Algebra 2 Unit 1: Sequences and Functions
Lessons 1–7: Sequences

Explore, Play, and Discuss

- I can give an example of a sequence.

Activity Suggestions:	Assessment Suggestions:
➢ Lesson 1: Students respond to questions in an online or paper journal, or talk them over with someone at home. Consider providing a worked example to illustrate the important aspects. ➢ Activity 2.1: Students respond to questions in an online or paper journal, or talk them over with someone at home.	➢ Check Your Readiness Assessment: Administer items 1-3, 5 within the first day or two of this section. Use the guidance provided with each problem to adjust instruction so that students can access the math in the unit. ➢ Lesson 1 cool-down

Deep Dive

- I can explain what it means for a sequence to be arithmetic or geometric.

Activity Suggestions:	Assessment Suggestions:
➢ Activity 2.2: sync discussion ➢ Lesson 3: sync discussion	➢ Lesson 2 cool-down ➢ Lesson 3 cool-down

Synthesize and Apply

- I can find missing terms in a geometric sequence.
- I can define arithmetic and geometric sequences recursively using function notation.

Activity Suggestions:	Assessment Suggestions:
➢ Activity 2.3: Students respond to questions in an online or paper journal, or talk them over with someone at home. ➢ Lesson 5: Students respond to questions in an online or paper journal, or talk them over with someone at home.	➢ Lesson 5 cool-down ➢ End-of-Unit Assessment questions 1, 4–6 ➢ Revisions to previous assessment prompts ➢ Students use learning targets to decide what additional practice they need.

Ongoing Practice	
	• Assign one or more of the distributed practice problem sets from Lessons 1–7 to be completed over the time period that the section is being worked on. • These could also be lagging, so that students are working on practice problems from the previous section or unit during this section or unit. • Specify which problems students should submit, or let them choose. • Note: Several existing platforms already have IM's practice problems loaded so that students can complete and submit them online. Some can be autoscored.

Anytime Resources	
	• Teach and encourage students to study the lesson summaries (at the end of every lesson) and refer back to them. • Emphasize the Are You Ready for More opportunities to students who want to explore the topics in more depth. • Use the spreadsheet exploration in Lesson 4. • Use the additional practice in Lesson 6.

Lessons 8-11: What's the Equation?

Explore, Play, and Discuss		
	• I can explain why different equations can represent the same sequence. • I can represent situations with sequences.	
	Activity Suggestions: ➢ Lesson 8: Students respond to questions in an online or paper journal, or talk them over with someone at home. Consider providing a worked example to illustrate the important aspects. ➢ Activity 9.3: Students respond to questions in an online or paper journal, or talk them over with someone at home. Consider providing a worked example to illustrate the important aspects.	**Assessment Suggestions:** ➢ Check Your Readiness assessment: Administer items 4, 6 within the first day or two of this section. Use the guidance provided with each problem to adjust instruction so that students can access the math in the unit. ➢ Lesson 8 cool-down

Deep Dive

- I can define a sequence using an equation.

Activity Suggestions:

- ➢ Activity 9.1: Sync discussion
- ➢ Lesson 10: Sync discussion

Assessment Suggestions:

- ➢ Lesson 10 cool-down
- ➢ Lesson 9 cool-down

Synthesize and Apply

- I can represent situations with sequences.
- I can determine the sum of a sequence representing a situation.

Activity Suggestions:

- ➢ Activity 9.2: Students respond to questions in an online or paper journal, or talk them over with someone at home.
- ➢ Lesson 11: Students respond to questions in an online or paper journal, or talk them over with someone at home.

Assessment Suggestions:

- ➢ Lesson 11 cool-down
- ➢ End of Unit Assessment questions 2, 3, 7
- ➢ Revisions to previous assessment prompts
- ➢ Students use learning targets to decide what additional practice they need.

Ongoing Practice

- Assign one or more of the distributed practice problem sets from Lessons 8–11 to be completed over the time period that the section is being worked on.
- These could also be lagging, so that students are working on practice problems from the previous section or unit during this section or unit.
- Specify which problems students should submit, or let them choose.
- Note: Several existing platforms already have IM's practice problems loaded so that students can complete and submit them online. Some can be autoscored.

Anytime Resources	
	• Delve into one of the modeling prompts (1 or 2). • Teach and encourage students to study the lesson summaries (at the end of every lesson) and refer back to them. • Emphasize the Are You Ready for More opportunities to students who want to explore the topics in more depth.