

Lesson	Support Level	Notes
Algebra 2 Unit 1		
Alg2.1.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.1.2	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.1.3	2. Points to emphasize	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding. Both Lessons 4 and 5 include arithmetic and geometric sequences for students to practice identifying and generating, but the focus is on new aspects (spreadsheets and functions) so you'll have to adjust the activities to address this goal.
Alg2.1.4	1. More Chances	Spreadsheets aren't essential so it is okay if they don't get them.
Alg2.1.5	3. Press pause	If students struggle then do the optional Lesson 6.
Alg2.1.6	2. Points to emphasize	If students still struggle with the functions, plan to spend more time on the warm-up of Lesson 7. (Take the time to list a few terms and/or sketch a graph for a couple of the functions.) If students struggle with the fractions, there's an additional math talk in 9.1 to use.
Alg2.1.7	2. Points to emphasize	If students still struggle plan to spend more time on the launch to 7.2
Alg2.1.8	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

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Alg2.1.9	3. Press pause	If students cannot list the first four terms given both function types, make sure to check in with them individually. Any challenges with the domain will come up in subsequent lessons
Alg2.1.10	1. More Chances	Students will continue modeling throughout the course
Alg2.1.11	1. More Chances	Students will continue modeling throughout the course
Algebra 2 Unit 2		
Alg2.2.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.2	2. Points to emphasize	If students struggle to evaluate polynomials, spend extra time modeling how students can evaluate to match polynomials to graphs in the card sort during Lesson 3.
Alg2.2.3	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.4	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding. Lesson 6 includes an optional activity on multiplying polynomials.
Alg2.2.5	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.6	3. Press pause	If students still struggle to multiply polynomials, plan to spend extra time on this topic (reviewing practice problems or revisiting activities) before the assessment.

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Alg2.2.7	2. Points to emphasize	Students will not have more opportunities to practice this skill, but they will continue to practice the reverse (given a polynomial, identify the intercepts) so they can solidify their understanding.
Alg2.2.8	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.9	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.10	2. Points to emphasize	Students need to be solid on zeros and end behavior at this point in the lesson. If students struggle with these aspects, spend extra time during the warm-up of Lesson 11 to sketch and discuss the features of the graphs of some of the equations. If students make a mistake around multiplicity that's not a major concern.
Alg2.2.11	3. Press pause	This is the only lesson that explicitly addresses systems of polynomial equations. If students struggle, plan to spend extra time on this topic (reviewing practice problems or revisiting activities) before the assessment.
Alg2.2.12	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.13	2. Points to emphasize	During the warm-up of Lesson 15 remind students what operation is omitted (and that it's important to subtract all terms when doing polynomial division).
Alg2.2.14	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.15	2. Points to emphasize	Students will revisit polynomial long division in Lesson 19, spend extra time to review at that point.

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Alg2.2.16	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.17	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.18	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.19	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.20	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.21	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.22	3. Press pause	If students continue to struggle to solve rational equations, plan to spend extra time on this topic (reviewing practice problems or revisiting activities) before the assessment.
Alg2.2.23	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

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Alg2.2.24	2. Points to emphasize	If students lose track of terms, remind them they can use a diagram to organize their multiplication.
Alg2.2.25	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.2.26	2. Points to emphasize	If students are unable to identify the error, ask a student to explain their solution during the next class.
Algebra 2 Unit 3		
Alg2.3.1	2. Points to emphasize	If students struggle to apply the properties of exponents spend extra time reviewing the idea during the next few lessons.
Alg2.3.2	2. Points to emphasize	If students struggle to define or compute roots, spend extra time reviewing the idea during the next few lessons.
Alg2.3.3	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.3.4	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.3.5	2. Points to emphasize	If students struggle to rewrite exponents using roots, review that process in the warm-up of the next lesson.
Alg2.3.6	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

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Alg2.3.7	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.3.8	2. Points to emphasize	If students struggle to solve these equations consider including the optional Lesson 9.
Alg2.3.9	2. Points to emphasize	If students struggle to solve these equations continue reviewing the properties of radicals in the next several lessons.
Alg2.3.10	1. More Chances	Students will continue to work with imaginary numbers throughout this section.
Alg2.3.11	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.3.12	2. Points to emphasize	If students struggle to solve these equations consider including the optional Lesson 14.
Alg2.3.13	2. Points to emphasize	If students struggle to solve these equations consider including the optional Lesson 14.
Alg2.3.14	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.3.15	3. Press pause	If students continue to struggle to compute with complex numbers, plan to spend extra time on this topic (reviewing practice problems or revisiting activities) before the assessment.
Alg2.3.16	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

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Alg2.3.17	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.3.18	2. Points to emphasize	If students struggle to solve these equations consider including the optional Lesson 19.
Alg2.3.19	3. Press pause	If students continue to struggle to solve quadratics, plan to spend extra time on this topic (reviewing practice problems or revisiting activities) before the assessment.
Algebra 2 Unit 4		
Alg2.4.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.4.2	2. Points to emphasize	If students struggle to write exponential expressions, spend extra time reviewing the idea that exponential functions are defined by their constant growth factor during the next few lessons.
Alg2.4.3	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.4.4	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.4.5	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

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Alg2.4.6	2. Points to emphasize	If students struggle to write exponential equations, spend extra time reviewing the idea that exponential growth requires careful attention to both the growth factor and the interval of time during the next lesson.
Alg2.4.7	2. Points to emphasize	If students struggle to interpret exponential expressions, spend extra time reviewing the idea that the exponent needs to be adjusted carefully to account for different intervals during the next lesson.
Alg2.4.8	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.4.9	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.4.10	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.4.11	2. Points to emphasize	If students struggle to express the solution as a logarithm, spend extra time during the next lesson asking students what a logarithm means and connecting the two representations.
Alg2.4.12	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.4.13	2. Points to emphasize	If students struggle to describe the initial value and rate, spend extra time during Lesson 15 Activity 2 asking students what each part of an exponential equation tells them.
Alg2.4.14	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

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Alg2.4.15	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.4.16	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.4.17	2. Points to emphasize	If students struggle to explain how to match the functions, spend extra time reviewing the meaning of a logarithm, and use the labeled points to show how to test a point in a given equation.
Alg2.4.18	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. This lesson goes beyond the scope of the standards so students will revisit these ideas in future courses.
Algebra 2 Unit 5		
Alg2.5.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.5.2	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.5.3	2. Points to emphasize	If students struggle with the signs in their functions, spend extra time reviewing the bakery context.
Alg2.5.4	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

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Alg2.5.5	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.5.6	2. Points to emphasize	If students struggle to differentiate between even and odd functions, spend extra time reviewing these definitions with examples.
Alg2.5.7	2. Points to emphasize	If students struggle with translations, spend extra time during the next few lessons reminding students that additive changes result in translations while multiplicative changes result in scaling.
Alg2.5.8	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.5.9	2. Points to emphasize	If students struggle to explain, spend extra time reviewing the connection between the table and the graph of a function that has been scaled horizontally.
Alg2.5.10	2. Points to emphasize	If students struggle to make an accurate sketch, spend extra time reviewing the connection between the table or graph of a combined function and the table or graph of the original functions.
Alg2.5.11	n/a	N/A
Algebra 2 Unit 6		
Alg2.6.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.2	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

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Alg2.6.3	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.4	2. Points to emphasize	If students struggle to identify the symmetry of the unit circle, spend extra time reviewing the tables they built in Activity 3.
Alg2.6.5	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.6	2. Points to emphasize	If students struggle to apply the identities, represent the situation both on the circle and as a right triangle.
Alg2.6.7	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.8	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.9	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.10	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

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Alg2.6.11	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.12	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.13	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.14	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.15	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.6.16	2. Points to emphasize	If students struggle to connect the equation to the Ferris wheel, represent the situation both on a sketch and as a graph.
Alg2.6.17	2. Points to emphasize	If students struggle to connect the equations, represent each one both as a graph and a table of key points.
Alg2.6.18	2. Points to emphasize	If students struggle to write the equation, represent the situation both as a graph and a table of key points.
Alg2.6.19	n/a	N/A

Lesson	Support Level	Notes
Algebra 2 Unit 7		
Alg2.7.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.7.2	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.7.3	2. Points to emphasize	If students struggle to explain why it's important that studies use a random process, spend extra time highlighting some of their classmates' responses to the questions.
Alg2.7.4	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.7.5	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.7.6	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.7.7	2. Points to emphasize	If students struggle to determine the percentage, provide a graph and ask students to annotate the graph with information given in the situation.
Alg2.7.8	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

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Alg2.7.9	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.7.10	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.7.11	2. Points to emphasize	If students struggle to describe the relationship between sample size and margin of error, plan to spend extra time during the next lesson reinforcing this relationship.
Alg2.7.12	2. Points to emphasize	If students struggle to calculate the margin of error, plan to spend extra time during the next few lessons reinforcing this procedure.
Alg2.7.13	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg2.7.14	2. Points to emphasize	If students struggle to determine if the results are random, plan to spend extra time during the warm-up of Lesson 15.
Alg2.7.15	2. Points to emphasize	If students struggle to define the data they need, plan to spend extra time during the discussion of the experiment in Lesson 16.
Alg2.7.16	n/a	N/A