

Lesson	Support Level	Notes
<b>Algebra 2 Unit 1</b>		
<b>Alg2.1.1</b>	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.
<b>Alg2.1.2</b>	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.
<b>Alg2.1.3</b>	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.
<b>Alg2.1.4</b>	n/a	Spreadsheets aren't essential so it is okay if they don't get them.
<b>Alg2.1.5</b>	3. Press pause	If students struggle then do the optional Lesson 6.
<b>Alg2.1.6</b>	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.)
<b>Alg2.1.7</b>	2. Points to emphasize	If students struggle with the fractions, there's an additional math talk in 9.1 to use. If students still struggle plan to spend more time on the launch to 7.2
<b>Alg2.1.8</b>	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.
<b>Alg2.1.9</b>	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
<b>Alg2.1.10</b>	1. More Chances	Students will continue modeling throughout the course
<b>Alg2.1.11</b>	1. More Chances	Students will continue modeling throughout the course
<b>Algebra 2 Unit 2</b>		

Lesson	Support Level	Notes
<b>Alg2.2.1</b>	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.
<b>Alg2.2.2</b>	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.
<b>Alg2.2.3</b>	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.
<b>Alg2.2.4</b>	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.
<b>Alg2.2.5</b>	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.
<b>Alg2.2.6</b>	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.
<b>Alg2.2.7</b>	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.
<b>Alg2.2.8</b>	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.
<b>Alg2.2.9</b>	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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<b>Alg2.2.10</b>	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.
<b>Alg2.2.11</b>	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.
<b>Alg2.2.12</b>	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.
<b>Alg2.2.13</b>	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).
<b>Alg2.2.14</b>	n/a	NA
<b>Alg2.2.15</b>	2. Points to emphasize	Students will revisit polynomial long division in Lesson 19, spend extra time to review at that point.
<b>Alg2.2.16</b>	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.
<b>Alg2.2.17</b>	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.
<b>Alg2.2.18</b>	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.
<b>Alg2.2.19</b>	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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<b>Alg2.2.20</b>	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.
<b>Alg2.2.21</b>	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.
<b>Alg2.2.22</b>	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.
<b>Alg2.2.23</b>	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.
<b>Alg2.2.24</b>	2. Points to emphasize	If students lose track of terms, remind them they can use a diagram to organize their multiplication.
<b>Alg2.2.25</b>	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.
<b>Alg2.2.26</b>	2. Points to emphasize	If students are unable to identify the error, ask a student to explain their solution during the next class.