Algebra 2 Pacing Calendar 2018

Points of Emphasis: Unit 1	Standards: Unit 1	Focus: Unit 1	Standards For Mathematical Practices: Unit 1
Overview: Unit 1: Complex Solutions and Modeling with Rational Exponents **Unit 1 Pacing:** September 6 – October 26 **DUA 1 window:** October 29- November 21 Algebra 2 Unit plan and resources **DOQ 1A –DOQ 4A**	N.CN.A.1 N.CN.A.2 N.CN.C.7 A.REI.B.4 F.LE.A.2 A.REI.C.7 A.REI.C.6 F.BF.A.2 F.LE.B.5 A.SSE.B.4 N.RN.A.1 N.RN.A.2 A.SSE.B.3 F.IF.C.8 F.LE.A.4	• Perform arithmetic operations with complex numbers • Use complex numbers in polynomial identities and equations • Build a function that models a relationship between two quantities • Construct & compare linear, quadratic, & exponential models • Write expressions in equivalent forms to solve problems • Extend the properties of exponents to rational exponents Analyze functions using different representations	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning

September 2018

Algebra 2

Monday	Tuesday	Wednesday	Thursday	Friday
3 **Labor Day** **Schools Closed**	4 **All Day PD**	5 **All Day PD**	6 **1st Day of School** **Classroom policies and procedures**	7 Classroom policies and procedures

10 N.CN.A.1. Know there is a complex number *i* such that $i^2 = –1$, and every complex number has the form $a + bi$ with *a* and *b* real. N.CN.A.2. Use the relation $i^2 = –1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers **BEGIN Unit 1: : Complex Solutions and Modeling with Rational Exponents**	11 N.CN.A.1. Know there is a complex number *i* such that $i^2 = –1$, and every complex number has the form $a + bi$ with *a* and *b* real. N.CN.A.2. Use the relation $i^2 = –1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers	12 N.CN.C.7. Solve quadratic equations with real coefficients that have complex solutions. A.REI.B.4. Solve quadratic equations in one variable. A.REI.B.4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), 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 $a \pm bi$ for real numbers *a* and *b*.	13 N.CN.C.7. Solve quadratic equations with real coefficients that have complex solutions. A.REI.B.4. Solve quadratic equations in one variable. A.REI.B.4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), 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 $a \pm bi$ for real numbers *a* and *b*.	14 N.CN.C.7. Solve quadratic equations with real coefficients that have complex solutions. A.REI.B.4. Solve quadratic equations in one variable. A.REI.B.4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), 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 $a \pm bi$ for real numbers *a* and *b*.
17 N.CN.C.7. Solve quadratic equations with real coefficients that have complex solutions. A.REI.B.4. Solve quadratic equations in one variable. A.REI.B.4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), 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	18 A.REI.C.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 $x^2 + y^2 = 3$.	19 A.REI.C.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 $x^2 + y^2 = 3$.	20 A.REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. *Three equations	21 A.REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. *Three equations

as $a \pm bi$ for real numbers a and b. **DOQ 1A**				
24 A.REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. *Three equations	25 A.REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. *Three equations	26 F.BF.A.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	27 F.BF.A.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	28 F.BF.A.2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

October 2018

Algebra 2

Monday	Tuesday	Wednesday	Thursday	Friday
1 **FAFSA Opens** F.LE.A.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).	2 F.LE.A.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).	3 F.LE.A.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).	4 A.SSE.B.4. Derive and/or explain the derivation of the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*	5 A.SSE.B.4. Derive and/or explain the derivation of the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.* **DOQ 2A**

8	9	10	11	12
A.SSE.B.4. Derive and/or explain the derivation of the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*	A.SSE.B.4. Derive and/or explain the derivation of the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*	A.SSE.B.4. Derive and/or explain the derivation of the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.*	N.RN.A.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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5.*	A N.RN.A.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 $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)^3}$ to hold, so $(5^{1/3})^3$ must equal 5.*
15	16	17	18	19
N.RN.A.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	N.RN.A.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	A.SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression A.SSE.B.3c: Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.* F.IF.C.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function F.IF.C.8b: Use the properties of exponents to interpret	A.SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression A.SSE.B.3c: Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.* F.IF.C.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function F.IF.C.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 =*	**All Day PD**

		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.*	*$(0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.* **DOQ 3A**	
22 ■ A.SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression A.SSE.B.3c: Use the properties of exponents to transform expressions for exponential functions. *For example the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t}$ $\approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.* □ F.IF.C.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function F.IF.C.8b: Use the properties of exponents to interpret expressions	23 ■ A.SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression A.SSE.B.3c: Use the properties of exponents to transform expressions for exponential functions. *For example the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t}$ $\approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.* □ F.IF.C.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function F.IF.C.8b: Use the properties of exponents to interpret expressions for exponential	24 □ F.LE.A.4. Understand the inverse relationship between exponents and logarithms. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	25 Nat'l Hispanic College Fair □ F.LE.A.4. Understand the inverse relationship between exponents and logarithms. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	26 □ F.LE.A.4. Understand the inverse relationship between exponents and logarithms. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology. **Unit 1** Complex Solutions and Modeling with Rational Exponents ENDS

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.*	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.* 90 Minute PD			
29 A.SSE.A.2. Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$, *thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$. Algebra 2 DUA 1 BEGIN Unit 2 Polynomials and Analysis of Nonlinear Functions	30 A.SSE.A.2. Use the structure of an expression to identify ways to rewrite it. *For example, see* $x^4 - y^4$ *as* $(x^2)^2 - (y^2)^2$, *thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$. Algebra 2 DUA 1	31 A.APR.B.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. Algebra 2 DUA 1 **DOQ 4A**		

Points of Emphasis: Unit 2	Standards: Unit 2	Focus: Unit 2	Standards For Mathematical Practices: Unit 2
Overview: Unit 2: Polynomials and Analysis of Nonlinear Functions **Unit 2 Pacing:** October 29 – December 21 **DUA 2 window:** January 2- January 18	A.APR.B.2 A.SSE.A.2 A.APR.B.3 F.IF.C.7 A.APR.C.4 A.APR.D.6 A.REI.A.1 A.REI.A.2 A.CED.A.1 F.IF.B.4 F.IF.B.6 G.GPE.A.2 F.IF.C.7 A.REI.D.11	• Understand the relationship between zeros and factors of polynomials • Interpret the structure of expressions • Use polynomial identities to solve problems • Analyze functions using different representations • Rewrite rational expressions • Understand solving equations as a process of reasoning and explain the reasoning • Interpret functions in terms of the context • Translate between the geometric description and the equation for a conic section Represent and solve equations and inequalities graphically	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning

November 2018

Algebra 2

Monday	Tuesday	Wednesday	Thursday	Friday
			1 A.APR.B.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. Algebra 2 DUA 1	2 A.APR.B.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. Algebra 2 DUA 1

5	6 **Election Day** **Schools Closed**	7 ☐ F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.IF.C.7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. Algebra 2 DUA 1	8 **NJEA Conference** **Schools Closed**	9 **NJEA Conference** **Schools Closed**
12 **Veterans Day** **Schools Closed**	13 ☐ F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.IF.C.7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. Algebra 2 DUA 1 90 Minute PD - PLC **HBCU College Fair**	14 **End of 1st Marking Period** ☐ F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.IF.C.7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. Algebra 2 DUA 1	15 ☐ .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 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. Algebra 2 DUA 1	16 ☐ .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 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. Algebra 2 DUA 1

19 ☐ 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 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. Algebra 2 DUA 1	20 ☐ 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 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. Algebra 2 DUA 1	21 ☐ 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 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. Algebra 2 DUA 1 **DOQ 5A**	22 **Thanksgiving** **Schools Closed**	23 **Thanksgiving** **Schools Closed**
26 **½ Day** ■ A.REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	27 ■ A.REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. ■ A.REI.A.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	28 ■ A.REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. ■ A.REI.A.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	29 ■ A.REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. ■ A.REI.A.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. A.CED.A.1 Create equations and inequalities in one	30 ■ A.REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. ■ A.REI.A.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. A.CED.A.1 Create equations and inequalities in one variable and use

	viable argument to justify a solution method. A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions*..	argument to justify a solution method. A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions*.	variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions*.	them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions*.to another

December 2018

Algebra 2

Monday	Tuesday	Wednesday	Thursday	Friday
3 F.IF.B.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	4 F F.IF.B.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	5 F.IF.B.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.	6 F.IF.B.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.	7 F.IF.B.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 **DOQ 6A**

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.*	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.* 90 Minute PD - PLC			
10 F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.IF.C.7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. ***Focus on Logarithmic functions only**	11 F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.IF.C.7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. ***Focus on Logarithmic functions only**	12 F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.IF.C.7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. ***Focus on Logarithmic functions only**	13 A.REI.D.11. 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.*	14 A.REI.D.11. 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
17 A.REI.D.11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the	18 A.REI.D.11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x)	19 A.REI.D.11. 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) =	20 A.REI.D.11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the	21 A.REI.D.11. 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

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.*	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.*	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.*	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.*	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.* END UNIT 2 Polynomials and Analysis of Nonlinear Functions **DOQ 7A**
24 **Winter Break** **Schools Closed**	25 **Winter Break** **Schools Closed**	26 **Winter Break** **Schools Closed**	27 **Winter Break** **Schools Closed**	28 **Winter Break** **Schools Closed**
31 **Winter Break** **Schools Closed**				

Points of Emphasis: Unit 3A	Standards: Unit 3A	Focus: Unit 3	Standards For Mathematical Practices: Unit 3
Overview: **Periodic Models and the Unit Circle** **Unit 3APacing:** January 2- January 28 Unit 3 Unit Plan and Resources	F.TF.A.1 F.TF.A.2 F.IF.C.7 F.IF.B.4 F.TF.B.5 F.TF.C.8 S.ID.B.6 F.IF.C.9 F.BF.A.1 N.Q.A.2 F.BF.B.3 F.BF.B.4	• Extend the domain of trigonometric functions using the unit circle • Analyze functions using different representations • Interpret functions that arise in applications in terms of the context • Model periodic phenomena with trigonometric functions • Prove and apply trigonometric identities • Summarize, represent, and interpret data on two categorical and quantitative variables • Build a function that models a relationship between two quantities Build new functions from existing functions	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning, or phone.

January 2019

Algebra 2

Monday	Tuesday	Wednesday	Thursday	Friday
	1 **Winter Break Schools Closed**	2 F.TF.A.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. **BEGIN Unit 3- Periodic Models and the Unit Circle** Algebra 2 DUA 2	3 F.TF.A.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. Algebra 2 DUA 2	4 F.TF.A.2. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. Algebra 2 DUA 2

7	8	9	10	11
F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.IF.C.7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. F.IF.B.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*. ***Focus on trigonometric functions only** Algebra 2 DUA 2	F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.IF.C.7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. F.IF.B.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*. ***Focus on trigonometric functions only** Algebra 2 DUA 2	F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.IF.C.7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude F.IF.B.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*. ***Focus on trigonometric functions only** Algebra 2 DUA 2	F.TF.B.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. Algebra 2 DUA 2	F.TF.B.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. Algebra 2 DUA 2

14 F.TF.B.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. Algebra 2 DUA 2 **DOQ 8A**	15 S.ID.B.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related 6a. Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ***Focus on trigonometric and exponential functions** Algebra 2 DUA 2	16 S.ID.B.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related 6a. Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ***Focus on trigonometric and exponential functions** Algebra 2 DUA 2	17 S.ID.B.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related 6a. Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ***Focus on trigonometric and exponential functions** Algebra 2 DUA 2	18 F.BF.A.1. Write a function that describes a relationship between two quantities. F.BF.A.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.* N.Q.A.2. Define appropriate quantities for the purpose of descriptive modeling. Algebra 2 DUA 2
21	22 F.BF.A.1. Write a function that describes a relationship between two quantities. F.BF.A.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.* N.Q.A.2. Define appropriate quantities for the purpose of descriptive modeling.	23 F.BF.A.1. Write a function that describes a relationship between two quantities. F.BF.A.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*	24 F.BF.B.3. 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 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 from their graphs and algebraic expressions for them.*	25 F.BF.B.3. 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 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 from their graphs and algebraic expressions for them.* **DOQ 9A**

MLK Day **Schools Closed**	**90 Minute PD - PLC**	*functions to the model.* N.Q.A.2. Define appropriate quantities for the purpose of descriptive modeling.		
28 F.BF.B.4. Find inverse functions. F.BF.B.4a. 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x–1)$ for $x \neq 1$.* [*note: composition of functions is not introduced here] [*note: composition of functions is not introduced here]. F.BF.B.4a. 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x–1)$ for $x \neq 1$.*	29 F.BF.B.4. Find inverse functions. F.BF.B.4a. 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x–1)$ for $x \neq 1$.* [*note: composition of functions is not introduced here] [*note: composition of functions is not introduced here]. F.BF.B.4a. 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x–1)$ for $x \neq 1$.*	28 F.BF.B.4. Find inverse functions. F.BF.B.4a. 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x–1)$ for $x \neq 1$.* [*note: composition of functions is not introduced here] [*note: composition of functions is not introduced here]. F.BF.B.4a. 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x–1)$ for $x \neq 1$.* **End of Marking Period**	28 F.BF.B.4. Find inverse functions. F.BF.B.4a. 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x–1)$ for $x \neq 1$.* [*note: composition of functions is not introduced here] [*note: composition of functions is not introduced here]. F.BF.B.4a. 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, $f(x) = 2x^3$ or $f(x) = (x+1)/(x–1)$ for $x \neq 1$.* **Unit 3A: ENDS**	

Points of Emphasis: Unit 4

Overview:

Making Inference, Justifying Conclusion and Conditional Probability

Unit 4 Pacing: February 4- February 26

DUA 4 window: February 26-- March 20

Unit 4 Plan and Resources

Standards: Unit 4

- S.ID.A.4
- S.IC.A.1
- S.IC.A.2
- S.IC.B.4
- S.IC.B.3
- S.IC.B.5*
- S.IC.B.6
- S.CP.A.1
- S.CP.A.2
- S.CP.A.3
- S.CP.A.4
- S.CP.A.5
- S.CP.B.6
- S.CP.B.7
- S.CP.B.8*
- S.CP.B.9*
- A.SSE.B.3
- F.BF.A.1
- F.BF.B.3
- A.REI.D.11
- A.APR.B.3
- N.RN.B.3

Focus Standards: Unit 3

- S.ID.A.4
- S.IC.A.1
- S.IC.A.2
- S.IC.B.4
- S.IC.B.3
- S.IC.B.5*
- S.IC.B.6
- A.SSE.B.3
- F.BF.A.1
- F.BF.B.3
- A.REI.D.11
- A.APR.B.3
- N.RN.B.3

- Summarize, represent, and interpret data on a single count or measurement variable
- Understand the relationship between two categorical variables
- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies
- Understand independence and conditional probability, and use them to interpret data
- Use the rules of probability to compute probabilities of compound events in a uniform probability model
- Construct & compare linear, quadratic, & exponential models
- Build new functions from existing functions
- Analyze functions using different representations

Use properties of rational and irrational numbers

Standards for Mathematical Practice: Unit 3

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments & critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.

- A.SSE.A.2
- A.REI.B.4
- A.CED.A.1
- F.IF.B.4*
- F.IF.B.5*
- A.SSE.B.3
- F.BF.A.1
- F.BF.B.3
- A.REI.D.11
- A.APR.B.3
- N.RN.B.3

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Interpret the structure of expressions
- Solve equations and inequalities in one variable
- Create equations that describe numbers or relationships
- Interpret functions that arise in applications in terms of the context
- Represent and solve equations and inequalities graphically
- Build a function that models a relationship between two quantities
- Construct & compare linear, quadratic, & exponential models
- Build new functions from existing functions
- Analyze functions using different representations

Use properties of rational and irrational numbers

February 2019

Algebra 2

Monday	Tuesday	Wednesday	Thursday	Friday
				1 All Day PD
4 S.ID.A.4. Use the mean and standard deviation of a data set to fit it to a	5 S.ID.A.4. Use the mean and standard deviation of a data set to fit it to a	6 S.IC.A.1. Understand statistics as a process for making inferences about	7 S.IC.A.1. Understand statistics as a process for making inferences about population	8 S.IC.B.3. Recognize the purposes of and differences

normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. 90 Minute PD – PLC	population parameters based on a random sample from that population.	parameters based on a random sample from that population. **DOQ 10A** **SAT Registration Deadline**	among sample surveys, experiments, and observational studies; explain how randomization relates to each.
11 ■ S.IC.B.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	12 ■ S.IC.B.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	13 ■ S.IC.B.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	14 ■ S.IC.B.4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	15 ■ S.IC.B.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant ■ S.IC.B.6. Evaluate reports based on data.
18	19 ■ S.IC.B.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant ■ S.IC.B.6. Evaluate reports based on data.	20 ■ S.IC.B.5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant ■ S.IC.B.6. Evaluate reports based on data. **DOQ 11A**	21 ○ S.CP.A.1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).	22 ○ S.CP.A.2. Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent. ○ S.CP.A.3. Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B*

Presidents Day **Schools Closed**	**90 Minute PD**			given *A* is the same as the probability of *B*.
25 - S.CP.A.2. Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent. - S.CP.A.3. Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.	26 - S.CP.A.2. Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent. - S.CP.A.3. Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*. **Unit 3A: ENDS** Algebra 2 DUA 3 **DOQ 12A**	27 PARCC REVIEW Algebra 2 DUA 3	28 PARCC REVIEW Algebra 2 DUA 3	

March 2019
Algebra 2

Monday	Tuesday	Wednesday	Thursday	Friday
				1 . PARCC REVIEW Algebra 2 DUA 3
4 PARCC REVIEW Algebra 2 DUA 3	5 PARCC REVIEW Algebra 2 DUA 3	6 PARCC REVIEW Algebra 2 DUA 3	7 PARCC REVIEW Algebra 2 DUA 3	8 PARCC REVIEW Algebra 2 DUA 3
11 PARCC REVIEW Algebra 2 DUA 3	12 PARCC REVIEW Algebra 2 DUA 3	13 PARCC REVIEW Algebra 2 DUA 3	14 PARCC REVIEW Algebra 2 DUA 3	15 PARCC REVIEW Algebra 2 DUA 3
18 PARCC REVIEW Algebra 2 DUA 3	19 Algebra 2 DUA 3 90 Minute PD PARCC REVIEW	20 PARCC REVIEW Algebra 2 DUA 3	21 PARCC REVIEW Algebra 2 DUA 3	22 All Day PD

	Algebra 2 DUA 3			
25 PARCC REVIEW	26 PARCC REVIEW	27 PARCC REVIEW **School Day SAT Makeup (Tentative)**	28 PARCC REVIEW	29 PARCC REVIEW

April 2019

Algebra 2

Monday	Tuesday	Wednesday	Thursday	Friday
1 PARCC REVIEW	2 PARCC REVIEW 90 Minute PD - PLC	3 PARCC REVIEW	4 PARCC REVIEW	5 PARCC REVIEW **SAT Registration Deadline**
8 **STEAM FAIR PREP** **PARCC Testing Window Opens** **End of 3rd Marking Period**	9 **STEAM FAIR PREP**	10 **STEAM FAIR PREP**	11 **STEAM FAIR PREP**	12 **STEAM FAIR PREP**
15	16	17	18	19

STEAM FAIR PREP ½ Day 90 Minute PD	STEAM FAIR PREP ½ Day HS Parent Teacher Conferences	STEAM FAIR PREP	STEAM FAIR PREP	Spring Break Schools Closed
22 Spring Break Schools Closed	23 Spring Break Schools Closed	24 Spring Break Schools Closed	25 Spring Break Schools Closed	26 Spring Break Schools Closed
29 STEAM FAIR PREP	30 STEAM FAIR PREP			

May 2019

Algebra 2

EVENT: SCHOOL WIDE STEAM FAIR May 28-May 31

Monday	Tuesday	Wednesday	Thursday	Friday
		1 STEAM FAIR PREP	2 STEAM FAIR PREP SAT Registration Deadline	3 STEAM FAIR PREP ACT Registration Deadline STEAM Fair
6 STEAM FAIR PREP AP US Gov't Test	7 STEAM FAIR PREP	8 STEAM FAIR PREP AP English Lit. Test	9 STEAM FAIR PREP	10 STEAM FAIR PREP AP US History Test
13 STEAM FAIR PREP AP Bio Test	14 STEAM FAIR PREP AP Art History Test 90 Minute PD - PLC	15 STEAM FAIR PREP AP English Lang. Test	16 STEAM FAIR PREP AP World History Test	17 STEAM FAIR PREP PARCC Testing Ends
20 STEAM FAIR PREP	21 STEAM FAIR PREP	22 STEAM FAIR PREP	23 STEAM FAIR PREP	24 STEAM FAIR PREP
27 Memorial Day Schools Closed	28 School Wide STEAM FAIR 90 Minute PD	29 School Wide STEAM FAIR	30 School Wide STEAM FAIR	31 School Wide STEAM FAIR

June 2019

Algebra 2

EVENT: 2nd Annual District STEAM FAIR June 7

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7 2nd Annual District STEAM FAIR STEAM IN MY LIFE with WATER
10 INTRODUCTION TO GEOMETRY	11 INTRODUCTION TO GEOMETRY 90 Minute PD Final PLC focused on Feedback	12 INTRODUCTION TO GEOMETRY	13 INTRODUCTION TO GEOMETRY	14 INTRODUCTION TO GEOMETRY **ACT Registration Deadline** **STEAM Fair**
17 INTRODUCTION TO GEOMETRY	18 INTRODUCTION TO GEOMETRY 90 Minute PD	19 INTRODUCTION TO GEOMETRY **Last Day of School** **End of 4th Marking Period**	20	21
24	25	26	27	28

School Leader PD	School Leader PD	School Leader PD	School Leader PD	School Leader PD

EVENTS	**Heading** To get started right away, just click any placeholder text (such as this) and start typing to replace it with your own.	**Heading** Want to insert a picture from your files or add a shape, text box, or table? You got it! On the Insert tab of the ribbon, just tap the option you need.	**Heading** View and edit this document in Word on your computer, tablet, or phone.

Algebra I Pacing Calendar
August 2018

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19

20	21	22	23	24	25 **SAT**	26
27 **PA College Advising Corps Training**	28 **PA College Advising Corps Training**	29 **PA College Advising Corps Training**	30 **PA College Advising Corps Training**	31 **PA College Advising Corps Training**		

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April 2019

Monday	Tuesday	Wednesday	Thursday	Friday
1	2 90 Minute PD - PLC	3	4	5 SAT Registration Deadline
8 PARCC Testing Window Opens End of 3rd Marking Period	9	10	11	12
15 ½ Day 90 Minute PD	16 ½ Day HS Parent Teacher Conferences	17	18	19 Spring Break Schools Closed
22 Spring Break Schools Closed	23 Spring Break Schools Closed	24 Spring Break Schools Closed	25 Spring Break Schools Closed	26 Spring Break Schools Closed
29	30			

EVENTS

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May 2019

Monday	Tuesday	Wednesday	Thursday	Friday
		1	2 **SAT Registration Deadline**	3 **ACT Registration Deadline** **STEAM Fair**
6 **AP US Gov't Test**	7	8 **AP English Lit. Test**	9	10 **AP US History Test**
13 **AP Bio Test**	14 **AP Art History Test** 90 Minute PD - PLC	15 **AP English Lang. Test**	16 **AP World History Test**	17
20	21	22	23	24
27 **Memorial Day** **Schools Closed**	28 **PARCC Testing Ends** 90 Minute PD	29	30	31

EVENTS

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June 2019

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11 90 Minute PD Final PLC focused on Feedback	12	13	14 **ACT Registration Deadline** **STEAM Fair**
17	18 90 Minute PD	19 **Last Day of School** **End of 4th Marking Period**	20	21
24	25	26	27	28

School Leader PD	School Leader PD	School Leader PD	School Leader PD	School Leader PD

# EVENTS	**Heading** To get started right away, just click any placeholder text (such as this) and start typing to replace it with your own.	**Heading** Want to insert a picture from your files or add a shape, text box, or table? You got it! On the Insert tab of the ribbon, just tap the option you need.	**Heading** View and edit this document in Word on your computer, tablet, or phone.