G	
		G.CO. D. 13 Construct an equilateral triangle, a square, and a	
	G-CO.13	regular hexagon inscribed in a circle.	
		of tools and methods (compass and straightedge, string,	
		reflectivangle; constructing perpendicular lines, including the	
	G-CO.12	perpendicular bisector of a line segment; and constructing a	
Nov 30 - Jan 25		perpendicular disector of a line segment, and constructing a	
Nov 30 - Jan 23	,		
		given by a center and a scale factor:	
		G.SRT.A.1.A A dilation takes a line not passing through the	
		center of the dilation to a parallel line, and leaves a line passing	
	G-SRT.1	through the center unchanged.	
	O-5K1.1		
		line parallel to one side of a triangle divides the otherG.SRT.B.4	
		Prove theorems about triangles. Theorems include: a line	
	G-SRT.4	parallel to one side of a triangle divides the other	
	J DRI.T	parametric to one sine of a mangie annues ine one	

3. Use rigid motion properties to reason about congruent shapes and parts.		To address rig	id motions see Week 1 amd 2		ated materials				
		Engage NY M	odule1 Topic l	<u>D</u>		Notes from C. Melick:	Note from Burgos		
	15 days	L22	L23	L24	L25	proofs. I didnt' combine them but could be combined.			
		L26	L27				*********		
triangles and quadrilaterals, supplementary angles, vertical angles Find the missing angles in triangles and quadrilaterals 2.1 By estimation comparing to a corner 90 degree angles (half 45 degree angle) obtuse acute angles 2.2 Guess and Check (in the multiple choice) 2.3 Angles									
between parallel lines 5. Identify properties of quadrilaterals for parallelograms, rectangles, rhombuses and squares.	11 days plus consider 2	Engage NY M L28	odule 1 Topic L29	L30		Notes from C. Melick:	Note from Burgos		
6. Identify properties of quadrilaterals for parallelograms, rectangles, rhombuses and squares.	days assessments Start with qudrilaterals	EEU				I completely agree that there needs to be a strong focus on the properties of parallelograms. I don't			
	•	Foo	cus on Propert	ies of parall	elograms	think that Engage NY does a very good job covering the properties.	I agree. I did not use Engage NY for this section.		
7. Constructions of perpendicular bisector, altitudes, and inscribed square triangles and hexagon Medians			Module	1 Topic A		I agree we have to write our own lessons for this part E.Paco	I used materials from our prior textbooks for		
		L1	L2	L3	L4				
Identify properties of Dilations on the coordinate plane (area & perimeter) Dilation of a line when the center of dilation: a. Is on the line		Engage NY M	odule 2 Topic	A, B & C		Notes from C. Melick:	Note from Burgos		
b. Not on the line Dilations of shapes and lines on the coordinate grid with the center of dilation on the origin.		L1	L2	L4	L5	Skipped L3 because it is a lesson on constructing the parallel method using a set square.	I skipped L3 and L4 and just focused on the side splitter theorem.		

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	_									
EMath Ins	struction (wi	th videos)	Unit 3 Lo	essons	Notes from C. Melick: In L3 they put SSS, SAS, and					
					ASA together in one lesson.					
U3/L1	U3/L2	U3/L3	U3/L4	U3/L5	Much more time needs to be					
U3/L1	U3/L2	U3/L3	U3/L4	U3/L3						
					U3/L10 is additional proof					
U3/L6	U3/L7	U3/L8	U3/L9	U3/10	practice.					
EMath										
Instruction	n									
(with	П	Unit 6	Unit 1							
videos)		Lessons		TImit 4 T	Notes from C. Melick:					
videos)		Lessons	Lessons	UIII 4 L	Notes Holli C. Wielick.					
U6/L1	U6/L2	U6/L3	U6/L4	U6/L5						
00/L1	U0/L2	U0/L3	U0/L4	U0/L3						
U6/L6										
- 0 0										
Unit 1 Em	nath Instruct	ion								
U1/L1	U1/L6	U1/L7	U1/L8							
U4/L1	U4/L2	U4/L3	U4/L4	U4/L5						
0 1/11	O I/L/Z	O I/LS	C I/LT	C I/L3	Extention of inscribing circles					
					within triangles and other					
U4/L6	U4/L7				polygons.					
U4/L0	U4/L/				porygons.		l	l	l	
							ı	T	ı	
EMath Ins	struction (wi	th videos)	Unit 7 Lo	essons	Notes from C. Melick:					
					U7/L12 is a proof of the					
					Pythagorean Theorem. While					
U7/L1	U7/L2	U7/L3	U7/L4	U7/L5	intersting, it could be skipped.					
					Θ/ ····································	I .		1		

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(e.g., designing an object or structure to satisfy physical constraints or minimize costs, working with typographic grid systems based on ratios). Similarity Similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and figure in the solve problems and to prove relationships in geometric figures. G-SRT.5 G-SRT.5 G-SRT.5 G-SRT.6 G-SRT.6 G-SRT.7 G-SRT.8 G-SRT.7 G-SRT.8			****	
Similarity G-SRT.2 similarity transformations to decide if they are similar; explain using similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric Figures. G-SRT.5 G-SRT.5 G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a bundant torso as a cylinder).* G-SRT.6 definitions of ringenometry G-SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to G-SRT.6. State of the complementary angles. G-SRT.6. State in grounder in a consideration of the consortier in the consortier in the consortier and cooline of complementary angles. G-SRT.6. State in a public problems. G-SRT.7 State in a public problems. G-SRT.7 State in a public problems. G-G-MD.1 Inference to solve right triangles in applied problems. G-G-MD.2 State in a public problems. G-G-MD.3 State in a public problems for the formulas for decineum/reners of a circle, view of a circle, volume of a cylinder. Figure an informal argument for the formulas for decineum/reners of a circle, view of a circle volume of a cylinder. G-G-MD.3 State in a construction of the common consolation of the common cons				
Similarity G-SRT.2 similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and G-SRT.5 G-SRT.5 G-SRT.5 G-SRT.5 G-SRT.6. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric Figures. G-SRT.5 G-SRT.6. (G-SRT.5) G-SRT.6. Of Indicate the state of the solve objects (e.g., modeling a tree trunk or a human torso as a cylinder).* G-SRT.6. (G-SRT.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of firgeometric ratios for actual engle (G-SRT.6. Tomplementary angles.) G-SRT.7 G-SRT.7 G-SRT.7 G-SRT.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. G-SRT.7 G-GMD.A.1 Give an informal argument-for the formulas for the formulas for the circumsterence of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments. C-avalier's G-GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Visualize relationships of the colimensional objects of the colimensional			constraints or minimize cost; working with typographic grid	
using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and GSRT.8. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric Figures. GSRT.5. G. GRT.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric Figures. GSRT.5. G. GRT.6. In Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* G. GRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to GSRT.C.5 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to GSRT.C.8 Use trigonometric ratios or acute angle GSRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles. G. GRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. G. GRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. G. GRT.C.8 Use trigonometric ratios or and the Pythagorean Theorem to solve right triangles in applied problems. G. GRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. G. GRT.C.8 Use trigonometric ratios for the formulas for the circumference of a circle, volume of a circle volume of a		G-MG.3	systems based on ratios).*	
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22 - March 19 G.GMD.A.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's G.GMD.1 G.GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*Visualize relationships between two-dimensional and three-dimensional objects occurrence dimensional objects, and identify three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. G-GMD.4 G.GMD.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* G.MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per			Theorem to solve right triangles in applied problems.	
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eireumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's G-GMD.1 G.GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*Visualize relationships between two-dimensional and three-dimensional objects sections of three-dimensional objects, and identify three-dimensional objects. Extending to Three Dimensions Extending to G-GMD.4 G-GMD.4 G-GMD.4 G-GMD.4 G-GMD.5 G-GMD.6 G-GMD.6 G-GMD.6 G-GMD.7 G-GMD.7 G-GMD.7 G-GMD.8 G-GMD.8 G-GMD.9 G-GMD	o 22 - March 19			
G-GMD.1 pyramid, and cone. Use dissection arguments, Cavalieri's solve application problems (day 1) G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*Visualize relationships between two-dimensional and three-dimensional objects sections of three-dimensional objects, and identify three-dimensional objects. Extending to Three Dimensions G-GMD.4 G-GMD.4 G-GMD.4 G-GMD.4 Dipolate to G-GMG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* G-MG.1 G-MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per			· · · · · · · · · · · · · · · · · · ·	
Extending to Three Dimensions Extending to G-GMD.4 G-GM			·	
G.GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*Visualize relationships between two-dimensional and three-dimensional objects (day 2) Extending to Three Dimensions G-GMD.4 G-MG.1 G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* G-MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per		G-GMD.1	pyramid, and cone. Use dissection arguments, Cavalieri's	
cones, and spheres to solve problems.*Visualize relationships between two-dimensional and three-dimensional objects G-GMD.3 Extending to Three Dimensions Compl.4 G-GMD.4 G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* G-MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per				1
Extending to Three Dimensions G-GMD.4 G-GMD.4 Dimensions Between two-dimensional and three-dimensional objects G-GMD.4 G-GMD.4 G-GMD.4 G-GMD.4 Objects. G-GMD.4 G-GMD.4 Objects. G-GMD.4 Objects. G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* G-MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per				
Extending to Three Dimensions G-GMD.4 G-GMD.4 G-GMG.1 G-MG.1 G-MG.1 G-MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per				
Extending to Three Dimensions G-GMD.4 G-GMD.4 Sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. Add LT G.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* Add LT G.MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per		G-GMD.3	between two-dimensional and three-dimensional objects	(day 2)
Extending to Three Dimensions G-GMD.4 G-GMD.4 dimensional objects generated by rotations of two-dimensional objects. Add LT G.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* G.MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per				
Three Dimensions G-GMD.4 objects. Add LT G.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* Add LT G.MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per	Extending to		l v i	
Dimensions G.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* Add LT G.MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per		G GMD 4	, ,	AddIT
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G-MG.1 human torso as a cylinder).* G.MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per	Difficusions		* '	
G.MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per				
in modeling situations (e.g., persons per square mile, BTUs per		G-MG.1		Add LT
G-MG.2 cubic foot).* Add LT				
		G-MG.2	cubic foot).*	Add LT

	20 days plus +3 for assessemnts	L6 L10	L7 L11	L8 L12	L9 L13	L4 relates the ratio method to the parallel method/side splitter theorem. having the students do a dilation of a circle and just show a demonstration.	Might want to replace and combine Lessons 6 through 9 with a lesson that is shorter and more comprehensive. Skip L10 and L11
a. Use the similarity relationships (sides proportional and angles congruent) to and find missing side lengths and/or angle measures.		L14	L15	L16	L17	Skip over L11. It demonstrates dilations at two different centers.	lesson on using proportions to determine unknown lengths in similar figures
b. Use the Triangle Similarity Theorems to prove that two triangles are similar.		L18	L19	L20		Skip over L19 and L20. They would be good extension/application lessons if there was time.	Skip L19 and L20
Use similar triangles to identify relationships formed when an altitude is drawn in a right triangles (Geometric mean).		Engage NY M	odule 2 Topic	<u>D & E</u>		Notes from C. Melick:	Note from Burgos
Explain and use the relationship between the sine and cosine of complementary angles.	This can be done in 10	L21	L22/L23	L24	L25	L22/L23 are Radical Review lessons. Multiply/divide/add/subract/simplify Skip L30, Pythagorean Identity. I	Skip adding and subtracting radicals L23
Use trigonometric ratios to solve right triangles to find length measurements.	days	L26	L27	L28	L29	think this can be skipped at this point.	Skip 30, 31 and Law of Cosines
Use inverse Trigonometric functions to finding missing acute angle.		L32	L33	L34		area of a figure. Possibly an extension.	and Melick to skip lessons 30,31(E.Paco)
		Engage NY M	odule 3 Topic	A and B		Notes from C. Melick:	Note from Burgos
		L1	L2	L3	<u>Ł4</u>	L3 could be a very quick lesson. How scale factors affect area.	Combine L1-L3, Skip L4
Relationships between two-dimensional and three-	16 days + 3	1.5		1.5			
dimensional objects cross sections and revolutions.	days assessments	L5	L6	L7	L8	Skip L4. Proving the area of a disk.	
Use formulas to find the volumes of solids focus on cylinders, pyramids, cones, and spheres/hemisphere		L9	L10	L11	L13		Need volume of a sphere in L12
						L9 could be combined with L3 or used as a mini lesson during and opener/Do Now.	Skip L13

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TITILE C	117/17	117/10	117/10	T 17/T 10					
U7/L6	U7/L7	U7/L8	U7/L9	U7/L10					
T 177 /T 1 1	1.17/T 10								
U7/L11	U7/L12								
EMath Inst	truction (wit	h videos)		Unit 8 Le	Notes from C. Melick:				
					770/7 6				
TIO/T 1	U8/L2	110/12	T 10/T 4	110/1.5	U8/L6 is more practice, but is				
U8/L1	U8/L2	U8/L3	U8/L4	U8/L5	good practice.				
U8/L6									
				•					
EMath Inst	truction (wit	h videos)	Unit 10 I	essons	Notes from C. Melick:				
	Total (Wit	11000)		DO LA					
					U10/L5 is the area of a sector of a				
U10/L1	U10/L2	U10/L3	U10/L4	U10/L5	circle.				
					IIIO/I 6 is Dadies Marrows of				
1110/1 6	U10/L7	T110/T 0	U10/L9	I I 10/I 10	U10/L6 is Radian Measure of				
U10/L6	010/L/	U10/L8	010/L9	010/L10	Angles.				
					on Cavaleri's Principle whereas it				
					is covered extensively in Engage				
U10/L11					NY. I haven't noticed is show up				

		11 , 0	
		(e.g., designing an object or structure to satisfy physical	
		constraints or minimize cost; working with typographic grid	
	G-MG.3	systems based on ratios).*	
March 22 - Ap	ril 29		
Review			
Solving for Y	A1.F.IF.7a		
and graphing		features G.GPE.B. / Use coordinates to compute perimeters or polygons	
		and areas of triangles and rectangles, e.g., using the distance	
	G-GPE.7	formula	
	G-GI L./		
		theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a	
	G-GPE.4	rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the	
	G-GPE.4	rectangle, prove or disprove that the point (1, 13) ties on the	
Coordinate			
Geometry		G.GPE.B.5 Prove the slope criteria for parallel and perpendicular	
Geometry		lines and use them to solve geometric problems (e.g., find the	
		equation of a line parallel or perpendicular to a given line that	
	G-GPE.5	passes through a given point).	
		G.GPE.B.6 Find the point on a directed line segment between	
	G-GPE.6	two given points that partitions the segment in a given ratio.	
May 3 - 14			
		For a function that models a relationship between two	
		quantities:i) interpret key features of graphs and tables in terms	
		of the quantities; and ii) sketch graphs showing key features	
	AI.F.IF.4	given a verbal description of the relationship.	
		Write a function in different but equivalent forms to reveal and	
	AI.F.IF.8	explain different properties of the function.	
		different way (algebraically, graphically, numerically in tables,	
Quadratic	AI.F.IF9	or by verbal descriptions).	
Functions		Choose and produce an equivalent form of an expression to	
		reveal and explain properties of the quantity represented by the	
	AI.SSE.3	expression.	
		Identify zeros of polynomial functions when suitable	
		factorizations are available.	
	AI.REI.4aa	Solve quadratic equations in one variable.	
	AI.SSE.2	Recognize and use the structure of an expression to identify ways	
	711.55E.2	to rewrite it.	
May 17 - 21			
	G C I	Prove2 that all circles are similar.	
	G-C.1	F10VC2 undt am chroies are simmar.	

						L12 - L13 is an extension of Cavaleri's Principle. Can be skipped.	Use the Tasks created from Explore Math to teach the volume (E.Paco)
	Graphing		Graphing lines Algebra 1			Notes from C. Melick:	Note from Burgos
	Lines 4 days	T.C Lessons	T.C Lessons	Γ.C Lesson	T.C Lessons	What lessons are to be used for the Graphing Lines Alg I review?	
Use Coordinates methods to identify quadrilaterals using their definitions and their properties. Find the slope and length of every side.		Engage NY M	odule 4 Topic	A, B, C, & l	<u>D</u>		
		L1	L3	L4	L5	L2 can be skipped. Using Systems of Inequalities to create a shape in the coordinate plane.	I replaced L1 with a lesson on using the distance formula
Find the equation of a line parallel or perpendicular to a given line that passes through a given point (partially)	17 days +3 assessmets	L5	L6/L7	L8	L9	L4 could be skipped.	Skip L4
Find the point on line segment that partitions the segment in a given ratio: a. When two points are given b When a	ussessmens	L10	L12	L13	L14	systems of inqualities to identify perimeter. L14 can be skipped. Parametric	Skip 11
line segment is given		L15				Equations.	Skip 14
	Students will be at different	Explore Math Digital Tasks Part 1 real life quadratics				Notes from C. Melick: These will be lessons from the unit on qudratic that the district wrote or emath	Note from Burgos
	places with this. Please	J	Part 2 Quadrati	ics Digital	Tasks_		
	consider 10 days on qudratics	Part 3 Using Zerors to Solve				New tasks would be needed to intro	Notes from E.Paco Refer to lessons from
		art 5 Completir	ng the suqare (o	only) Rewri	ite in equilavent for		Explore Math Algebra unit on Quadratics
		Engage NY M	odule 5 Topic	<u>D</u>		Notes from C. Melick:	Note from Burgos

	•	•		Algebra					
G	raphing line	es Algebra 1	1	Unit 4					
				Lessons	Notes from C. Melick: U4/L/ is just more practice.				
					Would depend on the needs of the				
U4/L5	U4/L6	U4/L7			students whether it is used or not.				
O-I/L3	IO-7/LO	O-7/L/			students whether it is used of not.				
				Unit 5					
FMath Inst	truction (wi	th videos)		Lessons					
Dividen ins	Tuetron (WI	The viacos)		<u> </u>					
					U5/L9, 10, 11 was moved to				
U5/L1	U5/L2	U5/L3	U5/L4		Rigid Motions.				
33/11	COILL	03,13	3011	03/123					
U5/L6	U5/L7	U5/L8	U5/L9	U5/L10					
03/L0	USILI	USILO	03/E)	03/1210				1	
TIE/T 11									
U5/L11									
			_	_					
				Unit 8					
EMath Inst	truction (wi	th videos)			Notes from C. Melick:				
					Question: Should completing the				
U8/L1	U8/L2	U8/L3	U8/L4	U8/L5	square be included? L4 and L5				
U8/L6	U8/L7	U8/L8							
EMath Inst	truction (wi	th videos)		Unit 9 Le	Notes from C. Melick:				

		and chords. Include3 the relationship between central, inscribed,	
		and circumscribed angles; inscribed angles on a diameter are	
	0.02	right angles; the radius of a circle is perpendicular to the tangent	
	G-C.2a	right angles; the radius of a circle is perpendicular to the tangent	
	G G 81		
	G-C.2b		
		Derive using similarity the fact that the length of the are	
a. 1		intercepted by an angle is proportional to the radius, and define	
Circles			
		the radian measure of the angle as the constant of	
	G-C.5	proportionality; derive the formula for the area of a sector.	
		G.GPE.A.1 Derive the equation of a circle of given center and	
		G.G. E.A. I Derive the equation of a chere of given center and	
		radius using the Pythagorean Theorem; complete the square to	
	G-GPE.1a	find the center and radius of a circle given by an equation.	
		II1:4 4	
		Use coordinates to prove simple geometric theorems-	
		algebraically. For example, prove or disprove that a figure	
		defined by four given points in the coordinate plane is a	
		rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the	
	C CDE 1		
	G-GPE.4	circle centered at the origin and containing the point (0, 2).	
May 24 – June	15		
		Review for Regents	Review for Regents
		Tevrew for regents	tto non togette

	5 Days					There isn't much on this topic. I would recommend finding supplemental lessons.	I use materials from prior texbook resources for the entire unit on circles. Use district created
Write the Equation of the circle: a. Identify center and radius from the equation b. Identify center and radius from the graph c. Prove that a point is on the circle							materials (E.Paco)
Review for Regents	10 days						
	+	-		<u> </u>			
	+						
				 			

				Only lesson dealing with the topic of the Equation of a Circle.			
U9/L9				topic of the Equation of a Circle.			
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Algebra 2 L St	rategic Accele	erated Lear	rning Plan for the 2020-21 School Year (in progress)
Algebra 2 Curriculu	ım Map		
		Coding of	
Unit Title		Standards	Common Core State Standards (CCSS)
Previous Grade		Major Cluster S	
Level (unfinished	Current Grade	Supporting Sta	
learning)	Level (new content)	Additional Star	
September 9 -	,		
		A.SSE.2	Use the structure of an expression to identify ways to rewrite it.
			Represent constraints by equations or inequalities, and by systems of
		A.APR.1	equations and/or inequalities, and interpret solutions as viable or
			nonviable options in a modeling context.
			Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the
		A.REI.1	assumption that the original equation has a solution. Construct a viable
UNI			argument to justify a solution method.
Fundamentals of Algebra			Solve linear equations and inequalities in one variable, including
Equa	tions	A.REI.3	equations with coefficients represented by letters.
			Create equations and inequalities in one variable to represent a real-
		A.CED.1	world context.
			Represent constraints by equations or inequalities, and by systems of
		A.CED.3	equations and/or inequalities, and interpret solutions as viable or non-
			viable options in a modeling context.
		A.CED.4	Rearrange formulas to highlight a quantity of interest, using the same
		THEEDIT	reasoning as in solving equations
			(11 14) ; (1 1) (61 1 ; (1
		F.IF.1	set (called the range) assigns to each element of the domain exactly one
			element of the range
		F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
			For a function that models a relationship between two quantities:
			i) interpret key features of graphs and tables in terms of the quantities;
		F.IF.4	and
UNI			ii) sketch graphs showing key features given a verbal description of the
Fundamenta		E IE	Determine the domain of a function from its graph and, where
Func	tions	F.IF.5	applicable, identify the appropriate domain for a function in context.
		E IE C	Calculate and interpret the average rate of change of a function over a
		F.IF.6	specified interval.
		F.IF.7	graph, by hand in simple cases and using technology for more
		r.Ir./	complicated cases
		F.IF.9	(algebraically, graphically, numerically in tables, or by verbal
			descriptions).
			Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the
UNI	T 2:	F.BF.3	value of k given the graphs. Experiment with cases and illustrate an
		F.DF.3	explanation of the effects on the graph using technology. Include
Func	tions		recognizing even and odd functions from their graphs and algebraic
		F.BF.4	Find inverse functions.
			Interpret the equation y = mx + b as defining a linear function,
		8.F.3	whose graph is a straight line. Recognize examples of functions that are linear and non-linear.

Foundational Skills and Concepts 8th Grade: Module 5 & 6	8.F.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
	A.CED.2	Create equations and linear inequalities in two variables to represent a real-world context.
	A.REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.
	F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
	F.IF.4	For a function that models a relationship between two quantities: i) interpret key features of graphs and tables in terms of the quantities; and ii) sketch graphs showing key features given a verbal description of the
	F.IF.5	Determine the domain of a function from its graph and, where applicable, identify the appropriate domain for a function in context.
UNIT 2:	F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
Linear Equations & Functions	F.BF.1	Write a function that describes a relationship between two quantities.
·	F.LE.1b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another, and therefore can be modeled linearly.
	F.LE.2	Construct a linear or exponential function symbolically given:i) a graph;ii) a description of the relationship;iii) two input-output pairs (include reading these from a table).
	F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.
	S.ID.6a	Fit a function to real-world data; use functions fitted to data to solve problems in the context of the data.
	S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
	S.ID.8	Calculate (using technology) and interpret the correlation coefficient of a linear fit.
	S.ID.9	Distinguish between correlation and causation.
	A.CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.
	A.REI.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
	A.REI.6	Solve systems of linear equations in two variables both algebraically and graphically
UNIT 3:	A.REI.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.
Linear Systems	A.REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.
	A.REI.11	Given the equations $y = f(x)$ and $y = g(x)$:i) recognize that each x-coordinate of the intersection(s) is the solution to the equation $f(x) = g(x)$;ii) find the solutions approximately using technology to graph the functions or make tables of values; andiii) interpret the solution in context. \bigstar

	A.REI.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.
Foundational Skills and Concents	8.NS.1	Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion eventually repeats. Know that other numbers that are not rational are called irrational.
Foundational Skills and Concepts 8th Grade: Module 7	8.EE.2	Use square root and cube root symbols to represent solutions to equations of the form $x2 = p$ and $x3 = p$, where p is a positive rational number. Know square roots of perfect squares up to 225 and cube roots of perfect cubes up to 125. Know that the square root of a non-perfect square is irrational.
	F.IF.4	For a function that models a relationship between two quantities:i) interpret key features of graphs and tables in terms of the quantities; and ii) sketch graphs showing key features given a verbal description of the relationship.
	F.IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function
	F.IF.7	Graph linear, quadratic, and exponential functions and show key features
	F.IF.8	Write a function in different but equivalent forms to reveal and explain different properties of the function.
	F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
	A.SSE.2	Recognize and use the structure of an expression to identify ways to rewrite it.
UNIT 4:	A.SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
Quadratic Equations and Functions	A.APR.1	Add, subtract, and multiply polynomials and recognize that the result of the operation is also a polynomial. This forms a system analogous to the integers.
	A.APR.3	Identify zeros of polynomial functions when suitable factorizations are available.
	A.CED.1	Create equations and inequalities in one variable to represent a real-world context.
	A.REI.4b	Solve quadratic equations by inspection (e.g., for $2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as \pm for
	A.REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.
	A.REI.11	Given the equations $y = f(x)$ and $y = g(x)$:i) recognize that each x-coordinate of the intersection(s) is the solution to the equation $f(x) = g(x)$;ii) find the solutions approximately using technology to graph the functions or make tables of values; andiii) interpret the solution in context. \bigstar
	F.BF.3	Using $f(x) + k$, k $f(x)$, and $f(x + k)$:i) identify the effect on the graph when replacing $f(x)$ by $f(x) + k$, k $f(x)$, and $f(x + k)$ for specific values of k (both positive and negative);ii) find the value of k given the graphs;iii) write a new function using the value of k ; and iv) use technology to experiment with cases and explore the effects on the graph

	A.SSE.2	Use the structure of an expression to identify ways to rewrite it. For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2).
	A.SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★ a. Factor a quadratic expression to reveal the zeros of the function it defines.
UNIT 5: Polynomials	A.APR.1	Add, subtract, and multiply polynomials and recognize that the result of the operation is also a polynomial. This forms a system analogous to the integers.
, , , , , , , , , , , , , , , , , , , ,	A.APR.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the
	A.REI.4b	Solve quadratic equations by inspection (e.g., for 2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as ± for real numbers a and b.
Foundational Skills and Concepts 8th Grade: Module 1	8.EE.1	equivalent numerical expressions. For example, $32 \times 3-5 = 3-3 = 1/33 = 1/27$.
	A.REI.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
UNIT 6:	A.REI.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
Radical Functions, Rational Exponents, Function Operations	N.RN.1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5.
	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
	A.SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
	F.LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions
	F.LE.2	Construct a linear or exponential function symbolically given: a graph; a description of the relationship; two input-output pairs (include reading these from a table).
	F.LE.3	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
	F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.
Foundational Skills and Concepts	N.Q.2	Define appropriate quantities for the purpose of descriptive modeling.
Algebra I: Module 3	A.CED.1	Create equations and inequalities in one variable to represent a real- world context.
	F.BF.1a	Write a function that describes a relationship between two quantities

	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
	F.IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
UNIT 7:	F.LE.4	For exponential models, express as a logarithm the solution to abct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.
Exponential and Logarithmic Functions	F.IF.7(c,e)	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

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	Algebra I: Unit 2 District Resources										
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Algebra I: Unit 4 District Resources										
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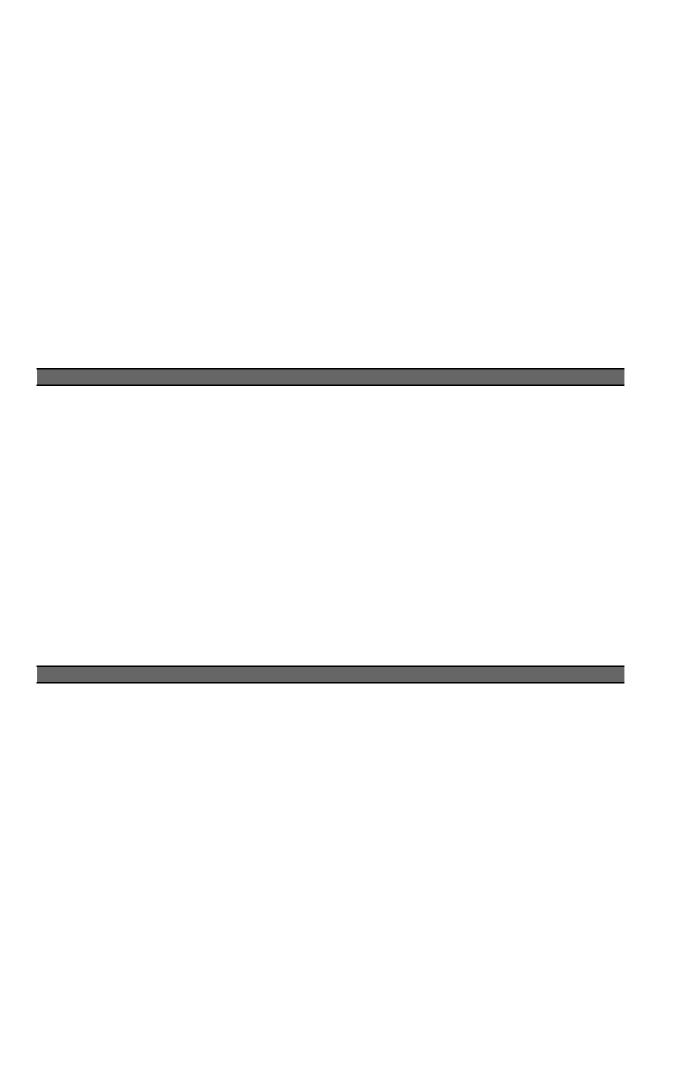
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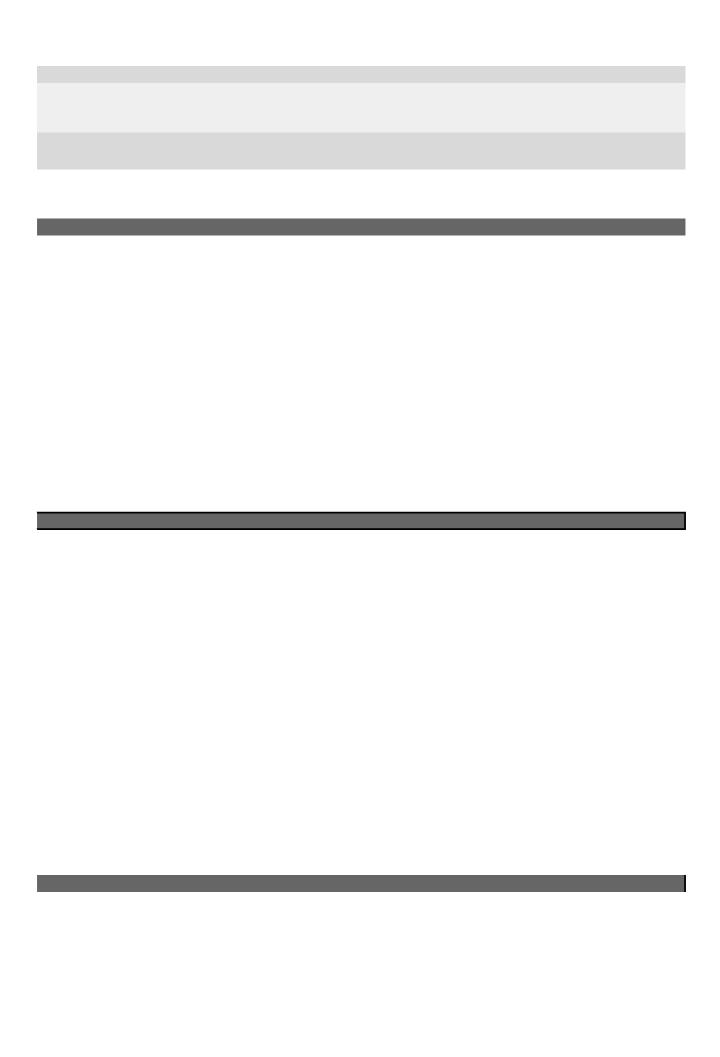
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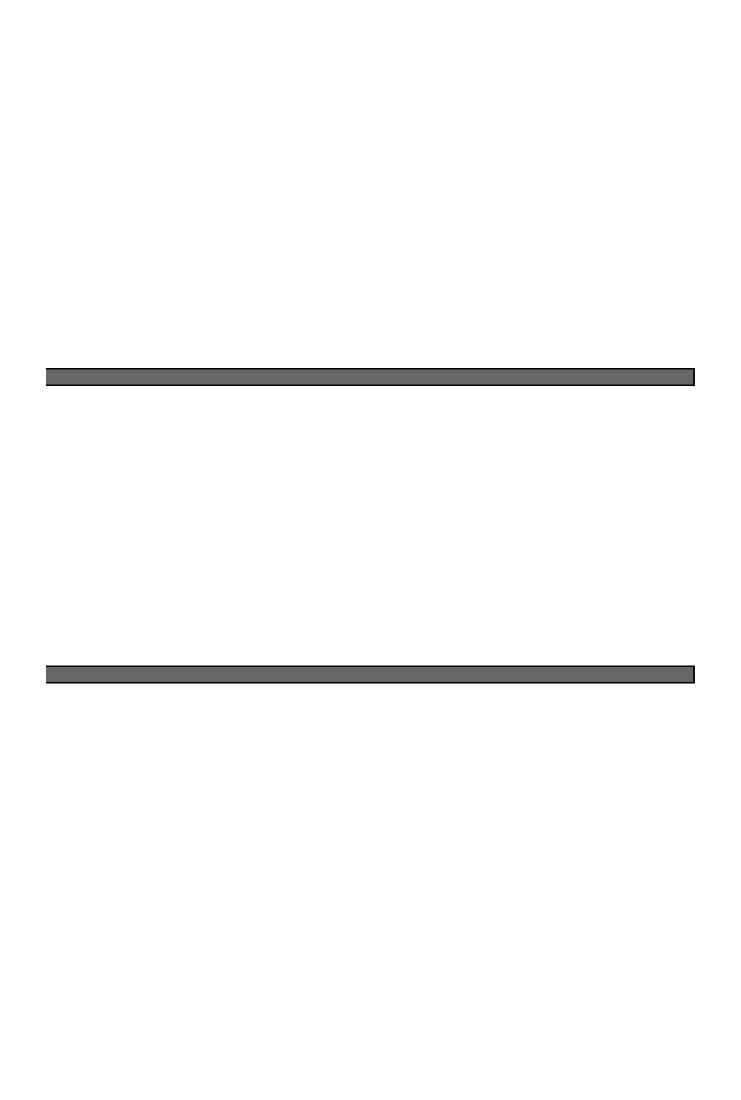
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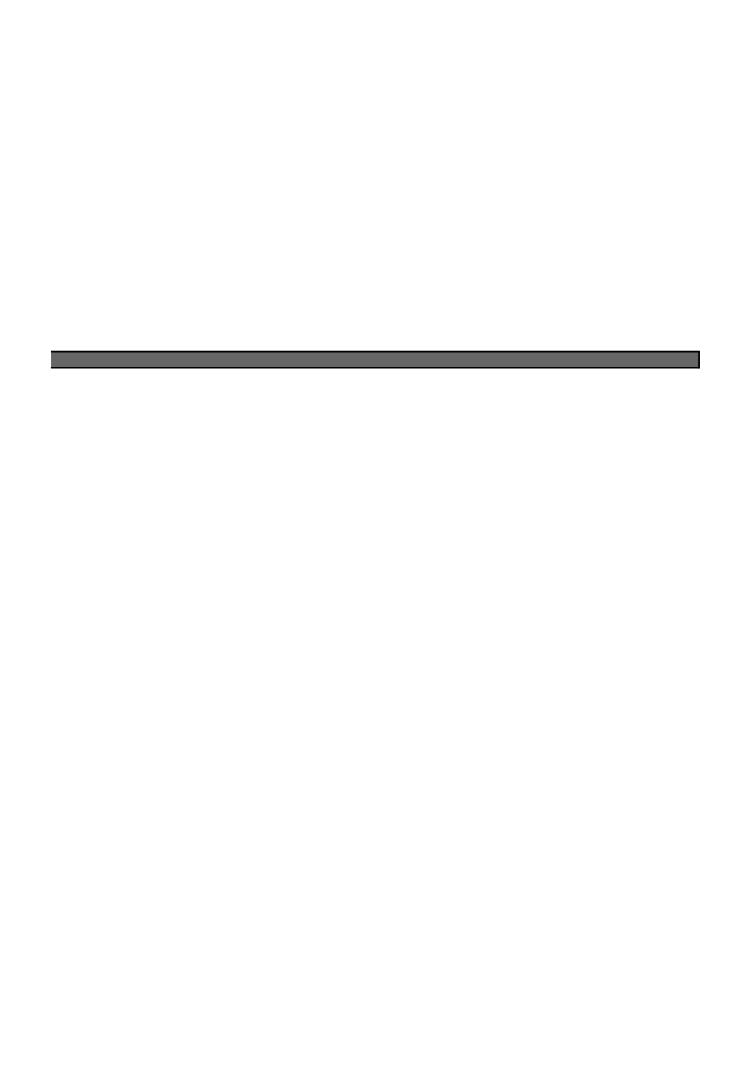
Notes from the Writer	
Madi Shepard	

Need to embed teaching complex numbers into this unit (should potentially be it's own unit), which will encourage more practice of solving quadratics	









Geometry L Strategic Accelerated Learning Plan for the 2020-21 School Year			
		Coding of	Communication Charles Charles (COCC)
Unit Title		Standards	Common Core State Standards (CCSS)
Previous Grade		Major Cluster Stan	
Level (unfinished	Current Grade	Supporting Standar	
earning)	Level (new content)	Additional Standar	
September 9 -			Understand that the graph of an equation in two variables is the set of al
		A.REI.10	its solutions plotted in the coordinate plane.
		F.IF.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 $y = f(x)$.
		F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
		F.IF.4	For a function that models a relationship between two quantities: i) interpret key features of graphs and tables in terms of the quantities; and ii) sketch graphs showing key features given a verbal description of the relationship.
Fundamentals to Algebra: Linear Equations and Functions	F.IF.5	Determine the domain of a function from its graph and, where applicable, identify the appropriate domain for a function in context.	
	F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	
		F.IF.7a	Graph linear functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases
		F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
		F.BF.1	Write a function that describes a relationship between two quantities.
		F.LE.1b	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another, and therefore can be modeled linearly.
	F.LE.2	Construct a linear or exponential function symbolically given:i) a graph;ii) a description of the relationship;iii) two input-output pairs (include reading these from a table).	
		F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.
		A.CED.1	Create equations and inequalities in one variable and use them to solve problems.
		F.IF.7	Graph exponential functions.
Fundamental	s to Algebra: Il Functions	F.IF.8b	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)t$, $y = (0.97)t$, $y = (1.01)12t$, $y = (1.2)t/10$, and classify them as representing exponential growth or decay.

F.LE.1 Distinguish between situations that can be modeled linear functions and with exponential functions. Observe using graphs and tables that a quantity increasing linearly, quadratically, or (more generally) as a polyning function. F.LE.5 Interpret the parameters in a linear or exponential further in terms of a context. For a function that models a relationship between two quantities interpret key features of graphs and tables in terms of the quantities interpret key features of graphs and tables in terms of the quantities interpret key features given a verbal description relationship. Write a function in different but equivalent forms to reveal and different properties of the function. Compare properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions.	reasing ng nomial unction s:i) ities; and on of the explain
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F.LE.3 exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynometric function. F.LE.5 Interpret the parameters in a linear or exponential further in terms of a context. For a function that models a relationship between two quantities interpret key features of graphs and tables in terms of the quantities in term	ng nomial Inction s:i) ities; and on of the
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F.IF.4 relationship. Write a function in different but equivalent forms to reveal and different properties of the function. Compare properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a different properties of two functions each represented in a di	explain
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Fundamentals to Algebra: Quadratic Functions Compare properties of two functions each represented in a differ (algebraically, graphically, numerically in tables, or by verbal descriptions).	erent way
Fundamentals to Algebra: Quadratic Functions (algebraically, graphically, numerically in tables, or by verbal descriptions).	rent way
	J
Choose and produce an equivalent form of an expression to rev	
A.SSE.3 explain properties of the quantity represented by the expression	
Identify zeros of polynomial functions when suitable factorization	ons are
A.APR.3 available.	
A.REI.4 Solve quadratic equations in one variable.	
A.SSE.2 Recognize and use the structure of an expression to identify way	ys to
rewrite it.	
Foundations of Geometry: Unknown Angles G-CO.9 G-CO.9 Use theorems about lines and angles. Theorems independently vertical angles are congruent; when a transversal congruent corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly equidistant from the segment's endpoints. Use theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180' angles of isosceles triangles are congruent; the segment are exactly equidistant from the segment's endpoints.	osses t and those or ; base ment t to the
G-CO.10 meet at a point.	
Make formal geometric constructions with a compare straightedge. Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bise a line segment; and constructing a line parallel to a geometric constructions with a compare straightedge. Copying a segment; bisecting an angle; construction perpendicular lines, including the perpendicular bisection and constructions with a compare straightedge. Copying a segment; copying an angle; bisecting an angle; construction perpendicular lines, including the perpendicular bisection and constructions with a compare straightedge. Copying a segment; copying an angle; bisecting an angle; construction perpendicular lines, including the perpendicular bisecting an angle; construction perpendicular bisecting and construction perpendicular bisecting and construction perpendicular bisecting and construction and constructio	g ector of
Represent transformations in the plane; describe transformations as functions that take points in the passinputs and give other points as outputs. Compare transformations that preserve distance and angle to that do not (e.g., translation versus dilation). Given a rectangle, parallelogram, trapezoid, or regul	those
transformations as functions that take points in the passinputs and give other points as outputs. Compare transformations that preserve distance and angle to that do not (e.g., translation versus dilation). Given a rectangle, parallelogram, trapezoid, or regulation, describe the rotations and reflections that of	those
transformations as functions that take points in the passinputs and give other points as outputs. Compare transformations that preserve distance and angle to that do not (e.g., translation versus dilation). Given a rectangle, parallelogram, trapezoid, or regul polygon, describe the rotations and reflections that on onto itself.	those
transformations as functions that take points in the pas inputs and give other points as outputs. Compare transformations that preserve distance and angle to that do not (e.g., translation versus dilation). Given a rectangle, parallelogram, trapezoid, or regul polygon, describe the rotations and reflections that of	those lar carry it

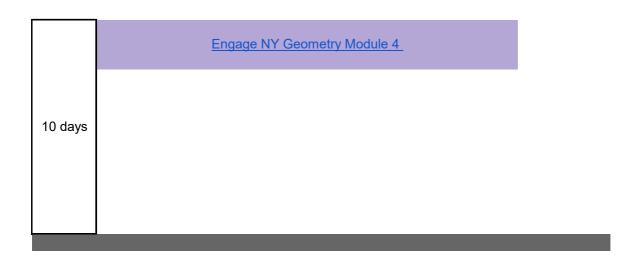
		Given a geometric figure and a rotation, reflection, or
		translation, draw the transformed figure using, e.g., graph
		paper, tracing paper, or geometry software. Specify a
		sequence of transformations that will carry a given figure
	0.00.5	
	G-CO.5	onto another.
		Use geometric descriptions of rigid motions to transform
		figures and to predict the effect of a given rigid motion on a
		given figure; given two figures, use the definition of
		congruence in terms of rigid motions to decide if they are
	0.007	· · · · · · · · · · · · · · · · · · ·
	G-CO.6	congruent.
		Use the definition of congruence in terms of rigid motions
		to show that two triangles are congruent if and only if
		corresponding pairs of sides and corresponding pairs of
	G-CO.7	angles are congruent.
	G-CO. 7	angles are congruent.
	CCOO	Use theorems about lines and angles.
	G-CO.9	
	G-CO.10	Use theorems about triangles.
		Use theorems about parallelograms. Theorems include:
Foundations of Geometry:		opposite sides are congruent, opposite angles are
Properties of Parallelograms		congruent, the diagonals of a parallelogram bisect each
Midsegments, and Medians		other, and conversely, rectangles are parallelograms with
arranginents, and medians	0.0011	
	G-CO.11	congruent diagonals.
		Construct an equilateral triangle, a square, and a regular
	G-CO.13	hexagon inscribed in a circle.
		Verify experimentally the properties of dilations given by a
	G-SRT.1	center and a scale factor
		Prove theorems about triangles. Theorems include: a line
		parallel to one side of a triangle divides the other two
		proportionally, and conversely; the Pythagorean Theorem
	G-SRT.4	proved using triangle similarity.
	G-MG.3	Apply geometric methods to solve design problems
Foundations of Geometry:		Given two figures, use the definition of similarity in terms of
Similarity		similarity transformations to decide if they are similar;
		explain using similarity transformations the meaning of
		•
		similarity for triangles as the equality of all corresponding
		pairs of angles and the proportionality of all corresponding
	G-SRT.2	pairs of sides.
		Use congruence and similarity criteria for triangles to solve
	G-SRT 5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
	G-SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
	G-SRT.5	
	G-SRT.5	problems and to prove relationships in geometric figures.
	G-SRT.5	problems and to prove relationships in geometric figures. Give an informal argument for the formulas for the
	G-SRT.5	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a
	G-SRT.5	problems and to prove relationships in geometric figures. Give an informal argument for the formulas for the
	G-SRT.5	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments,
		Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
	G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and
Foundations of Cooperature		Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
Foundations of Geometry:	G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.
Foundations of Geometry: Extending to Three Dimensions	G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Identify the shapes of two-dimensional cross-sections of
	G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three dimensional
	G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three dimensional objects.
	G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three dimensional
	G-GMD.1 G-GMD.3	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three dimensional objects generated by rotations of two-dimensional objects. Use geometric shapes, their measures, and their
	G-GMD.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three dimensional objects generated by rotations of two-dimensional objects. Use geometric shapes, their measures, and their properties to describe objects
	G-GMD.3 G-GMD.4 G-MG.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three dimensional objects generated by rotations of two-dimensional objects. Use geometric shapes, their measures, and their properties to describe objects Apply concepts of density based on area and volume in
	G-GMD.3 G-GMD.4 G-MG.1 G-MG.2	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three dimensional objects generated by rotations of two-dimensional objects. Use geometric shapes, their measures, and their properties to describe objects Apply concepts of density based on area and volume in modeling situations
	G-GMD.3 G-GMD.4 G-MG.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three dimensional objects generated by rotations of two-dimensional objects. Use geometric shapes, their measures, and their properties to describe objects Apply concepts of density based on area and volume in

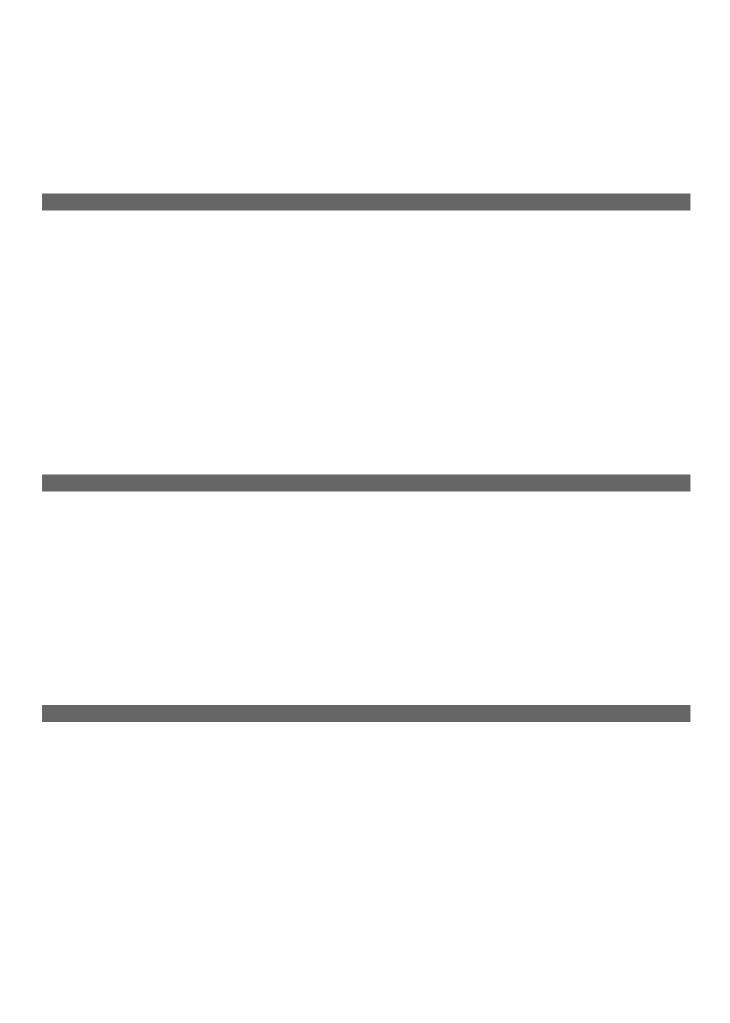
G-GPE.7	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
G-GPE.4	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle.
G GDD -	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
G-GPE.5	that passes through a given point). Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
	G-GPE.5

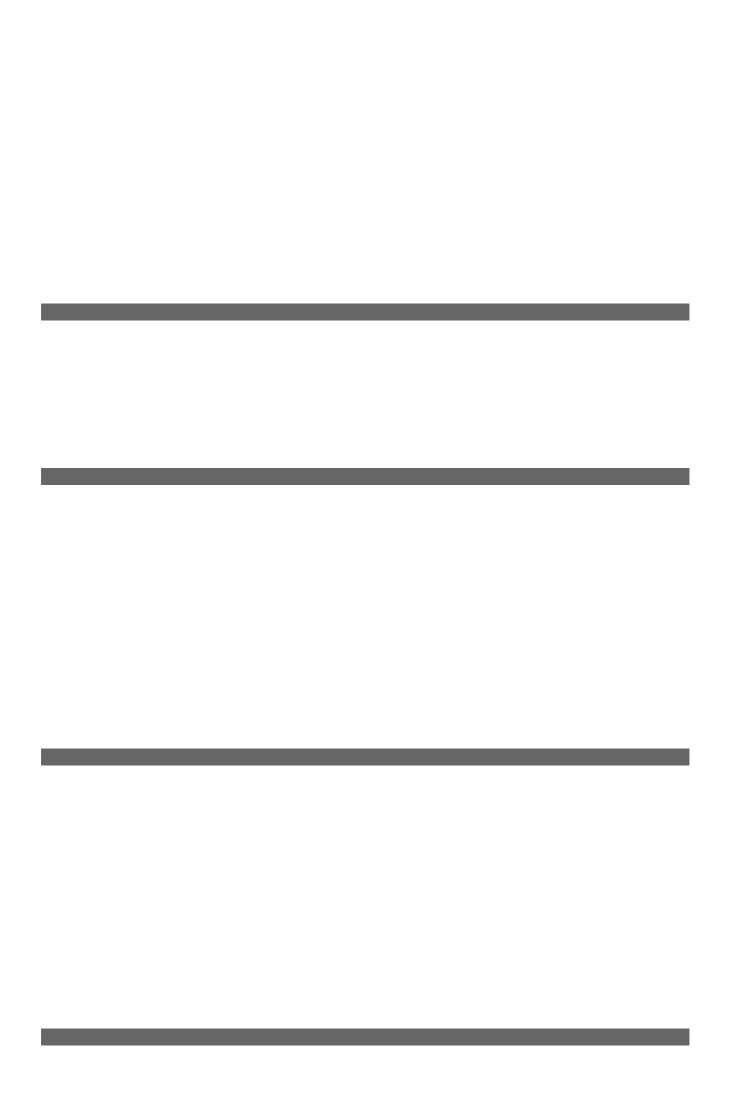
		Res	sources / Lesson I	(EY								
Anticipated # of Days	Previous Grade Level Sample: A/L1	Current Grade Level Sample: A/L1	OMIT Lesson Sample: F/L17	Consider Consolidating Lessons								
	Algebra	1: Unit 1 Distri	ct Resources Le	sson 1a, 3a, 3b	, 4a, 4 <u>b</u>							
	Engage NY Module 3 Lesson 10											
		eMath Instr	uction Unit 3 L	essons 1 -7								
		match fish	tank Unit 1 Les	ssons 2 - 7_								
15 days		match fis	htank Unit 4 L	esson 3								
		eMath Instru	uction Unit 4 Le	essons 4-7								
			District Resource									
40 days	<u>LII</u>		ora 1 Module 3		<u>14</u>							
10 days												

	Match Fishtank Unit 6 Lessons 16	
	Algebra 1: Unit 6 District Resources Lessons 1a, 1b, 2, 3a	
	eMath Instruction Unit 7 Lesson 3, 4, 5	
15 days	eMath Instruction Unit 8 Lessons 1, 2, 3, 6	
	Engage NY Geometry Module 1 Topic B Lessons 6-10	
10 days		
	Engage NY Geometry Module 1 Topic A Lessons 1-5	
	Engage WT Geometry Module T Topic W Lessons 1-6	
	Engage NY Geometry Module 1 Topic C Lessons 12-16, 20	
25 days		
25 uays		

10 days	Engage NY Geometry Module 1 Topic E Lessons 28-30
20 days	Engage NY Geometry Module 2 Topics A, B & C
10 days	Engage NY Geometry Module 3









s					Grade level lessons	Pre	evious grade level lessor] [combin							
Timeline/Units Suggested by Scope and	Standard	Shared Alg			L1 Teach	<u>[[] </u>		Teach Ł	_+ Omit		e							
Sequence Sep 9 - Nov 26	Codes	Use the structure of an expression to identify ways to	Content and skills heavily weighted on the regents	Number of Days	_	Curricular	Materials and Dail	ly lessons	_		_					-	-	
	A.SSE.A2	rewrite it. For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2).		Engag	ge NY Module 1 -		eviewer Notes: mpson	eMathInstruction	1									
		Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★ a. Factor a quadratic expression to reveal the zeros of the function	Equivalent Expressions -Use technology to prove	-			sson 1 can be											
	A.SSE.B3	x it defines. Know and apply the Remainder Theorem: For a	analyzing a table and/or graph	M1/L1	M1/L2 M1/L3			Review from Alg	ebra I:			C.Melick	M.Meise	Pratima Kumar I do this review later before I start the	Sam Simpson			
	A.APR.B2	polynomial () and a number a, the remainder on division by - is (), so () = 0 if and only if (-) Paragraphic actor of (). Identify zeros of polynomials when suitable	Polynomial Division and Remainder theorem	M1/L5	5 M1/L6 M1/L7	M1/L8		Unit 7 Lessons	J7/L1 U7/L2	U7/L3 U7/L4	U7/L5 U7/L6	Lessons 1 and 2 could possibly be condensed depending on student needs.		Quadratic unit Day 1 - refresn vocabulary and GCF				
	A.APR.B3	factorizations are available, and use the zeros to construct a rough graph of the function defined by the	Identify zeros of polynomials using technology and use the zeros to construct a rough graph of the function defined by the polynomial	M1/L9	9 M1/L10 M1/L11			Unit 8 Lessons I	J8/L1 U8/L2	U8/L3 U8/L4	U8/L5 U8/L6	Foundational concepts are covered in these review units and will help with future lessons.		Day 2 - Difference between the square ar factoring trinomials with a = 1	nd			
		A.APR.D.6 Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials											were to pull I think that the review of factoring and these I topics would be needed in the part lessons apart ALg. 1 to Alg. 2, but hopefully could	nd other Alg. thway from				
		with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.		Review	w of Factoring from Alg	1		l	J8/L7 U8/L8			Geometry So the unfinished learning	and use condensed or eliminated (probably parts of them in this pathway	factor by grouping use additional practice from Kuta software.				
	A.APR.6	Ozork functions are all surely discults and	Describes of makes exist manks (many second 2					Unit 9 Lessons	J9/L1 U9/L2	U9/L3 U9/L4	U9/L5 U9/L6			terms, higher degree polynomials, u substitution, and difference and sum of cubes.				
		simple cases and using technology for more	Properties of polynomial graphs (max, zeroes & factors, end behavior)	NY Module 1 Topic	le vic M1/L12 M1/L13	M1/14		Algebra II Units:				U9/L1 and U9/L8 may fit better in Module 3	3.	I also practice factoring all through the ye with bell work or weekly reviews.				
Polynomial, Rational, and Radical	F.IF.7c	complicated cases).★ c. Graph polynomial functions, identifying zeros when suitable factorizations are available and showing end						Unit 1 Lessons l	J1/L1 U1/L2	U1/L3 U1/L4	U1/L5 U1/L6			over vocabulary and spend sometime on and more before starting the rational exponents later on.	L4			
Relationships (Module 1)		equation as following from the equality of numbers	Solve rational and radical equations (and others graphically), and identify extraneous solutions	M1/L1	15 M1/L16 M1/L17	M1/L18		Unit 2 Lessons l	J2/L1 & U2/L2	U2/L4 U2/L3	U2/L6 U2/L7		I have never seen L3 or L5 on Rege Opportunity to save time	This unit gives a good understanding of nts. function. You may skip L3 and L5 (not tested in regents)				
	A.REI.1	asserted at the previous step, starting from the assumption that the original equation has a solution. x Construct a viable argument to justify a solution method.		10				Unit 6 Lessons L	J6/L1 U6/L2	U6/L3 U6/L4	U6/L5 U6/L6			Spend additional time on factoring and Lesson 11. You may skip L7				
	A.REI.2	A.REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.		M1/L19	19 M1/L20 M1/L21				J6/L7 U6/L8	U6/L9 U6/L10) U6/L11	Unit 2Lesson 1 and Lesson 5 could be combined to review functions/relations.	I agree with Pratima. I also do radio	l do the radical unit before the Quadratic unit before unit so I can work with imaginary solution when using the quadratic formula.	1			
		b. Solve quadratic equations by inspection (e.g., for	Solving Quadratic Equations graphically and algebraically	Engag NY Module	Combine M1/L22							I switched the order of Lessons 3 & 4 in Unit 2 because I think they become a review from Algebra I to prepare them for		Every lesson in this unit is important.				
		2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the		1 Topio	and L23 M1/L24	M1/L25		Unit 8 Lessons I	J8/L1 U8/L2	U8/L3 U8/L4	U8/L5 U8/L6	the other lessons in the Unit.		however I do them in seperate units.				
	A.REI.4b	quadratic formula gives complex solutions and write x them as ± for real numbers a and b. Solve a simple system consisting of a linear equation						U	J8/L7				If we want to prepare kids for					
		and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $= -3$ and the circle $2 + 2 = 3$.										I took out Lesson 3 in Unit 3 becuase it	calc, they need to know that equations do not NEED to be in y=mx+b unless specified. In fact,					
		xx yy		M1/L26	26 M1/L27 M1/L28	M1/L29		Unit 9 Lessons L	J9/L1 U9/L2	U9/L3 U9/L4		was a comparison between Point-Slope and Slope Intercept from Algebra I.	it is probably more common to see the form y=m(x-x1)+y1	SKip L4 and combine with other units Teach the rational function unit separatel	, ,			nucumana
	A.REI.7	Know there is a complex number such that $^2 = -1$, and every complex number has the form $^2 + ^4$ with	Properties of polynomial graphs (max, zeroes &					Unit 10 Lesson l	U10/L1 U10/L2	U10/L3 U10/L4	U10/L5 U10/L6			spending more time on Rational equation L5, L6, L7, L8, L9 and L12				
	N.CN.1	a and b real. Graph linear, quadratic, and exponential functions and	lactors, end benavior)	M1/L30 Engag	30 M1/L31-35 ge			ι	U10/L7 U10/L8	U10/L9 U10/L1	U10/L11 U10/L1:	2		Skip L13 and L14. Combine the remaining lesson in to a seperate polynomial unit	3			
Dec 2 - Feb 14	N.CN.2	show key features exponents follows from extending the properties of		Module	M1/L36 M1/L37	M1/L38	_		J10/L13 U10/L14							-	\rightarrow	
	N.RN.1	integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For			Engage NY Module	<u>e 3</u> Re	eviewer Notes:	eMathInstruction	1									
	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents. Recognize that sequences are functions, sometimes			Students review ex	xponent rule		Review from Alg	ebra I:									
		defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$		Engag NY Modulo	ge le_							These lessons are a good						
	F.IF.3	x 1) for n ≥ 1. quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key		3 Topic	M3/L1 M3/L2	M3/L3		Unit 4 Lessons	J4/L12 U4/L13			review/introduction to sequences.		Yes use this prior to sequence unit Make a seperate unit of simplifying roots, square roots, cube roots, nth roots with				
	F.IF.4	x features given a verbal description of the relationship. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a			M3/L4 M3/L6			Unit 9 Lessons	U9/L1 U9/L8					variables as well.				
	F.IF.6	specified interval. Estimate the rate of change from a graph			Engage NY Module			Algebra II Units:				U3/L4 is relating work problems to Point- Slope and Slope Intercept.		L2, L5 and L7 are important, Spend				
	F.IF.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.		M3/L7	7 M3/L8 M3/L9	ne	e topic of logs will ed some pplement lessons.	Unit 3 Lessons	J3/L1 U3/L2	U3/L3 U3/L4	U3/L5 U3/L 6			additional time on L7 and Go back and practice Inverse functions again after the log unit.				
		Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02) ^t , y = (0.97) ^t , y = (1.01)12 ^t , y = (1.2) ^t /10, and										U3/L6 is on Piecewise Funcitons and						
	F.IF.8b	classify them as representing exponential growth or decay. Compare properties or two functions each represented		M3/L1	14 M3/L12 M3/L13	M3/L14		U	J3/L7			could be skipped if we are looking to save time.						
	F.IF.9	in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic			Engage NY Module	e 3 Topic C		U	J4/L1 U4/L2	U4/L3 U4/L4	U4/L5 U4/L6	U3/L7 Need a lot more time than just one lesson on Systems.		Split into 2 seperate units Exponential functions and Log Functions				
	F.BF.1a			M3/L17	17 M3/L18 M3/L19	M3/L20) U4/L11 U4/L12							
		Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these										U4/L7 could be removed or placed in						
	F.BF.1b	function to a decaying exponential, and relate these functions to the model. Write arithmetic and geometric sequences both		M3/L2 ⁻	21 M3/L22			l	U4/L13 U4/L14			another section if time allows.						
Functions (Module 3)	F.BF.2	recursively and with an explicit formula, use them to model situations, and translate between the two forms.* + k, k f(x), f(kx), and f(x + k) for specific values of k			Engage NY Module	e 3 Topic D		Unit 5 Lessons	U5/L1 U5/L2	U5/L3 U5/L4	U5/L5 U5/L6			Good unit in itself				
	F.BF.3	(both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using			M3/L23 M3/L24	M3/I 25						U5/L6 is calculating Mortgages which is a fantastic life skill. Would like to see this lesson stay.						
		Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2 \times 3$ or $f(x) = 1 \times 3$			IND/EZ4			_				· · · · · · · · · · · · · · · · · · ·						
	F.BF.4a	(x+1)/(x-1) for x ≠ 1. Construct linear and exponential functions, including			M3/L26 M3/L27	M3/L28												
	F.LE.2	arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).			Engage NY Module	e 3 Topic E		_										
	ELE 4	For exponential models, express as a logarithm the solution to abct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	Reasoning with logarithms of base ten and otherwise		M3/L29 M3/L30	M2/L24												
	F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.			M3/L33 M3/L34													

		Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational													
	A.CED.1	x and exponential functions.			445-445-446			***************************************							
		Use the properties of exponents to transform expressions for exponential functions. For example the													
	A.SSE.3c	expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.01212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.													
	A.SSE.SC	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the						occonomic							
	A.SSE.4	formula to solve problems. For example, calculate mortgage payments.*													
		Explain why the x-coordinates of the points where the													
		graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph													
		the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$													
		are linear, polynomial, rational, absolute value, exponential, and logarithmic functions													
Feb 24-Apr 17		Decide if a specified model is consistent with results													
		from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin													
	S.IC.2	falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?			<u> </u>	Engage NY Module 4	Reviewer Notes:	Algebra II Units:							
		Recognize the purposes of and differences among sample surveys, experiments, and observational													
	S.IC.3	studies; explain how randomization relates to each.		M4/L1	M4/L2	M4/L3 M4/L4 M4/L5		Unit 12 Lesson U12	2/L1 U12/L2 U12/L3 U12/	L4 U12/L5 U12/L6		Regents stats questions are	This unit is good as it is. Important concepts to understand this it		
		Use data from a sample survey to estimate a population mean or proportion; develop a margin of										pretty simple, and thus are points kids NEED to get. Many struggle	unit are L2 standard deviation, L3 normal distribution, L4 z score and L10 margin of		
	S.IC.4	error through the use of simulation models for random sampling.		M4/L6	M4/L7	M4/L8 M4/L9 M4/L10		Unit 13 Lesson U13	3/L1 U13/L2 U13/L3 U13/	L4 U13/L5 U13/L6		with concept of bias for some reason	error. L9 - go over regents questions first, they are relatively simple you don't need to		
Inferences and	SICE	Evaluate reports based on data.		M4/L11							U13/L12 investigates other types of regression.				
Conclusions from Data (Module 4)	S.IIC.IO	Describe events as subsets of a sample space (the set		WHETT	IVI-I/LIZ	M4/L13 M4/L14 M4/L15		013	J.E. 1010/E0 013/E9 013/	_19 0 10/E11 0 10/E12	5 TO E 12 III VOSAIGALOS OUTER TYPES OF TEGRESSION.				
(IVIOGUIE 4)	0.01	of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or													
	S.CP.1	complements of other events ("or," "and," "not"). data when two categories are associated with each				M4/L18 M4/L19 M4/L20									
	S.CP.4	object being classified. Use the two-way table as a Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A	Probability 15.1 Probability using a two way table	M4/L21	M4/L22	M4/L23 M4/L24 M4/L25									
	S.CP.7	and B), and interpret the answer in terms of the model.	including conditional probability 15.2 Using P(A)*P(B) = P(A intersect B) or P(A B) = P(A) to prove independence	M4/L26	N4/1 07	M4/L28 M4/L29 M4/L30		Geometry Unit							
	3.CP.7	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population		IVI4/L20	IVI4/LZ/	WI4/L20 WI4/L29 WI4/L30		Geometry Onit							
		percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use	Normal Distribution 16.1 Find percent of data in between any two given values using technology												
	S.ID.4	under the normal curve.	(normalcdf on calculator) 16.2 Show simulation dot histograms from regents		Geometry Un	Unit Engage NY Module 2 Topic D	&	EMath Instruction (with	h videos)						
		G.SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading													
Trigonometry	G-SRT.6	definitions of trigonometric ratios for acute angle G.SRT.C.7 Explain and use the relationship between the			L21	L22/L23 L24 L25		Unit 8 Lessons U8/L	L1 U8/L2 U8/L3 U8/L4	4					
Geometry Unit	G-SRT.7	sine and cosine of complementary angles.			L26			U8/I	L5 U8/L6						
	G-SRT.8	Theorem to solve right triangles in applied problems.			L32	L33 L34									
Apr 20 - May 2															
			-											1	
			17.1 Identify the amplitude, period, midline, max,												
	F.IF.7e	intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	1rig graphs 17.1 Identify the amplitude, period, midline, max, min given a graph or function rule		<u>.</u>	Engage NY Module 2 Topic	<u>A</u>	Algebra II Units:				Radian measures are HIIGE if	Split this into 2 Units - spend 2 days of		
	F.IF.7e F.TF.1	intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	17.1 Identify the amplitude, period, midline, max,	Review (2) SC		Engage NY Module 2 Topic / M2/L2 M2/L3 M2/L4	A		1/L1 U11/L2 U11/L3 U11/	L4 U11/L5 U11/L6		Radian measures are HUGE if kids are going beyond Alg 2	review of trig ratio SOHCAHTOA from		
		intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	17.1 Identify the amplitude, period, midline, max, min given a graph or function rule		OIM2/L1 N	M2/L2 M2/L3 M2/L4	<u>A</u>	Unit 11 Lesson U11	1/L1 U11/L2 U11/L3 U11/ 1/L7 U11/L8 U11/L9 U11/				review of trig ratio SOHCAHTOA from grometry before starting Unit 1: Irig Ratio L1 - L5 and L11; Talk about Tangent ratio and Go over Reciprocal trig functions L11 after L2 so you		
Trigonometric	F.TF.2	intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and	17.1 Identify the amplitude, period, midline, max, min given a graph or function rule	Trig Ratio 10	O M2/L1 M2/L5 M2/L5	M2/L2 M2/L3 M2/L4 M2/L6 M2/L7 M2/L8	<u>A</u>	Unit 11 Lesson U11					review of trig ratio SOHCAHTOA from grometry before starting Unit 1: Trig Ratio L1 - L5 and L11; Talk about Tangent ratio and Go over Reciprocal trig functions L11 after L2 so you Unit 2: Graphs of Trig functions. L7 - 9; Skip L10 if you dont have time. Additional		
Trigonometric	F.TF.2	intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	17.1 Identify the amplitude, period, midline, max, min given a graph or function rule		O M2/L1 M2/L5 M2/L5	M2/L2 M2/L3 M2/L4 M2/L6 M2/L7 M2/L8	A	Unit 11 Lesson U11					review of trig ratio SOHCAHTOA from grometry before starting Unit 1: Irig Ratio L1 - L5 and L11; Talk about Tangent ratio and Go over Reciprocal trig functions L11 after L2 so you Unit 2: Graphs of Trig functions. L7 - 9;		
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				Grade le	evel lessons	Previous grade level lesson				combin					
Timeline/Unit	Standard	Chanad Alm		L1	Teach	L1	Teach	L1 Omit		e					
Scope and Sequence Sep 9 - Nov 26	Standard Codes		Content and skills heavily weighted on the regents	Number of Days	Curricu	ular Materials and Daily	y lessons		_	_	_				
	A.SSE.A2	Use the structure of an expression to identify ways to rewrite it. For example, see x4 - y4 as (x2)2 - (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 - y2)(x2 + y2).		Engage NY Modu	le 1 -	Reviewer Notes: Simpson	eMathInstruction	2							
		Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.★ a. Factor a quadratic expression to reveal the zeros of the function	Equivalent Expressions -Use technology to prove two algebraic expressions are equivalent by analyzing a table and/or graph			Include synthetic	Review from Alg					C.Melick	M.Meise	Pratima Kumar	Sam Simpson
	A.SSE.BS	Know and apply the Remainder Theorem: For a polynomial () and a number a, the remainder on	arranyzing a table and/or graph	WH/E+ WH/LZ	MI/L3 MI/L4	division w/wrts.	Review from Aig	јерга і.				Lessons 1 and 2 could possibly be	IVI.IVIEISE	I do this review later before I start the Quadratic unit Day 1 - refresn vocabulary	Sam Simpson
	A.APR.B2	Identify zeros of polynomials when suitable	Polynomial Division and Remainder theorem Identify zeros of polynomials using technology and	M1/L5 M1/L6	M1/L7 M1/L8		Unit 7 Lessons	U7/L1 U7/L2 U7	/L3 U7/L4	U7/L5 U	7/L6	condensed depending on student needs. Foundational concepts are covered in		and GCF	
	A.APR.B3	construct a rough graph of the function defined by the	use the zeros to construct a rough graph of the function defined by the polynomial			Omit M1L10 create as bellwork.		U8/L1 U8/L2 U8	/L3 U8/L4	U8/L5 U	8/L6	these review units and will help with future lessons. I think we need to condense these lessons. Students are coming from Geometry So the unfinished learning	were to pull these 1 topics would be needed in the pat lessons apart and use parts of them I think that the review of factoring are 1 topics would be needed in the pat ALg. 1 to Alg. 2, but hopefully could condensed or eliminated (probably in this pathway	thway from Day 3 and 4 Factor trinomials with a > 1;	
	A.APR.6	complicated examples, a computer algebra system.					Unit 9 Lessons	U9/L1 U9/L2 U9	/L3 U9/L4	U9/L5 U	9/L6			terms, higher degree polynomials, u substitution, and difference and sum of cubes.	
Polynomial,		simple cases and using technology for more complicated cases).★ c. Graph polynomial functions, identifying zeros when suitable	Properties of polynomial graphs (max, zeroes & factors, end behavior)	NY Module 1 Topic M1/L12	M1/L13 M1/14		Algebra II Units:		00.2	0,120	3.20	U9/L1 and U9/L8 may fit better in Module 3.	3.	I also practice factoring all through the year with bell work or weekly reviews. over vocabulary and spend sometime on L4 and more before starting the rational	
Rational, and Radical Relationship	F.IF.7c		Solve rational and radical equations (and others graphically), and identify extraneous solutions				Unit 1 Lessons	U1/L1 U1/L2 U1	/L3 U1/L4	U1/L5 U	1/L6		I have never seen L3 or L5 on Rege	exponents later on. This unit gives a good understanding of	
(Module 1)	A.REI.1	equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. x Construct a viable argument to justify a solution method. A.REI.A.2 Solve simple rational and radical equations		M1/L15 M1/L1€	M1/L17 M1/L18		Unit 2 Lessons Unit 6 Lessons	U2/L1 & U2/L2 U2 U6/L1 U6/L2 U6			2/L7 6/L6		Opportunity to save time	Spend additional time on factoring and Lesson 11. You may skip L7 I do the radical unit before the Quadratic	
	A.REI.2	in one variable, and give examples showing how extraneous solutions may arise.	Solving Overdentin 5	M1/L19 M1/L20	M1/L21			U6/L7 U6/L8 U6	/L9 U6/L10	U6/L11		Unit 2Lesson 1 and Lesson 5 could be combined to review functions/relations. I switched the order of Lessons 3 & 4 in	I agree with Pratima. I also do radio quadratic unit	cal unit before unit so I can work with imaginary solutions when using the quadratic formula.	
		b. Solve quadratic equations by inspection (e.g., for 2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the	Solving Quadratic Equations graphically and algebraically	NY Combin M1/L2 1 Topic and L2	ne 2 3 M1/L24 M1/L25		Unit 8 Lessons	U8/L1 U8/L2 U8	/L3 U8/L4	U8/L5 U		Unit 2 because I think they become a review from Algebra I to prepare them for the other lessons in the Unit.		Every lesson in this unit is important. however I do them in seperate units.	
	A.REI.4b	quadratic formula gives complex solutions and write them as ± for real numbers a and b. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line = -3 and the circle						U8/L7				I took out Lesson 3 in Unit 3 becuase it	If we want to prepare kids for calc, they need to know that equations do not NEED to be in y=mx+b unless specified. In fact,		
	A.REI.7	2 + 2 = 3. $xx yy xx$		M1/L26 M1/L27	M1/L28 M1/L29			U9/L1 U9/L2 U9		U10/L5 U		was a comparison between Point-Slope and Slope Intercept from Algebra I.	it is probably more common to see the form y=m(x-x1)+y1	SKip L4 and combine with other units Teach the rational function unit separately spending more time on Rational equations L5, L6, L7, L8, L9 and L12	
	N.CN.1	Know there is a complex number such that $^2 = -1$, and every complex number has the form $^2 + ^4$ with a and b real.	Properties of polynomial graphs (max, zeroes & factors, end behavior)	M1/L30 M1/L31	-35			U10/L7 U10/L8 U1						Skip L13 and L14. Combine the remaining lesson in to a seperate polynomial unit	
Dec 2 - Feb 14	N.CN.2	Graph linear, quadratic, and exponential functions and show key features		NY Module M1/L36	M1/L37 M1/L38			U10/L13 U10/L14							
Dec 2 = 1 es 1 4	N.RN.1	exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3		Engage	e NY Module 3	Reviewer Notes:	eMathInstruction	n							
	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.		Studen	ts review exponent ru	le	Review from Alg	gebra I:							
	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.		Engage NY Module 3 Topic A M3/L1	M3/L2 M3/L3		Unit 4 Lessons	U4/L12 U4/L13				These lessons are a good review/introduction to sequences.		Yes use this prior to sequence unit	
	F.IF.4	quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative;		M3/L4	M3/L6		Unit 9 Lessons	U9/L1 U9/L8						Make a seperate unit of simplifying roots, square roots, cube roots, nth roots with variables as well.	
		Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a										U3/L4 is relating work problems to Point-			
	F.IF.7e	x graph Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Use the properties of exponents to interpret		M3/L7 M3/L8	M3/L9 M3/10	The topic of logs will need some supplement lessons.	Algebra II Units:	U3/L1 U3/L2 U3	/L3 U3/L4	U3/L5 U		Slope and Slope Intercept.		L2, L5 and L7 are important, Spend additional time on L7 and Go back and practice Inverse functions again after the log unit.	
	F.IF.8b	expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)12^t$, $y = (1.2)^t/10$, and classify them as representing exponential growth or decay.		M3/L11 M3/L12	M3/L13 M3/L14			U3/L7				U3/L6 is on Piecewise Funcitons and could be skipped if we are looking to save time.			
	F.IF.9 F.BF.1a	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic Determine an explicit expression, a recursive process, or steps for calculation from a context.			e NY Module 3 Topic M3/L19 M3/L20			U4/L1 U4/L2 U4			4/L6	U3/L7 Need a lot more time than just one lesson on Systems.		Split into 2 seperate units Exponential functions and Log Functions	
	F.BF.1b	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.		M3/L21 M3/L22			Unit 4 Lessons	U4/L13 U4/L14				U4/L7 could be removed or placed in another section if time allows.			
Functions (Module 3)	F.BF.2	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.* + k, k f(x), f(kx), and f(x + k) for specific values of k		Engage	NY Module 3 Topic	<u>D</u>	Unit 5 Lessons	U5/L1 U5/L2 U5	/L3 U5/L4	U5/L5 U	5/L6			Good unit in itself	
	F.BF.3	(both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression		M3/L23	M3/L24 M3/L25							U5/L6 is calculating Mortgages which is a fantastic life skill. Would like to see this lesson stay.			
	F.BF.4a	for the inverse. For example, $f(x) = 2 \times 3$ or $f(x) = (x+1)/(x-1)$ for $x \ne 1$.		M3/L26	M3/L27 M3/L28						-				
	F.LE.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). For exponential models, express as a logarithm the solution to about a diverge and discontinuous		Engago	NY Module 3 Topic	E					-				
	F.LE.4	solution to abct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	Reasoning with logarithms of base ten and otherwise	M3/L29	M3/L30 M3/L31										

F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context.		M3	L33 M3/L34										
	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational													
A.CED.1	x and exponential functions. Use the properties of exponents to transform					_		_						
A CC5 25	expressions for exponential functions. For example the expression 1.15t can be rewritten as (1.151/12)12t ≈ 1.01212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.													
A.SSE.3c	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the													
A.SSE.4	formula to solve problems. For example, calculate mortgage payments.*		очески			and a second		Management						
	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the													
	solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x)													
A.REI.11 Feb 24-Apr 17	are linear, polynomial, rational, absolute value, x exponential, and logarithmic functions													
	Decide if a specified model is consistent with results from a given data-generating process, e.g., using													
S.IC.2	simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?		<u>En</u>	gage NY Module 4	Reviewer Notes:	Algebra II Units:								
616.2	Recognize the purposes of and differences among sample surveys, experiments, and observational	M4/L1				11.11.40.1		4 140 15 140 10						
S.IC.3	studies; explain how randomization relates to each. Use data from a sample survey to estimate a	M4/L1	M4/L2 M4	L3 M4/L4 M4/L5		Unit 12 Lesson U12/L1	U12/L2 U12/L3 U12/L4	4 U12/L5 U12/L6			Regents stats questions are pretty simple, and thus are points	This unit is good as it is. Important concepts to unit are L2 standard devia	tion, L3 normal	
S.IC.4	population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	M4/L6	M4/L7 M4	L8 M4/L9 M4/L10		Unit 13 Lesson U13/L1	U13/L2 U13/L3 U13/L4	4 U13/L5 U13/L6			kids NEED to get. Many struggle with concept of bias for some reason	distribution, L4 z score an error. L9 - go over regents they are relatively simple	questions first,	
Inferences and S.IC.6	Evaluate reports based on data.	M4/L11		L13 M4/L14 M4/L15					3/L12 investigates other types of regres	ssion.				
from Data (Module 4)	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or													
S.CP.1	the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). data when two categories are associated with each			M4/L19 M4/L20										
S.CP.4	object being classified. Use the two-way table as a Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model. Probability 15.1 Probability using a two way table including conditional probability 15.2 Using		M4/L22 M4	L23 M4/L24 M4/L25										
S.CP.7	P(A)*P(B) = P(A intersect B) or P(A B) = P(A) to $prove independence$ Use the mean and standard deviation of a data set to		M4/L27 M4	L28 M4/L29 M4/L30		Geometry Unit								
	fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use Normal Distribution 16.1 Find percent of data in between any two given values using technology													
S.ID.4	calculators, spreadsheets, and tables to estimate areas under the normal curve. (normalcdf on calculator) 16.2 Show simulation dhistograms from regents G.SRT.C.6 Understand that by similarity, side ratios in right	lot	Geometry Unit I	ngage NY Module 2 Topic D	<u>&</u>	EMath Instruction (with videos								
Trigonometry G-SRT.6	triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angle		L21 L2	2/L23 L24 L25		Unit 8 Lessons U8/L1	U8/L2 U8/L3 U8/L4							
Trigonometry Geometry Unit G-SRT.7	G.SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles.		L26	127 129 120		*****								
			7.00	L27 L28 L29		U8/L5	U8/L6							
G-SRT.8	Theorem to solve right triangles in applied problems.		L32	L33 L34		U8/L5	J8/L6							
G-SRT.8 Apr 20 - May 29	Graph exponential and logarithmic functions, showing Trig graphs		L32	L27 L26 L29 L33 L34		U8/L5	J8/L6							
G-SRT.8 Apr 20 - May 29 F.IF.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Trig graphs 17.1 Identify the amplitude, period, midline, max min given a graph or function rule	,	L32	L27 L26 L29 L33 L34 gage NY Module 2 Topic		Algebra II Units:	J8/L6				Radian measures are HLIGE if	Split this into 2 Units - spe		
	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. enables the extension of trigonometric functions to all		L32	L33 L34				4 U11/L5 U11/L6		1	Radian measures are HUGE if kids are going beyond Alg 2	review of trig ratio SOHCA grometry before starting Unit 1: Trig Ratio L1 - L5 a	HTOA from	
F.IF.7e F.TF.1 Trigonometric Functions	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. Choose trigonometric functions to model periodic	Review (2) SC	En. O M2/L1 M2	gage NY Module 2 Topic		Algebra II Units: <u>Unit 11 Lesson</u> U11/L1				1	1	review of trig ratio SOHCA grometry before starting Unit 1: Trig Ratio L1 - L5 a about Tangent ratio and Reciprocal trig functions I Unit 2: Graphs of Trig fun	HTOA from nd L11; Talk Go over 11 after L2 so you ctions. L7 - 9;	
F.IF.7e F.TF.1	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	Review (2) SO Trig Ratio 10	En. O M2/L1 M2	Jage NY Module 2 Topic L2 M2/L3 M2/L4 L6 M2/L7 M2/L8		Algebra II Units: <u>Unit 11 Lesson</u> U11/L1	U11/L2 U11/L3 U11/L4			1	1	review of trig ratio SOHCA grometry before starting Unit 1: Trig Ratio L1 - L5 a about Tangent ratio and Reciprocal trig functions I	HTOA from nd L11; Talk Go over 11 after L2 so you ctions. L7 - 9;	
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