ACBOE

Secondary Mathematics Curriculum

Atlantic City Board of Education

2018-2019

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Section I:

ACKNOWLEDGEMENTS

This curriculum guide was created and assembled by the mathematics PLC (professional learning community) representing the administrators and teachers of the Atlantic City Public Schools. Below are the names and affiliations.

We wish to express our thanks to all who have helped and for the excellent work they have done in producing a guide that represents the current pedagogy within the teaching of mathematics, as it relates to the needs of the teachers and students in the Atlantic City Public School System.

A final word of thanks to the Atlantic City Board of Education for the continued support and assistance that they provide to us, as we strive to improve our educational practices.

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Section II:

Mathematics Philosophy of Curriculum

For students to understand and use mathematics with confidence, the Atlantic City Public School Mathematics Philosophy of Curriculum embraces daily opportunities for students to actively engage and participate in meaningful mathematical learning experiences through inquiry, problem solving and making connections to the world around them. As a result, students will develop the habits of mind that expand their ability to problem solve, reason critically, construct and defend viable arguments and communicate their thought processes. Strategic access to and use of learning tools and technology provide supports for students to meet the rigor of the curriculum while developing mathematical language, conceptual understanding and procedural fluency. Students will leave Atlantic City Public Schools capable of functioning and contributing to today's global society.

To accomplish this, the Mathematics Curriculum will:

- Be driven by standards-based learning outcomes measured by purposeful, authentic, and varied forms of assessment that will inform instruction and improve student learning and achievement;
- Incorporate best practices and current content knowledge that are grounded in scientifically based research;
- Allow for flexibility that encourages experimentation and innovation within an overall structure that maintains academic rigor and achieves high level standards for all students;
- Promote interdisciplinary approaches and the integration of writing across the curricula;
- Integrate creative and progressing use of technology to engage and promote 21st century thinking and learning;
- Promote differentiation of instruction to meet the diverse learners in our learning communities;
- Promote college and career readiness.

We will know we achieved this when all students:

- Recognize the value of numerous approaches and multiple processes;
- Demonstrate ability to transfer their knowledge and skills appropriately to any problem situation;
- Demonstrate ability to self-reflect, think critically and globally, apply higher order thinking skills, principles of logic, and transfer independent thinking beyond the classroom;
- Independently apply mathematical strategies and processes to solve real world problems; and
- Are able to use and keep pace with the technology for this 21st century.

Vision

The vision for mathematics education described in Principles and Standards for School Mathematics is highly ambitious. Achieving it requires solid mathematics curricula, competent and knowledgeable teachers who can integrate instruction with assessment, education policies that enhance and support learning, classrooms with ready access to technology, and a commitment to both equity and excellence. The challenge is enormous and meeting it is essential. Our students deserve and need the best mathematics education possible, one that enables them to fulfill personal ambitions and career goals in an ever-changing world.

Mission

The mission of the Curriculum Department for Atlantic City School District is to assure that all students have access to a guaranteed and viable curriculum based on the current New Jersey State Learning Standards (NJSLS).

The department provides support in planning and delivering daily instruction that occurs in every classroom. Student and class data is collected, analyzed with teachers and principals, provided to stakeholders and used to inform instruction and programming so that the optimum learning opportunities can be made available to all students.

Standards

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy). *Click here for the New Jersey Learning Standards for Mathematics.*

Section III:

Graduation Requirements

Students have to meet all state mandated graduation requirements including credits, attendance and testing requirements.
All high school students must acquire 15 credits including:

- Algebra I or the content equivalent
- Geometry or the content equivalent
- Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers

Click here for New Jersey State Minimum Graduation requirements by content area.

Each school year the NJDOE will determine the proficiency level needed on the assessments to meet the requirements. It is important to note that our students have always been able to meet graduation requirements through an alternative assessment or pathway to graduation throughout New Jersey's forty-year history with a statewide assessment program, and will continue to be able to do so. *Click here to see the document, which contains charts containing the list of assessment requirements in both ELA and mathematics for the high school graduation Classes of 2018 through 2021.*

Integrated Modifications and Accommodations				
504 Plans	**Special Education**	**At-Risk**	**Gifted**	**English Language Learners**
Specific modifications and accommodations for students with 504 plans will also be provided according to the students' 504 plans. **General Modifications / Accommodations** ● Extra time on timed calculation assessments ● Use of a calculator or chart of basic facts for computation ● Use of a graphic organizer to plan	*Specific modifications and accommodations for special education students will also be provided according to the students' IEP.* **General Modifications / Accommodations** ● Extra time on timed calculation assessments ● Use of a calculator or chart of basic facts for computation ● Use of a graphic organizer to plan ways to solve math problems	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.	● Pose open-ended questions that require higher-level thinking ● Model thinking strategies, such as decision-making and evaluation ● Accept ideas and suggestions from the student and expand on them ● Facilitating original and independent problems and solutions ● Help students identify rules,	● Continue practicing vocabulary ● Demonstrate that vocabulary can have multiple meanings ● Encourage bilingual supports among students ● Provide visual cues, graphic representations, gestures, and pictures ● Rephrase math problems when appropriate

ways to solve math problems ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work in small group ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● Provide a copy of mathematical equations, class notes, and examples for math notebooks ● Highlight or underline key words in word problems ● If a manipulative is used during instruction, allow its use on a test ● Provide several ways to solve a problem if possible ● Offer small and large graph paper options ● Provide visual aids and anchor charts ● Tiered lessons and assignments with visual instructions	● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work in small group ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● Provide a copy of mathematical equations, class notes, and examples for math notebooks ● Highlight or underline key words in word problems ● If a manipulative is used during instruction, allow its use on a test ● Provide several ways to solve a problem if possible ● Offer small and large graph paper options ● Provide visual aids and anchor charts ● Tiered lessons and assignments with visual instructions		principles, and relationships ● Take time to explain the nature of errors ● Content with greater depth and higher levels of complexity ● A discovery approach that encourages students to explore concepts ● Focus on solving complex, open-ended problems ● Offer opportunities for interdisciplinary connections ● An inquiry approach as active investigation ● Investigate real problems and situations ● Give pre-assessments; if students demonstrate mastery, those students may be provided with instruction and activities that are meaningful. ● Create assessments that allow for differences in understanding, creativity, & accomplishments ● Use multiple resources. No	● Build knowledge from real-world examples ● Provide manipulatives and symbols ● Have students estimate each ● other's heights ● Have students measure themselves and one another ● Have students relate an object they know with a unit of measure ● Encourage peer discussions regarding how students are thinking about math

			single text will adequately meet the needs of these learners ● Use inquiry-based, discovery learning approaches that emphasize open-ended problems with multiple solutions or multiple paths to solutions. Allow students to design their own ways to find the answers to complex questions ● Provide units, activities, or problems that extend beyond the general curriculum	

Assessments

Department wide benchmarking occurs four times a year. These assessments are completed on the edConnect platform (https://edconnectnj.schoolnet.com/) and the data is discussed during our Professional Learning Community (PLC) Meetings. Also teachers are creating and using various summative and formative assessments throughout the year to evaluate students' progress and make informed instructional decisions based on data. Ultimately, all assessments are used to prepare in varying ways all students for the state mandated standardized testing including NJSLA for mathematics. The Atlantic Board of Education website has a detailed grid of all testing in which Atlantic City High School students participate. The grid is updated regularly due to the change in testing at the state level.

Instructional and Supplemental materials

Subject	Board Approved Core Textbook	Technology Used	Other Resources
Math Skills	Online Course (PLATO)	▪ Lumens document camera "Lady Bug" ▪ LCD Projector ▪ Weebly ▪ desmos.com ▪ ixl.com ▪ pearsonsuccessnet.com ▪ getkahoot.com ▪ edConnect.com ▪ Plato.com ▪ Khan Academy ▪ Chromebooks ▪ Microsoft PowerPoint ▪ Smartphone Apps for Graphing ▪ youtube.com ▪ thinkcalculus.net ▪ symbolab.com ▪ varsitytutors.com ▪ Calculators: TI-34II, TI-83 TI-84, TI-89, TI-Inspire ▪ Java Eclipse Oracle https://www.eclipse.org/downloads/	▪ Nasco: Algebra 1 Joke Worksheets ▪ Scholastic Math ▪ Common Core Collaborative Cards by Kit Norris ▪ Daily Warmups: Math Word Problems: Walch Publishing ▪ Daily Warmups: PreAlgebra-PCI Education ▪ Daily Warmups: Algebra – PCI Education
Algebra 1 (All Levels)	Algebra 1 Common Core Pearson 2012		
Geometry (All Levels)	Geometry Common Core Pearson 2012		
Algebra 2 (All Levels)	Algebra 2 Common Core Pearson 2012		
PreCalculus/ Algebra III Trignometry	Precalculus with Limits: A Graphing Approach Hoyt-McDougal 6th Edition 2012		
Probability & Statistics	Elementary Statistics Bluman 6th Edition 2007		
AP Statistics	The Practice of Statistics Freeman 2012		
Calculus Honors/ Calculus AB & BC	Calculus of Single Variable Houghton Mifflin Company 8th Edition 2006		
Honors Computer Science/AP Computer Science	Lewis, Loftus, and Cocking. *Java Software Solutions*. 3rd Edition. Boston: Addison-Wesley, 2011		
Newcomer Math	Varied texts according to student needs and skill level.		

Interdisciplinary connections

Atlantic City Board of Education (ACBOE) recognizes the importance of a variety of learning experiences. Fostered by a diverse, integrated curriculum, we strive to enable students to identify and realize their potential, to celebrate individual differences, to develop skills and motivation for lifelong learning, and to be knowledgeable, responsible and productive citizens. To encourage interdisciplinary connections in mathematics, ACBOE has focused on **STEAM** (Science, Technology, Engineering, Arts and Mathematics) by combining the content areas and finding curriculum links, instead of teaching them separately. The goal of this approach is to provide students with real-world skills acquired through rigorous cross-curricular learning.

Examples of interdisciplinary connections at the Secondary Level:

- Mathematics and English Language Arts
    - When students are asked to explain their answers to an extended response question in math class, they must apply their ELA skills to express their answers with appropriate grammar and mathematical vocabulary.
- Mathematics and Science
    - The math teacher can teach students about exponential notation. Once students become proficient in reading and writing numbers in exponential form, and in converting numbers between exponential, factor, and standard form, they can apply this knowledge to topics in science.
- Mathematics and Social Studies
    - After teaching a Unit on Graphing, you can have your students apply these skills to topics in Social Studies. For example, they can draw bar graphs to compare the Population, Per Capita Income, and Population Density of various countries. For other connections between math and social studies, try on Unit on Integers

Integration of 21st Century Skills: Technology & Career Education

Integration of 21st Century Life Skills and Technology	
Technology Content Standards	**21st Century Life and Careers**
8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **A. Technology Operations and Concepts:** **8.1.2.A.1** Identify the basic features of a digital device and explain its purpose. **8.1.2.A.2** Create a document using a word processing application. **8.1.2.A.3** Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each. **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums) **8.1.2.A.5** Enter information into a spreadsheet and sort the information. **8.1.2.A.6** Identify the structure and components of a database. **8.1.2.A.7** Enter information into a database or spreadsheet and filter the information. **B. Creativity and Innovation** **8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources. **C. Communication and Collaboration:** **8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. **D. Digital Citizenship** **8.1.2.D.1** Develop an understanding of ownership of print and non-print information.	**CRP1.** Act as a responsible and contributing citizen and employee. **CRP2.** Apply appropriate academic and technical skills. **CRP3.** Attend to personal health and financial well-being. **CRP4.** Communicate clearly and effectively and with reason. **CRP5.** Consider the environment, social and economic impacts of decisions. **CRP6.** Demonstrate creativity and innovation. **CRP7.** Employ valid and reliable research strategies. **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9.** Model integrity, ethical leadership and effective management. **CRP10.** Plan education and career paths aligned to personal goals. **CRP11.** Use technology to enhance productivity. **CRP12.** Work productively in teams while using cultural global competence. **Strand B. Money Management** **9.1.4.B.1** Differentiate between financial wants and needs. **9.1.4.B.2** Identify age-appropriate financial goals **9.1.4.B.3** Explain what a budget is and why it is important. **9.1.4.B.4** Identify common household expense categories and sources of income. **9.1.4.B.5** Identify ways to earn and save. **Strand C. Credit and Debt Management**

E: Research and Information Fluency:
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:
8.2.2.B.1 Identify how technology impacts or improves life.
8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.
8.2.2.B.3 Identify products or systems that are designed to meet human needs.
8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.
8.2.2.C.3 Explain why we need to make new products.
8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

Strand D. Planning, Saving, and Investing

9.1.4.D.1 Determine various ways to save.

9.1.4.D.2 Explain what it means to "invest."

9.1.4.D.3 Distinguish between saving and investing.

Strand E. Becoming a Critical Consumer

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

Strand F. Civic Financial Responsibility

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze

their impact on community development and quality of living.

9.2 Career Awareness, Exploration, and Preparation

9.2.4.A.1 Identify reasons why people work, different types of work, and how you can help a person achieve personal and professional goals.

9.2.4.A.2. Identify various life roles and civic and work-related activities in the school, home and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system. **8.2.2.C.6** Investigate a product that has stopped working and brainstorm ideas to correct the problem. **D. Abilities for a Technological World:** **8.2.2.D.1** Collaborate and apply a design process to solve a simple problem from everyday experiences. **8.2.2.D.2** Discover how a product works by taking it apart, sketching how parts fit, and putting it back together. **8.2.2.D.3** Identify the strengths and weaknesses in a product or system. **8.2.2.D.4** Identify the resources needed to create technological products or systems. **8.2.2.D.5** Identify how using a tool (such as a bucket or wagon) aids in reducing work. **E. Computational Thinking: Programming** **8.2.2.E.1** List and demonstrate the steps to an everyday task. **8.2.2.E.2** Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output. **8.2.2.E.3** Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze). **8.2.2.E.4** Debug an algorithm (i.e., correct an error). **8.2.2.E.5** Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).	

Section IV:
Pacing guides and curriculum maps
(Guides/maps are in the appendices click on individual courses to jump to a course.)

The Core Mathematics Courses (Algebra 1, Geometry and Algebra 2) fulfill the state mandated requirements for graduation. These courses have a pacing guide and curriculum map associated with each. The Mathematics electives are included for remediation and enrichment depending on a student's skill level. Math electives can fulfill the graduation requirements as the third year of math, if they include the appropriate application of Algebra 1 and Geometry. Some are in draft form as they are currently being updated to include the new NJSLA, new Computer Science and the district's STEM/STEAM initiatives.

Core Mathematics Courses

- Algebra 1
  - Pacing Guide
  - Curriculum Map
- Geometry
  - Pacing Guide
  - Curriculum Map
- Algebra 2
  - Pacing Guide
  - Curriculum Map

Mathematics Electives

- AP Statistics
- AP Calculus
- Honors Probability & Statistics
- Honors Calculus
- Honors Pre-calculus
- Honors Algebra 3 Trigonometry
- Honors Computer Science
- Newcomer Math
- Math Skills

Section V:
Appendices
All pertinent documents mentioned throughout are located after this cover page including:

- New Jersey Learning Standards
- New Jersey State Minimum Graduation Requirements by Content Area 120 credits (*N.J.A.C.* 6A:8-5.1)
- High School Graduation Assessment Requirements
- Detailed Curriculum Documents

NEW JERSEY
STUDENT LEARNING STANDARDS FOR
Mathematics

Table of Contents

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account

the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards, which set an expectation of understanding, are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Mathematical Practices

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

Counting and Cardinality K.CC

A. Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

B. Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
   b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
   c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

C. Compare numbers.

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.[1]
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Demonstrate fluency for addition and subtraction within 5.

[1]Include groups with up to ten objects.

[2]Drawings need not show details, but should show the mathematics in the problem.
(This applies wherever drawings are mentioned in the Standards.)

Number and Operations in Base Ten K.NBT

A. Work with numbers 11–19 to gain foundations for place value.

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data K.MD

A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

B. Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3]

Geometry K.G

A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

B. Analyze, compare, create, and compose shapes.

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

[3]Limit category counts to be less than or equal to 10.

Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

[1]Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Grade 1 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Mathematical Practices

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

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Operations and Algebraic Thinking 1.OA

A. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[2]
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

B. Understand and apply properties of operations and the relationship between addition and subtraction.

3. Apply properties of operations as strategies to add and subtract.[3] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) {Students need not use formal terms for these properties}*
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

C. Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

D. Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.*

Number and Operations in Base Ten 1.NBT

A. Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

[2]See Glossary, Table 1.

[3]Students need not use formal terms for these properties.

B. Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   a. 10 can be thought of as a bundle of ten ones — called a "ten."
   b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
   c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

C. Use place value understanding and properties of operations to add and subtract.

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models (e.g., base ten blocks) or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data 1.MD

A. Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

B. Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

C. Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry 1.G

A. Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[4]
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[4]Students do not need to learn formal names such as "right rectangular prism."

Mathematics | Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade 2 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

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

Operations and Algebraic Thinking 2.OA

A. Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]

B. Add and subtract within 20.

2. Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.

C. Work with equal groups of objects to gain foundations for multiplication.

3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Number and Operations in Base Ten 2.NBT

A. Understand place value.

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
   a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
   b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

B. Use place value understanding and properties of operations to add and subtract.

5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
6. Add up to four two-digit numbers using strategies based on place value and properties of operations.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

[1]See Glossary, Table 1.

[2]See standard 1.OA.6 for a list of mental strategies.

8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
9. Explain why addition and subtraction strategies work, using place value and the properties of operations.[3]

Measurement and Data 2.MD

A. Measure and estimate lengths in standard units.

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

B. Relate addition and subtraction to length.

5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

C. Work with time and money.

7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

D. Represent and interpret data.

9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems[4] using information presented in a bar graph.

[3]Explanations may be supported by drawings or objects.

[4]See Glossary, Table 1.

Geometry 2.G

A. Reason with shapes and their attributes.

1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[5] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and desc`ibe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

[5]Sizes are compared directly or visually, not compared by measuring.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Mathematical Practices

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

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Operations and Algebraic Thinking 3.OA

A. Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe and/or represent a context in which a total number of objects can be expressed as 5 × 7.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.*

B. Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

C. Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

[1] See Glossary, Table 2.

[2] Students need not use formal terms for these properties.

[3] This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

Number and Operations in Base Ten 3.NBT

A. Use place value understanding and properties of operations to perform multi-digit arithmetic.[4]

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations—Fractions[5] 3.NF

A. Develop understanding of fractions as numbers.

1. Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*.
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
   a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.
   b. Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
   a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
   b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
   c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*
   d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data 3.MD

A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

[4]A range of algorithms may be used.

[5]Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7]

B. Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
   a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
   b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).
7. Relate area to the operations of multiplication and addition.
   a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
   b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
   c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
   d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

D. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

[6]Excludes compound units such as cm^3 and finding the geometric volume of a container.

[7]Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

Geometry 3.G

A. Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*

Mathematics | Grade 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

(1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Grade 4 Overview

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Mathematical Practices

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

Operations and Algebraic Thinking 4.OA

A. Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1]
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

B. Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

C. Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*

Number and Operations in Base Ten[2] 4.NBT

A. Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.

B. Use place value understanding and properties of operations to perform multi-digit arithmetic.

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

[1]See Glossary, Table 2.

[2]Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Number and Operations—Fractions[3] 4.NF

A. Extend understanding of fraction equivalence and ordering.

1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
   a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
   b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*
   c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
   d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
   a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*
   b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*
   c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

[3]Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

C. Understand decimal notation for fractions, and compare decimal fractions.

5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.[4] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*
6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

Measurement and Data 4.MD

A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

1. Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

B. Represent and interpret data.

4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

C. Geometric measurement: understand concepts of angle and measure angles.

5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
   a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.
   b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

[4]Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Geometry 4.G

A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Mathematics | Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

Grade 5 Overview

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Mathematical Practices

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

Measurement and Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Operations and Algebraic Thinking 5.OA

A. Write and interpret numerical expressions.

1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

B. Analyze patterns and relationships.

3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*

Number and Operations in Base Ten 5.NBT

A. Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
3. Read, write, and compare decimals to thousandths.
   a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).
   b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
4. Use place value understanding to round decimals to any place.

B. Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Number and Operations—Fractions 5.NF

A. Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*

B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
   a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*
   b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5. Interpret multiplication as scaling (resizing), by:
   a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
   b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.[1]
   a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.*
   b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.*
   c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*

Measurement and Data 5.MD

A. Convert like measurement units within a given measurement system.

1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

B. Represent and interpret data.

2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
   a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
   b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and non-standard units.
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
   a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

[1]Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.

c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

Geometry 5.G

A. Graph points on the coordinate plane to solve real-world and mathematical problems.

1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

B. Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
4. Classify two-dimensional figures in a hierarchy based on properties.

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

(4) Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data

distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

Grade 6 Overview

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Mathematical Practices

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

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Ratios and Proportional Relationships 6.RP

A. Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*[1]
3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
   a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
   b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
   c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
   d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System 6.NS

A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc). How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*

B. Compute fluently with multi-digit numbers and find common factors and multiples.

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*

[1]Expectations for unit rates in this grade are limited to non-complex fractions.

C. Apply and extend previous understandings of numbers to the system of rational numbers.

5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
   a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.
   b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
   c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
7. Understand ordering and absolute value of rational numbers.
   a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.*
   b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write –3 ^{o}C > –7 ^{o}C to express the fact that –3 ^{o}C is warmer than –7 ^{o}C.*
   c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.*
   d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.*
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations 6.EE

A. Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
   a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.*
   b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.*
   c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those

involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*

3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*

B. Reason about and solve one-variable equations and inequalities.

5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

C. Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*

Geometry 6.G

A. Solve real-world and mathematical problems involving area, surface area, and volume.

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l\ w\ h$ and $V = B\ h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability 6.SP

A. Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

B. Summarize and describe distributions.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
   a. Reporting the number of observations.
   b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
   c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
   d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Mathematics | Grade 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

(1) Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

(2) Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

(3) Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems

involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

(4) Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Grade 7 Overview

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

Mathematical Practices

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

Ratios and Proportional Relationships 7.RP

A. Analyze proportional relationships and use them to solve real-world and mathematical problems.

1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.*
2. Recognize and represent proportional relationships between quantities.
   a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
   b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
   c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn*.
   d. Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r)* where *r* is the unit rate.
3. Use proportional relationships to solve multistep ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

The Number System 7.NS

A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
   a. Describe situations in which opposite quantities combine to make 0. *For example, in the first round of a game, Maria scored 20 points. In the second round of the same game, she lost 20 points. What is her score at the end of the second round?*
   b. Understand $p + q$ as the number located a distance $|q|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
   c. Understand subtraction of rational numbers as adding the additive inverse, $p – q = p + (–q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
   d. Apply properties of operations as strategies to add and subtract rational numbers.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
   a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(–1)(–1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
   b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers,

then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.

c. Apply properties of operations as strategies to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

3. Solve real-world and mathematical problems involving the four operations with rational numbers.[1]

Expressions and Equations 7.EE

A. Use properties of operations to generate equivalent expressions.

1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."*

B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*
4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
   a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*
   b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*

Geometry 7.G

A. Draw, construct, and describe geometrical figures and describe the relationships between them.

1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

[1]Computations with rational numbers extend the rules for manipulating fractions to complex fractions.

2. Draw (with technology, with ruler and protractor, as well as freehand) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Statistics and Probability 7.SP

A. Use random sampling to draw inferences about a population.

1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.*

B. Draw informal comparative inferences about two populations.

3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.*
4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.*

C. Investigate chance processes and develop, use, and evaluate probability models.

5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
   a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.*
   b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
   a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
   b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
   c. Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*

Mathematics | Grade 8

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

(1) Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin. They understand that the slope (m) of a line is a constant rate of change, so that if the input or x-coordinate changes by an amount A, the output or y-coordinate changes by the amount $m \cdot A$. Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and y-intercept) in terms of the situation.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

(2) Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.

(3) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for

example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

Grade 8 Overview

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability

- Investigate patterns of association in bivariate data.

Mathematical Practices

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

The Number System 8.NS

A. Know that there are numbers that are not rational, and approximate them by rational numbers.

1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). *For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.*

Expressions and Equations 8.EE

A. Work with radicals and integer exponents.

1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.*
2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. *For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.*
4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.

B. Understand the connections between proportional relationships, lines, and linear equations.

5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. *For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.*
6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.

C. Analyze and solve linear equations and pairs of simultaneous linear equations.

7. Solve linear equations in one variable.
   a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).

b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8. Analyze and solve pairs of simultaneous linear equations.
   a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
   b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.*
   c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions 8.F

A. Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.[1]
2. Compare properties (e.g. rate of change, intercepts, domain and range) of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.*
3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. *For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.*

B. Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Geometry 8.G

A. Understand congruence and similarity using physical models, transparencies, or geometry software.

1. Verify experimentally the properties of rotations, reflections, and translations:
   a. Lines are transformed to lines, and line segments to line segments of the same length.
   b. Angles are transformed to angles of the same measure.
   c. Parallel lines are transformed to parallel lines.

[1]Function notation is not required in Grade 8.

2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. *For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.*

B. Understand and apply the Pythagorean Theorem.

6. Explain a proof of the Pythagorean Theorem and its converse.
7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Statistics and Probability 8.SP

A. Investigate patterns of association in bivariate data.

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit (e.g. line of best fit) by judging the closeness of the data points to the line.
3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. *For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.*
4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. *For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?*

Mathematics Standards for High School

The high school standards specify the mathematics that all students should study in order to be college and career ready. Additional mathematics that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics is indicated by (+), as in this example:

(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

All standards without a (+) symbol should be in the common mathematics curriculum for all college and career ready students. Standards without a (+) symbol may also appear in courses intended for all students.

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

Conceptual categories portray a coherent view of high school mathematics; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.

Modeling is best interpreted not as a collection of isolated topics but in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol (★). The star symbol sometimes appears on the heading for a group of standards; in that case, it should be understood to apply to all standards in that group.

Mathematics | High School—Number and Quantity

Numbers and Number Systems. During the years from kindergarten to eighth grade, students must repeatedly extend their conception of number. At first, "number" means "counting number": 1, 2, 3... Soon after that, 0 is used to represent "none" and the whole numbers are formed by the counting numbers together with zero. The next extension is fractions. At first, fractions are barely numbers and tied strongly to pictorial representations. Yet by the time students understand division of fractions, they have a strong concept of fractions as numbers and have connected them, via their decimal representations, with the base-ten system used to represent the whole numbers. During middle school, fractions are augmented by negative fractions to form the rational numbers. In Grade 8, students extend this system once more, augmenting the rational numbers with the irrational numbers to form the real numbers. In high school, students will be exposed to yet another extension of number, when the real numbers are augmented by the imaginary numbers to form the complex numbers.

With each extension of number, the meanings of addition, subtraction, multiplication, and division are extended. In each new number system—integers, rational numbers, real numbers, and complex numbers—the four operations stay the same in two important ways: They have the commutative, associative, and distributive properties and their new meanings are consistent with their previous meanings.

Extending the properties of whole-number exponents leads to new and productive notation. For example, properties of whole-number exponents suggest that $(5^{1/3})^3$ should be $5^{(1/3)3} = 5^1 = 5$ and that $5^{1/3}$ should be the cube root of 5.

Calculators, spreadsheets, and computer algebra systems can provide ways for students to become better acquainted with these new number systems and their notation. They can be used to generate data for numerical experiments, to help understand the workings of matrix, vector, and complex number algebra, and to experiment with non-integer exponents.

Quantities. In real world problems, the answers are usually not numbers but quantities: numbers with units, which involves measurement. In their work in measurement up through Grade 8, students primarily measure commonly used attributes such as length, area, and volume. In high school, students encounter a wider variety of units in modeling, e.g., acceleration, currency conversions, derived quantities such as person-hours and heating degree days, social science rates such as per-capita income, and rates in everyday life such as points scored per game or batting averages. They also encounter novel situations in which they themselves must conceive the attributes of interest. For example, to find a good measure of overall highway safety, they might propose measures such as fatalities per year, fatalities per year per driver, or fatalities per vehicle-mile traveled. Such a conceptual process is sometimes called quantification. Quantification is important for science, as when surface area suddenly "stands out" as an important variable in evaporation. Quantification is also important for companies, which must conceptualize relevant attributes and create or choose suitable measures for them.

Number and Quantity Overview

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

Mathematical Practices

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

The Real Number System N -RN

A. Extend the properties of exponents to rational exponents.

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.*
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

B. Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities★ N -Q

A. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Complex Number System N -CN

A. Perform arithmetic operations with complex numbers.

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.
2. Use the relation $i^2 = –1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
3. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

B. Represent complex numbers and their operations on the complex plane.

4. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.
5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,* $(-1 + \sqrt{3}i)^3 = 8$ *because* $(-1+ \sqrt{3}i)$ *has modulus* 2 *and argument* 120°.
6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

C. Use complex numbers in polynomial identities and equations.

7. Solve quadratic equations with real coefficients that have complex solutions.
8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x – 2i)$.

9. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.

Vector and Matrix Quantities N -VM

A. Represent and model with vector quantities.

1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\boldsymbol{v}$, $|\boldsymbol{v}|$, $||\boldsymbol{v}||$, $\boldsymbol{v}$).
2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.

B. Perform operations on vectors.

4. (+) Add and subtract vectors.
   a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
   b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
   c. Understand vector subtraction $\boldsymbol{v} - \boldsymbol{w}$ as $\boldsymbol{v} + (-\boldsymbol{w})$, where $-\boldsymbol{w}$ is the additive inverse of $\boldsymbol{w}$, with the same magnitude as $\boldsymbol{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
5. (+) Multiply a vector by a scalar.
   a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.
   b. Compute the magnitude of a scalar multiple $c\boldsymbol{v}$ using $||c\boldsymbol{v}|| = |c|\boldsymbol{v}$. Compute the direction of $c\boldsymbol{v}$ knowing that when $|c|\boldsymbol{v} \neq 0$, the direction of $c\boldsymbol{v}$ is either along $\boldsymbol{v}$ (for $c > 0$) or against $\boldsymbol{v}$ (for $c < 0$).

C. Perform operations on matrices and use matrices in applications.

6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
8. (+) Add, subtract, and multiply matrices of appropriate dimensions.
9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
12. (+) Work with 2 × 2 matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Mathematics | High School—Algebra

Expressions. An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.

Reading an expression with comprehension involves analysis of its underlying structure. This may suggest a different but equivalent way of writing the expression that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. Rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying the price by a constant factor.

Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.

A spreadsheet or a computer algebra system (CAS) can be used to experiment with algebraic expressions, perform complicated algebraic manipulations, and understand how algebraic manipulations behave.

Equations and inequalities. An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

An equation can often be solved by successively deducing from it one or more simpler equations. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, but have a solution in a larger system. For example, the solution of $x + 1 = 0$ is an integer, not a whole number; the solution of $2x + 1 = 0$ is a rational number, not an integer; the solutions of $x^2 – 2 = 0$ are real numbers, not rational numbers; and the solutions of $x^2 + 2 = 0$ are complex numbers, not real numbers.

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1+b_2)/2)h$, can be solved for h using the same deductive process.

Inequalities can be solved by reasoning about the properties of inequality. Many, but not all, of the properties of equality continue to hold for inequalities and can be useful in solving them.

Connections to Functions and Modeling. Expressions can define functions, and equivalent expressions define the same function. Asking when two functions have the same value for the same input leads to an equation; graphing the two functions allows for finding approximate solutions of the equation. Converting a verbal description to an equation, inequality, or system of these is an essential skill in modeling.

Algebra Overview

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Functions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Mathematical Practices

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

Seeing Structure in Expressions A-SSE

A. Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.★
   a. Interpret parts of an expression, such as terms, factors, and coefficients.
   b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P*
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* $(x^2 - y^2)(x^2 + y^2)$.

B. Write expressions in equivalent forms to solve problems

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★
   a. Factor a quadratic expression to reveal the zeros of the function it defines.
   b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
   c. 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%.*
4. Derive and/or explain 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.*★

Arithmetic with Polynomials and Rational Expressions A -APR

A. Perform arithmetic operations on polynomials

1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

B. Understand the relationship between zeros and factors of polynomials

2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
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.

C. Use polynomial identities to solve problems

4. Prove polynomial identities and use them to describe numerical relationships. *For example, the difference of two squares; the sum and difference of two cubes; the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*
5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.[1]

[1]The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.

D. Rewrite rational expressions

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.
7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Creating Equations★ A -CED

A. Create equations that describe numbers or relationships

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.*
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*

Reasoning with Equations and Inequalities A -REI

A. Understand solving equations as a process of reasoning and explain the reasoning

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.
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

B. Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
4. Solve quadratic equations in one variable.
   a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x – p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
   b. 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.

C. Solve systems of equations

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

6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
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 $x^2 + y^2 = 3$.
8. (+) Represent a system of linear equations as a single matrix equation in a vector variable.
9. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).

D. Represent and solve equations and inequalities graphically

10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
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.★
12. Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Mathematics | High School—Functions

Functions describe situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because we continually make theories about dependencies between quantities in nature and society, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a car to drive 100 miles is a function of the car's speed in miles per hour, v; the rule $T(v) = 100/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context.

A function can be described in various ways, such as by a graph (e.g., the trace of a seismograph); by a verbal rule, as in, "I'll give you a state, you give me the capital city;" by an algebraic expression like $f(x) = a + bx$; or by a recursive rule. The graph of a function is often a useful way of visualizing the relationship of the function models, and manipulating a mathematical expression for a function can throw light on the function's properties.

Functions presented as expressions can model many important phenomena. Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with a constant term of zero describe proportional relationships.

A graphing utility or a computer algebra system can be used to experiment with properties of these functions and their graphs and to build computational models of functions, including recursively defined functions.

Connections to Expressions, Equations, Modeling, and Coordinates.

Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. Questions about when two functions have the same value for the same input lead to equations, whose solutions can be visualized from the intersection of their graphs. Because functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be displayed effectively using a spreadsheet or other technology.

Functions Overview

Interpreting Functions

• Understand the concept of a function and use function notation
• Interpret functions that arise in applications in terms of the context
• Analyze functions using different representations

Building Functions

• Build a function that models a relationship between two quantities
• Build new functions from existing functions

Linear, Quadratic, and Exponential Models

• Construct and compare linear and exponential models and solve problems
• Interpret expressions for functions in terms of the situation they model

Trigonometric Functions

• Extend the domain of trigonometric functions using the unit circle
• Model periodic phenomena with trigonometric functions
• Prove and apply trigonometric identities

Mathematical Practices

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

Interpreting Functions F-IF

A. Understand the concept of a function and use function notation

1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f*(*x*) denotes the output of *f* corresponding to the input *x*. The graph of *f* is the graph of the equation *y* = *f*(*x*).
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.*

B. Interpret functions that arise in applications in terms of the context

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.*★
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*★
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.★

C. Analyze functions using different representations

7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.★
   a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
   b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
   c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
   d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
   e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
   a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
   b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*

9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

Building Functions F-BF

A. Build a function that models a relationship between two quantities

1. Write a function that describes a relationship between two quantities.★
   a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
   b. 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.*
   c. (+) Compose functions. *For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.*
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★

B. Build new functions from existing functions

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.*
4. Find inverse functions.
   a. 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 $x \neq 1$.*
   b. (+) Verify by composition that one function is the inverse of another.
   c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
   d. (+) Produce an invertible function from a non-invertible function by restricting the domain.
5. (+) Use the inverse relationship between exponents and logarithms to solve problems involving logarithms and exponents.

Linear and Exponential Models★ F-LE

A. Construct and compare linear and exponential models and solve problems

1. Distinguish between situations that can be modeled with linear functions and with exponential functions.
   a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
   b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
   c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

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. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
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.

B. Interpret expressions for functions in terms of the situation they model

5. Interpret the parameters in a linear or exponential function in terms of a context.

Trigonometric Functions F-TF

A. Extend the domain of trigonometric functions using the unit circle

1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
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.
3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosines, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.
4. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

B. Model periodic phenomena with trigonometric functions

5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★
6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★

C. Prove and apply trigonometric identities

8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$,or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.
9. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Mathematics | High School—Modeling

Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. **Modeling is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions.** Quantities and their relationships in physical, economic, public policy, social, and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.

A model can be very simple, such as writing total cost as a product of unit price and number bought, or using a geometric shape to describe a physical object like a coin. Even such simple models involve making choices. It is up to us whether to model a coin as a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. Other situations—modeling a delivery route, a production schedule, or a comparison of loan amortizations—need more elaborate models that use other tools from the mathematical sciences. Real-world situations are not organized and labeled for analysis; formulating tractable models, representing such models, and analyzing them is appropriately a creative process. Like every such process, this depends on acquired expertise as well as creativity.

Some examples of such situations might include:

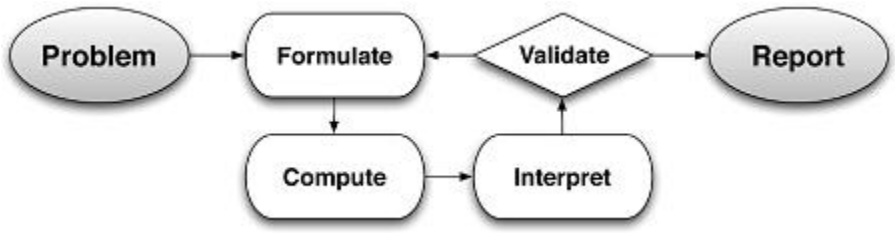
- Estimating how much water and food is needed for emergency relief in a devastated city of 3 million people, and how it might be distributed.
- Planning a table tennis tournament for 7 players at a club with 4 tables, where each player plays against each other player.
- Designing the layout of the stalls in a school fair so as to raise as much money as possible.
- Analyzing stopping distance for a car.
- Modeling savings account balance, bacterial colony growth, or investment growth.
- Engaging in critical path analysis, e.g., applied to turnaround of an aircraft at an airport.
- Analyzing risk in situations such as extreme sports, pandemics, and terrorism.
- Relating population statistics to individual predictions.

In situations like these, the models devised depend on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models that we can create and analyze is also constrained by the limitations of our mathematical, statistical, and technical skills, and our ability to recognize significant variables and relationships among them. Diagrams of various kinds, spreadsheets and other technology, and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations.

One of the insights provided by mathematical modeling is that essentially the same mathematical or statistical structure can sometimes model seemingly different situations. Models can also shed light on the mathematical structures themselves, for example, as when a model of bacterial growth makes more vivid the explosive growth of the exponential function.

The **basic modeling cycle** is summarized in the diagram. It involves **(1) identifying variables in the situation and selecting those that represent essential features, (2) formulating a model by**

creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables, (3) analyzing and performing operations on these relationships to draw conclusions, (4) interpreting the results of the mathematics in terms of the original situation, (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it



is acceptable, (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.

In descriptive modeling, a model simply describes the phenomena or summarizes them in a compact form. Graphs of observations are a familiar descriptive model— for example, graphs of global temperature and atmospheric CO_2 over time.

Analytic modeling seeks to explain data on the basis of deeper theoretical ideas, albeit with parameters that are empirically based; for example, exponential growth of bacterial colonies (until cut-off mechanisms such as pollution or starvation intervene) follows from a constant reproduction rate. Functions are an important tool for analyzing such problems.

Graphing utilities, spreadsheets, computer algebra systems, and dynamic geometry software are powerful tools that can be used to model purely mathematical phenomena (e.g., the behavior of polynomials) as well as physical phenomena.

Modeling Standards: *Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appear throughout the high school standards indicated by a star symbol* (★).

Mathematics | High School—Geometry

An understanding of the attributes and relationships of geometric objects can be applied in diverse contexts—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Although there are many types of geometry, school mathematics is devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Euclidean geometry is characterized most importantly by the Parallel Postulate, that through a point not on a given line there is exactly one parallel line. (Spherical geometry, in contrast, has no parallel lines.)

During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. Later in college some students develop Euclidean and other geometries carefully from a small set of axioms.

The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental are the rigid motions: translations, rotations, reflections, and combinations of these, all of which are here assumed to preserve distance and angles (and therefore shapes generally). Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent.

In the approach taken here, two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. This is the principle of superposition. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. During the middle grades, through experiences drawing triangles from given conditions, students notice ways to specify enough measures in a triangle to ensure that all triangles drawn with those measures are congruent. Once these triangle congruence criteria (ASA, SAS, and SSS) are established using rigid motions, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures.

Similarity transformations (rigid motions followed by dilations) define similarity in the same way that rigid motions define congruence, thereby formalizing the similarity ideas of "same shape" and "scale factor" developed in the middle grades. These transformations lead to the criterion for triangle similarity that two pairs of corresponding angles are congruent.

The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and, with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. The Pythagorean Theorem is generalized to non-right triangles by the Law of Cosines. Together, the Laws of Sines and Cosines embody the triangle congruence criteria for the cases where three pieces of information suffice to completely solve a triangle. Furthermore, these laws yield two possible solutions in the ambiguous case, illustrating that Side-Side-Angle is not a congruence criterion.

Analytic geometry connects algebra and geometry, resulting in powerful methods of analysis and problem solving. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This

correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Geometric transformations of the graphs of equations correspond to algebraic changes in their equations.

Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer algebra systems allow them to experiment with algebraic phenomena.

Connections to Equations. The correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof.

Geometry Overview

Congruence

- Experiment with transformations in the plane
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Expressing Geometric Properties with Equations

- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects

Modeling with Geometry

- Apply geometric concepts in modeling situations

Mathematical Practices

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

A. Experiment with transformations in the plane

1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

B. Understand congruence in terms of rigid motions

6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

C. Prove geometric theorems

9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*
10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*
11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*

D. Make geometric constructions

12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*
13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Similarity, Right Triangles, and Trigonometry G-SRT

A. Understand similarity in terms of similarity transformations

1. Verify experimentally the properties of dilations given by a center and a scale factor:
   a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
   b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

B. Prove theorems involving similarity

4. Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.*
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

C. Define trigonometric ratios and solve problems involving right triangles

6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
7. Explain and use the relationship between the sine and cosine of complementary angles.
8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★

D. Apply trigonometry to general triangles

9. (+) Derive the formula $A = 1/2\ ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.
11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Circles G-C

A. Understand and apply theorems about circles

1. Prove that all circles are similar.
2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
4. (+) Construct a tangent line from a point outside a given circle to the circle.

B. Find arc lengths and areas of sectors of circles

5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Expressing Geometric Properties with Equations G-GPE

A. Translate between the geometric description and the equation for a conic section

1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
2. Derive the equation of a parabola given a focus and directrix.
3. (+)Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

B. Use coordinates to prove simple geometric theorems algebraically

4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★

Geometric Measurement and Dimension G-GMD

A. Explain volume formulas and use them to solve problems

1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*
2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★

B. Visualize relationships between two-dimensional and three-dimensional objects

4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Modeling with Geometry G-MG

A. Apply geometric concepts in modeling situations

1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★

3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★

Mathematics | High School—Statistics and Probability*

Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Data are gathered, displayed, summarized, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. The shape of a data distribution might be described as symmetric, skewed, flat, or bell shaped, and it might be summarized by a statistic measuring center (such as mean or median) and a statistic measuring spread (such as standard deviation or interquartile range). Different distributions can be compared numerically using these statistics or compared visually using plots. Knowledge of center and spread are not enough to describe a distribution. Which statistics to compare, which plots to use, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance alone, and this can be evaluated only under the condition of randomness. The conditions under which data are collected are important in drawing conclusions from the data; in critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were gathered, and the analyses employed as well as the data summaries and the conclusions drawn.

Random processes can be described mathematically by using a probability model: a list or description of the possible outcomes (the sample space), each of which is assigned a probability. In situations such as flipping a coin, rolling a number cube, or drawing a card, it might be reasonable to assume various outcomes are equally likely. In a probability model, sample points represent outcomes and combine to make up events; probabilities of events can be computed by applying the Addition and Multiplication Rules. Interpreting these probabilities relies on an understanding of independence and conditional probability, which can be approached through the analysis of two-way tables.

Technology plays an important role in statistics and probability by making it possible to generate plots, regression functions, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

Connections to Functions and Modeling. Functions may be used to describe data; if the data suggest a linear relationship, the relationship can be modeled with a regression line, and its strength and direction can be expressed through a correlation coefficient.

Statistics and Probability Overview

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
- Summarize, represent, and interpret data on two categorical and quantitative variables
- Interpret linear models

Making Inferences and Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
- Make inferences and justify conclusions from sample surveys, experiments and observational studies

Conditional Probability and the Rules of Probability

- 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

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

Mathematical Practices

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

Interpreting Categorical and Quantitative Data S-ID

A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

B. Summarize, represent, and interpret data on two categorical and quantitative variables

5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
   a. 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 and exponential models.*
   b. Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology.
   c. Fit a linear function for a scatter plot that suggests a linear association.

C. Interpret linear models

7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
8. Compute (using technology) and interpret the correlation coefficient of a linear fit.
9. Distinguish between correlation and causation.

Making Inferences and Justifying Conclusions S-IC

A. Understand and evaluate random processes underlying statistical experiments

1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
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.

5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
6. Evaluate reports based on data.

Conditional Probability and the Rules of Probability S-CP

A. Understand independence and conditional probability and use them to interpret data

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").
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.
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*.
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

B. Use the rules of probability to compute probabilities of compound events in a uniform probability model

6. Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A,* and interpret the answer in terms of the model.
7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.
8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Using Probability to Make Decisions S-MD

A. Calculate expected values and use them to solve problems

1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
2. (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. *For example, find the theoretical probability distribution for the number of correct answers obtained by*

guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.

4. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

B. Use probability to evaluate outcomes of decisions

5. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
   a. Find the expected payoff for a game of chance. *For example, find the expected winnings from a state lottery ticket or a game at a fast food restaurant.*
   b. Evaluate and compare strategies on the basis of expected values. *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*
6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
7. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Note on courses and transitions

The high school portion of the Standards for Mathematical Content specifies the mathematics all students should study for college and career readiness. These standards do not mandate the sequence of high school courses. However, the organization of high school courses is a critical component to implementation of the standards.

The standards themselves do not dictate curriculum, pedagogy, or delivery of content. In particular, states may handle the transition to high school in different ways. For example, many students in the U.S. today take Algebra I in the 8th grade, and in some states this is a requirement. The K-7 standards contain the prerequisites to prepare students for Algebra I by 8th grade, and the standards are designed to permit states to continue existing policies concerning Algebra I in 8th grade.

A second major transition is the transition from high school to post-secondary education for college and careers. The evidence concerning college and career readiness shows clearly that the knowledge, skills, and practices important for readiness include a great deal of mathematics prior to the boundary defined by (+) symbols in these standards. Indeed, some of the highest priority content for college and career readiness comes from Grades 6-8. This body of material includes powerfully useful proficiencies such as applying ratio reasoning in real-world and mathematical problems, computing fluently with positive and negative fractions and decimals, and solving real-world and mathematical problems involving angle measure, area, surface area, and volume. Because important standards for college and career readiness are distributed across grades and courses, systems for evaluating college and career readiness should reach as far back in the standards as Grades 6-8. It is important to note as well that cut scores or other information generated by assessment systems for college and career readiness should be developed in collaboration with representatives from higher education and workforce development programs, and should be validated by subsequent performance of students in college and the workforce.

Glossary

Addition and subtraction within 5, 10, 20, 100, or 1000. Addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: 8 + 2 = 10 is an addition within 10, 14 – 5 = 9 is a subtraction within 20, and 55 – 18 = 37 is a subtraction within 100.

Additive inverses. Two numbers whose sum is 0 are additive inverses of one another. Example: 3/4 and – 3/4 are additive inverses of one another because 3/4 + (– 3/4) = (– 3/4) + 3/4 = 0.

Associative property of addition. See Table 3 in this Glossary.

Associative property of multiplication. See Table 3 in this Glossary.

Bivariate data. Pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

Box plot. A method of visually displaying a distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle

50% of the data.[1]

Commutative property. See Table 3 in this Glossary.

Complex fraction. A fraction A/B where A and/or B are fractions (B nonzero).

Computation algorithm. A set of predefined steps applicable to a class of problems that gives the correct result in every case when the steps are carried out correctly. *See also:* computation strategy.

Computation strategy. Purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. *See also:* computation algorithm.

Congruent. Two plane or solid figures are congruent if one can be obtained from the other by rigid motion (a sequence of rotations, reflections, and translations).

Counting on. A strategy for finding the number of objects in a group without having to count every member of the group. For example, if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again. One can find the total by *counting on*—pointing to the top book and saying "eight," following this with "nine, ten, eleven. There are eleven books now."

Dot plot. *See:* line plot.

Dilation. A transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

Expanded form. A multi-digit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten. For example, 643 = 600 + 40 + 3.

Expected value. For a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

First quartile. For a data set with median M, the first quartile is the median of the data values less than M. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the first quartile is 6.[2] *See also:* median, third quartile, interquartile range.

Fraction. A number expressible in the form a/b where a is a whole number and b is a positive whole number. (The word *fraction* in these standards always refers to a non-negative number.) *See also:* rational number.

Identity property of 0. See Table 3 in this Glossary.

Independently combined probability models. Two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

[1]Adapted from Wisconsin Department of Public Instruction, http://dpi.wi.gov/standards/mathglos.html , accessed March 2, 2010.
[2]Many different methods for computing quartiles are in use. The method defined here is sometimes called the Moore and McCabe method. See Langford, E., "Quartiles in Elementary Statistics," *Journal of Statistics Education* Volume 14, Number 3 (2006).

Integer. A number expressible in the form *a* or –*a* for some whole number *a*.

Interquartile Range. A measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is 15 – 6 = 9. *See also:* first quartile, third quartile.

Line plot. A method of visually displaying a distribution of data values where each data value is shown as a dot or mark above a number line. Also known as a dot plot.[3]

Mean. A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list.[4] Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.

Mean absolute deviation. A measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean absolute deviation is 20.

Median. A measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list—or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

Midline. In the graph of a trigonometric function, the horizontal line halfway between its maximum and minimum values.

Multiplication and division within 100. Multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: 72 ÷ 8 = 9.

Multiplicative inverses. Two numbers whose product is 1 are multiplicative inverses of one another. Example: 3/4 and 4/3 are multiplicative inverses of one another because 3/4 × 4/3 = 4/3 × 3/4 = 1.

Number line diagram. A diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

Percent rate of change. A rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by 5/50 = 10% per year.

Probability distribution. The set of possible values of a random variable with a probability assigned to each.

Properties of operations. See Table 3 in this Glossary.

Properties of equality. See Table 4 in this Glossary.

Properties of inequality. See Table 5 in this Glossary.

Properties of operations. See Table 3 in this Glossary.

Probability. A number between 0 and 1 used to quantify likelihood for processes that have uncertain outcomes (such as tossing a coin, selecting a person at random from a group of people, tossing a ball at a target, or testing for a medical condition).

Probability model. A probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. *See also:* uniform probability model.

Random variable. An assignment of a numerical value to each outcome in a sample space.

Rational expression. A quotient of two polynomials with a non-zero denominator.

Rational number. A number expressible in the form *a*/*b* or – *a*/*b* for some fraction *a*/*b*. The rational numbers include the integers.

Rectilinear figure. A polygon all angles of which are right angles.

Rigid motion. A transformation of points in space consisting of a sequence of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

[3]Adapted from Wisconsin Department of Public Instruction, *op. cit*.

[4]To be more precise, this defines the *arithmetic mean*.

Repeating decimal. The decimal form of a rational number. *See also:* terminating decimal.

Sample space. In a probability model for a random process, a list of the individual outcomes that are to be considered.

Scatter plot. A graph in the coordinate plane representing a set of bivariate data. For example, the heights and weights of a group of people could be displayed on a scatter plot.[5]

Similarity transformation. A rigid motion followed by a dilation

Tape diagram. A drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

Terminating decimal. A decimal is called terminating if its repeating digit is 0.

Third quartile. For a data set with median *M*, the third quartile is the median of the data values greater than *M*. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the third quartile is 15. *See also:* median, first quartile, interquartile range.

Transitivity principle for indirect measurement. If the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

Uniform probability model. A probability model which assigns equal probability to all outcomes. *See also:* probability model.

Vector. A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers.

Visual fraction model. A tape diagram, number line diagram, or area model.

Whole numbers. The numbers 0, 1, 2, 3, ….

[5]Adapted from Wisconsin Department of Public Instruction, *op. cit*.

Table 1. Common addition and subtraction situations.[6]

	Result Unknown	Change Unknown	Start Unknown
Add to	Two bunnies sat on the grass. Three more bunnies hopped there. How many bunnies are on the grass now? 2 + 3 = ?	Two bunnies were sitting on the grass. Some more bunnies hopped there. Then there were five bunnies. How many bunnies hopped over to the first two? 2 + ? = 5	Some bunnies were sitting on the grass. Three more bunnies hopped there. Then there were five bunnies. How many bunnies were on the grass before? ? + 3 = 5
Take from	Five apples were on the table. I ate two apples. How many apples are on the table now? 5 – 2 = ?	Five apples were on the table. I ate some apples. Then there were three apples. How many apples did I eat? 5 – ? = 3	Some apples were on the table. I ate two apples. Then there were three apples. How many apples were on the table before? ? – 2 = 3
	Total Unknown	**Addend Unknown**	**Both Addends Unknown[1]**
Put Together/ Take Apart[2]	Three red apples and two green apples are on the table. How many apples are on the table? 3 + 2 = ?	Five apples are on the table. Three are red and the rest are green. How many apples are green? 3 + ? = 5, 5 – 3 = ?	Grandma has five flowers. How many can she put in her red vase and how many in her blue vase? 5 = 0 + 5, 5 = 5 + 0 5 = 1 + 4, 5 = 4 + 1 5 = 2 + 3, 5 = 3 + 2
	Difference Unknown	**Bigger Unknown**	**Smaller Unknown**
Compare[3]	(“How many more?” version): Lucy has two apples. Julie has five apples. How many more apples does Julie have than Lucy? (“How many fewer?” version): Lucy has two apples. Julie has five apples. How many fewer apples does Lucy have than Julie? 2 + ? = 5, 5 – 2 = ?	(Version with “more”): Julie has three more apples than Lucy. Lucy has two apples. How many apples does Julie have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Lucy has two apples. How many apples does Julie have? 2 + 3 = ?, 3 + 2 = ?	(Version with “more”): Julie has three more apples than Lucy. Julie has five apples. How many apples does Lucy have? (Version with “fewer”): Lucy has 3 fewer apples than Julie. Julie has five apples. How many apples does Lucy have? 5 – 3 = ?, ? + 3 = 5

[1]These take apart situations can be used to show all the decompositions of a given number. The associated equations, which have the total on the left of the equal sign, help children understand that the = sign does not always mean makes or results in but always does mean is the same number as.
[2]Either addend can be unknown, so there are three variations of these problem situations. Both Addends Unknown is a productive extension of this basic situation, especially for small numbers less than or equal to 10.
[3]For the Bigger Unknown or Smaller Unknown situations, one version directs the correct operation (the version using more for the bigger unknown and using less for the smaller unknown). The other versions are more difficult.

[6]Adapted from Box 2-4 of National Research Council (2009, op. cit., pp. 32, 33).

Table 2. Common multiplication and division situations.[7]

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	3 x 6 = ?	3 x ? = 18, and 18 ÷ 3 = ?	? x 6 = 18, and 18 ÷ 6 = ?
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example.* You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example.* You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example.* You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[4] Area[5]	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example.* What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example.* A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example.* A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example.* A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example.* A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example.* A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
General	a × b = ?	a × ? = p, and p ÷ a = ?	? × b = p, and p ÷ b = ?

[4]The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.
[5]Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

[7]The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

Table 3. The properties of operations. Here a, b and c stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

Associative property of addition	$(a + b) + c = a + (b + c)$
Commutative property of addition	$a + b = b + a$
Additive identity property of 0	$a + 0 = 0 + a = a$
Existence of additive inverses	For every a there exists $-a$ so that $a + (-a) = (-a) + a = 0$.
Associative property of multiplication	$(a \times b) \times c = a \times (b \times c)$
Commutative property of multiplication	$a \times b = b \times a$
Multiplicative identity property of 1	$a \times 1 = 1 \times a = a$
Existence of multiplicative inverses	For every $a \neq 0$ there exists $1/a$ so that $a \times 1/a = 1/a \times a = 1$.
Distributive property of multiplication over addition	$a \times (b + c) = a \times b + a \times c$

Table 4. The properties of equality. Here a, b and c stand for arbitrary numbers in the rational, real, or complex number systems.

Reflexive property of equality	$a = a$
Symmetric property of equality	If $a = b$, then $b = a$.
Transitive property of equality	If $a = b$ and $b = c$, then $a = c$.
Addition property of equality	If $a = b$, then $a + c = b + c$.
Subtraction property of equality	If $a = b$, then $a - c = b - c$.
Multiplication property of equality	If $a = b$, then $a \times c = b \times c$.
Division property of equality	If $a = b$ and $c \neq 0$, then $a \div c = b \div c$.
Substitution property of equality	If $a = b$, then b may be substituted for a in any expression containing a.

Table 5. The properties of inequality. Here a, b and c stand for arbitrary numbers in the rational or real number systems.

Exactly one of the following is true: $a < b$, $a = b$, $a > b$.
If $a > b$ and $b > c$ then $a > c$.
If $a > b$, then $b < a$.
If $a > b$, then $-a < -b$.
If $a > b$, then $a \pm c > b \pm c$.
If $a > b$ and $c > 0$, then $a \times c > b \times c$.
If $a > b$ and $c < 0$, then $a \times c < b \times c$.
If $a > b$ and $c > 0$, then $a \div c > b \div c$.
If $a > b$ and $c < 0$, then $a \div c < b \div c$.

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

New Jersey High School Graduation Assessment Requirements

On February 22, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2019 and 2020, pursuant to a consent order from the Appellate Division of the New Jersey Superior Court.

The Classes of 2019 and 2020

Students graduating as members of the Classes of 2019 and 2020 can meet graduation assessment requirements through any of these three pathways:

(1) Achieve passing scores on high school level NJSLA/PARCC assessments;
(2) Achieve scores defined in the table below on alternative assessments such as the SAT, ACT, or ACCUPLACER; or
(3) Submit, through the district, a student portfolio appeal to the NJDOE.

Each school year the NJDOE will determine the proficiency level and/or cut scores needed on the assessments to meet the graduation assessment requirements. The proficiency levels/cut scores for the Classes of 2019 and 2020 are below.

Note: Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

The Class of 2021 and Beyond

The NJDOE will continue to work with the New Jersey State Board of Education to address, through the regulatory process, the Appellate Division's December 31, 2018 decision. It is the goal of the NJDOE to address this matter in a thoughtful yet expeditious manner.

ELA and Math Assessment Graduation Requirements for the Classes of 2019 and 2020

This document reflects the high school graduation assessment requirements for the Classes of 2019 and 2020, pursuant to a consent order received by the NJDOE from the Appellate Division of the New Jersey Superior Court. The requirements for the Class of 2019 remain unchanged from the requirements that have been effective since September 6, 2016. However, the requirements for the Class of 2020 were modified through the consent order. Please note the cut scores listed below are the same cut scores that were available to the Class of 2018.

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
First Pathway: ***Take and Pass a PARCC/NJSLA Test***	NJSLA/PARCC ELA Grade 9 ≥ 750 (Level 4), *or* NJSLA/PARCC ELA Grade 10 ≥ 750 (Level 4), *or* NJSLA/PARCC ELA Grade 11 ≥ 725 (Level 3)	PARCC Algebra I ≥ 750 (Level 4), *or* PARCC Geometry ≥ 725 (Level 3), *or* PARCC Algebra II ≥ 725 (Level 3)
Second Pathway: ***Meet Designated Cut Score on One of the Alternative Assessments***	SAT Critical Reading (taken before 3/1/16) ≥ 400, *or* SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) ≥ 450, *or* SAT Reading Test (taken 3/1/16 or later) ≥ 22, *or* ACT Reading or ACT PLAN Reading[2] ≥ 16, *or* ACCUPLACER WritePlacer ≥ 6, *or* ACCUPLACER WritePlacer ESL ≥ 4, *or* PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) ≥ 40, *or* PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) ≥ 22, *or* ACT Aspire Reading[2]≥ 422, *or* ASVAB-AFQT Composite ≥ 31	SAT Math (taken before 3/1/16) ≥ 400, *or* SAT Math Section (taken 3/1/16 or later) ≥ 440, *or* SAT Math Test (taken 3/1/16 or later) ≥ 22, *or* ACT or ACT PLAN Math[1] ≥ 16, *or* ACCUPLACER Elementary Algebra ≥ 76, *or* Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)[2] ≥ 255, *or* PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) ≥ 40, *or* PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) ≥ 22, *or* ACT Aspire Math[2] ≥ 422, *or* ASVAB-AFQT Composite ≥ 31
Third Pathway: ***Portfolio Appeals***	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

[1] Test is no longer administered but can be used for the graduating year.

[2] Beginning on **Monday, January 28, 2019**, classic ACCUPLACER tests were no longer available. QAS will replace ACCUPLACER Elementary Algebra.

New Jersey State Minimum[1] Graduation Requirements by Content Area 120 credits (*N.J.A.C.* 6A:8-5.1)

Content Area	Credits and additional requirements
English Language Arts	**20 credits**
Mathematics	**15 credits including:** • Algebra I or the content equivalent[2] • Geometry or the content equivalent[2] • Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers
Science	**15 credits with at least 5 credits in each:** • Laboratory biology/life science or the content equivalent • Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics) • Laboratory/inquiry-based science course
Social Studies	**15 credits including:** • 5 credits in world history • Integration of civics, economics, geography and global content in all course offerings • *N.J.S.A.* 18A:35-1 and 18A:35-2
Financial, Economic Business, and Entrepreneurial Business Literacy	**2.5 credits**
Health, Safety, and Physical Education	**15 credits over four years including:** • 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week each year • *N.J.S.A.* 18A:35-5, 18A:35-7 and 18A:35-8
Visual and Performing Arts	**5 credits**
World Languages	**5 credits**
Technology	**Integrated throughout all courses**
21st Century Life and Careers	**5 credits**

Note: The chart above was made accessible. The visual chart on the second page of this document has the same information in the chart above, but is not accessible.

[1] School districts may establish course and/or credit requirements which exceed the State minimums.

[2] "Content equivalent" means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the New Jersey Student Learning Standards.

New Jersey State Minimum[1] Graduation Requirements by Content Area 120 credits (*N.J.A.C.* 6A:8-5.1)

Content Area	5 credits	10 credits	15 credits	20 credits
English Language Arts				
Mathematics				
Science				
Social Studies				
Financial, Economic Business, and Entrepreneurial Business Literacy				
Health, Safety, and Physical Education	3 ¾ credits in health, safety, and physical education during each year of enrollment (Four years = 15 credits)			
Visual and Performing Arts				
World Languages				
Technology	Integrated throughout all courses			
21st Century Life and Careers				

[1] School districts may establish course and/or credit requirements which exceed the State minimums.

Algebra 1 Pacing Guide

Date Range	Suggested Pacing	Overview of Topics/ Objectives
9/7/18 – 9/8/18	*Complete Algebra 1 Prerequisite & Pre-test (2 days needed)	All Pre-Algebra/8th grade skills
MP 1: 9/6/18-11/7/18	Unit 1: Chapters 1, 2, 3, 4	Foundations, Equations, Inequalities, Intro to Functions
11/7/18 – 11/19/18	*Complete Algebra 1 Unit 1 Benchmark 1 (Ch.1-4)	
MP 2: 11/13/18-1/24/19	Unit 2: Chapters 5, 6, 7	Linear Functions, Systems, Exponential Functions
1/24/19 – 1/31/19	*Complete Algebra 1 Unit 2 Benchmark 2 (Ch. 5-7)	
MP 3: 1/25/19 – 3/25/19	Unit 3: Chapters 8, 9, 10	Polynomials & Factoring, Quadratic Functions, Radicals
3/26/19 – 4/1/19	*Complete Algebra 1 Unit 3 Benchmark 3 (Ch 8-10)	
MP 4: 3/26/19- 6/7/19	Unit 4: Chapter *11(optional)* & 12, PARCC/Final Practice	*Rational Expressions & Functions*, Data Analysis & Probability
6/7/19 – 6/14/19	*Complete Algebra 1 Unit 4 Benchmark (Post Test)	

Teachers have approximately 40 school days to complete the suggested sequences of Chapters from the board approved textbook which align with the curricular frameworks. Please refer to the frameworks for specific learning goals that must be covered in your lessons.

Adjustments may be made accordingly for varying levels.

*All students must complete the pre-test, all benchmarks and a post-test final exam) on the edConnect website. (Benchmark tests are aligned to curricular frameworks and the above pacing guide, so teachers should be aware of the content of the benchmarks to ensure student success.) The dates above are suggested to keep up with the benchmark schedule. You can remove or accommodate sections of the textbook to allow your students the appropriate accommodations according to their needs. (Be sure to refer to the curricular frameworks and cover the major clusters required by the state.)

Access to the edConnect benchmarks will be a range of dates to allow you to tailor your lessons to your classes.

Suggested Open Educational Resources are available in the Curricular Frameworks for each Unit, which can assist teachers and students with PARCC test preparation.

Atlantic City High School-Algebra 1

Overview	Standards for Mathematical Content	Unit Focus	Standards for Mathematical Practice
Unit 1 **Modeling with Linear Equations and Inequalities**	☐ N.Q.A.1 ☐ N.Q.A.2 ☐ N.Q.A.3 ■ A.REI.B.3 ■ A.REI.A.1 ■ A.CED.A.4 ■ A.SSE.A.1 ■ A.CED.A.1 ■ A.REI.A.1 ■ A.CED.A.2 ■ A.REI.D.10 ☐ S.ID.B.6 ■ S.ID.C.7 ■ S.ID.C.8 ■ S.ID.C.9 ■ A.REI.D.11	• Reason quantitatively and use units to solve problems • Solve [linear] equations and inequalities in one variable • Understand solving equations as a process of reasoning and explain the reasoning • Create equations that describe numbers or relationships • Interpret the structure of expressions • Represent and solve equations graphically • Summarize, represent, and interpret data on quantitative variables. • Interpret linear models	MP.1 Make sense of problems and persevere in solving them.
Unit 1: Suggested Open Educational Resources	N.Q.A.1 Runners' World N.Q.A.2 Giving Raises N.Q.A.3 Calories in a Sports Drink A.REI.B.3, A.REI.A.1 Reasoning with linear inequalities A.CED.A.4 Equations and Formulas A.SSE.A.1 Kitchen Floor Tiles A.CED.A.1 Planes and wheat A-CED.A.1 Paying the rent A.REI.A.1 Zero Product Property 1 A.CED.A.2 Clea on an Escalator S.ID.B.6,S.ID.C.7-9 Coffee and Crime		MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments & critique the reasoning of others.
Unit 2 **Modeling with Linear Functions, Linear Systems, & Exponential Functions**	◎ A.REI.C.6 ■ A.CED.A.3 ◎ A.REI.C.5 ■ A.REI.D.12 ■ F.IF.A.1 ■ F.IF.A.2 ☐ F.LE.A.1 ☐ F.LE.A.2 ■ F.IF.A.3 ☐ F.BF.A.1 ■ A.SSE.A.1 ☐ A.SSE.B.3 ■ F.IF.B.4 ☐ F.LE.B.5 ■ F.IF.B.5 ■ F.IF.B.6 ☐ F.IF.C.9 ☐ F.IF.C.7	• Solve linear systems of equations • Create equations that describe numbers or relationships • Interpret the structure of expressions • Represent and solve equations and inequalities graphically • Construct & compare linear & exponential models • Interpret expressions for functions in terms of the situation • Build a function that models a relationship between two quantities • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different representations	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.
Unit 2: Suggested Open Educational Resources	A.REI.C.6 Cash Box A.CED.A.3 Dimes and Quarters A.REI.C.5 Solving Two Equations in Two Unknowns A.REI.D.12 Fishing Adventures 3 F.IF.A.1 The Parking Lot F.IF.A.2 Yam in the Oven F.LE.A.1 Finding Linear and Exponential Models F.LE.A.2 Interesting Interest Rates F.BF.A.1a Skeleton Tower A.SSE.A.1 Mixing Candies F.IF.B.4 Warming and Cooling F.IF.B.4, F.IF.B.5 Average Cost F.LE.B.5 US Population 1982-1988 F.IF.B.6 Temperature Change F.IF.C.7b Bank Account Balance		MP.8 Look for and express regularity in repeated reasoning.

Key: ■ Major Clusters | ☐ Supporting | ◎ Additional Clusters | * Benchmarked Standard

Atlantic City High School-Algebra 1

Overview	Standards for Mathematical Content	Unit Focus	Standards for Mathematical Practice
Unit 3 **Quadratic Equations, Functions & Polynomials**	■ A.APR.A.1 ■ 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.IF.C.7* □ F.IF.C.8* □ F.IF.C.9* ■ F.IF.B.6 □ F.LE.A.3 ○ 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 • 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	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.
Unit 3: Suggested Open Educational Resources	A.APR.A.1 Powers of 11 A.SSE.A.2 Equivalent Expressions A.REI.B.4 Visualizing Completing the Square A.REI.B.4 Braking Distance A.REI.B.4 Two Squares are Equal F.IF.B.4 Words – Tables - Graphs F.IF.B.5 The restaurant A.SSE.B.3 Profit of a company A.SSE.B.3 Rewriting a Quadratic Expression F.IF.C.7a Graphs of Quadratic Functions F.IF.C.8a Springboard Dive F.IF.C.8a Which Function? F.IF.B.9 Throwing Baseballs F.IF.B.6 Mathemafish Population F.LE.A.3 Population and Food Supply F.BF.B.3 Identifying Even and Odd Functions F.BF.B.3 Transforming the graph of a function A.REI.D.11 Introduction to Polynomials – College Fund A.APR.B.3 Graphing from Factors 1 N.RN.B.3 Operations with Rational and Irrational Numbers		
Unit 4 **Modeling with Statistics**	○ S.ID.A.1 ○ S.ID.A.2 ○ S.ID.A.3 □ S.ID.B.5 □ S.ID.B.6 ■ F.IF.B.4* ■ F.IF.B.5*	• Summarize, represent, and interpret data on a single count or measurement variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret functions that arise in applications in terms of the context	
Unit 4: Suggested Open Educational Resources	S.ID.A.1-3 Haircut Costs S.ID.A.1-3 Speed Trap S.ID.A.2-3 Measuring Variability in a Data Set S.ID.A.3 Identifying Outliers S.ID.B.5 Support for a Longer School Day? S.ID.B.6 Laptop Battery Charge 2 F.IF.B.4 The Aquarium F.IF.B.4 Containers F.IF.B.4-5 The Canoe Trip, Variation 2		

Key: ■ Major Clusters | □ Supporting | ○ Additional Clusters | * Benchmarked Standard

Unit 1 Algebra 1		
Content & Practice Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
☐ N.Q.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems; Choose and interpret units consistently in formulas; Choose and interpret the scale and the origin in graphs and data displays. ☐ N.Q.A.2. Define appropriate quantities for the purpose of descriptive modeling. ☐ N.Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.	Concept(s): • Units are associated with variables in expressions and equations in context. • Quantities may be used to model attributes of real world situations. • Measurement tools have an inherent amount of uncertainty in measurement. Students are able to: • use units to understand real world problems. • use units to guide the solution of multi-step real world problems (e.g. dimensional analysis). • choose and interpret units while using formulas to solve problems. • identify and define appropriate quantities for descriptive modeling. • choose a level of accuracy when reporting measurement quantities. Learning Goal 1: Solve multi-step problems, using units to guide the solution, interpreting units consistently in formulas and choosing an appropriate level of accuracy on measurement quantities. Develop descriptive models by defining appropriate quantities.
■ A.REI.B.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. ■ 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.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.	MP 2 Reason abstractly and quantitatively. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s). • Literal equations can be rearranged using the properties of equality. Students are able to. • solve linear equations with coefficients represented by letters in one variable. • use the properties of equality to justify steps in solving linear equations. • solve linear inequalities in one variable. • rearrange linear formulas and literal equations, isolating a specific variable. Learning Goal 2. Solve linear equations and inequalities in one variable (including literal equations); justify each step in the process.
■ A.SSE.A.1. Interpret expressions that represent a quantity in terms of its context. A.SSE.A.1a. Interpret parts of an expression, such as terms, factors, and coefficients.	MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively.	Concept(s): No new concept(s) introduced Students are able to: • identify different parts of an expression, including terms, factors and constants. • explain the meaning of parts of an expression in context. Learning Goal 3: Interpret terms, factors, coefficients, and other parts of expressions in terms of a context .

■ A.CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions and quadratic functions, and simple rational and exponential functions. ■ 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.	MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.	Concept(s): • Equations and inequalities describe relationships. • Equations can represent real-world and mathematical problems. Students are able to: • identify and describe relationships between quantities in word problems. • create linear equations in one variable. • create linear inequalities in one variable. • use equations and inequalities to solve real world problems. • explain each step in the solution process. Learning Goal 4: Create linear equations and inequalities in one variable and use them in contextual situations to solve problems. Justify each step in the process and the solution.
■ A.CED.A.2. Create equations in two or more variables to represent relationships between quantities; Graph equations on coordinate axes with labels and scales. □ N.Q.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems; Choose and interpret units consistently in formulas; Choose and interpret the scale and the origin in graphs and data displays. ■ A.REI.D.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). [Focus on linear equations.]	MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.	Concept(s): • Equations represent quantitative relationships. Students are able to: • create linear equations in two variables, including those from a context. • select appropriate scales for constructing a graph. • interpret the origin in graphs. • graph equations on coordinate axes, including labels and scales. • identify and describe the solutions in the graph of an equation. Learning Goal 5: Create linear equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
□ S.ID.B.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. S.ID.B.6a. Fit a function to the data (including 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.	MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concept(s): • Scatter plots represent the relationship between two variables. • Scatter plots can be used to determine the nature of the association between the variables. • Linear models may be developed by fitting a linear function to approximately linear data. • The correlation coefficient represents the strength of a linear association. Students are able to: • distinguish linear models representing approximately linear data from linear. equations representing "perfectly" linear relationships. • create a scatter plot and sketch a line of best fit. • fit a linear function to data using technology.

S.ID.B.6c. Fit a linear function for a scatter plot that suggests a linear association. ■ S.ID.C.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ■ S.ID.C.8. Compute (using technology) and interpret the correlation coefficient of a linear fit. ■ S.ID.C.9. Distinguish between correlation and causation.		• solve problems using prediction equations. • interpret the slope and the intercepts of the linear model in context. • determine the correlation coefficient for the linear model using technology. • determine the direction and strength of the linear association between two variables. Learning Goal 6: Represent data on a scatter plot, describe how the variables are related and use technology to fit a function to data. Learning Goal 7: Interpret the slope, intercept, and correlation coefficient of a data set of a linear model; distinguish between correlation and causation.
■ 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.* [Focus on linear equations.]	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically.	Concept(s): • y = f(x), y=g(x) represent a system of equations. • Systems of equations can be solved graphically (8.EE.C.8). Students are able to: • explain the relationship between the x-coordinate of a point of intersection and the solution to the equation f(x) = g(x) for linear equations y = f(x) and y = g(x). • find approximate solutions to the system by making a table of values, graphing, and finding successive approximations. Learning Goal 8: Explain why the solutions of the equation f(x) = g(x) are the x-coordinates of the points where the graphs of the linear equations y=f(x) and y=g(x) intersect. ** function notation is not introduced here Learning Goal 9: Find approximate solutions of f(x) = g(x), where f(x) and g(x) are linear functions, by making a table of values, using technology to graph and finding successive approximations.

Unit 1 Algebra 1	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations 5. Final Grades
Focus Mathematical Concepts	**Essential Questions**
Prerequisite skills: Successfully complete Pre-Algebra/8th grade Math course.	How can you represent quantities, patterns, and relationships? Can equations that appear to be different be equivalent?

Key: ■ Major Clusters | □ Supporting | ◎ Additional Clusters | * Benchmarked Standard

Common Misconceptions: Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	How can you solve equations? What kinds of relationships can proportions represent? How do you represent relationships between quantities that are not equal? How can you solve inequalities? How can you represent and describe functions? Can functions describe real-world situations?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Unit 2 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
◎ 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. ■ A.CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods*. ◎ A.REI.C.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics.	Concept(s): • Systems of equations can be solved exactly (algebraically) and approximately (graphically). Students are able to: • identify and define variables representing essential features for the model. • model real world situations by creating a system of linear equations. • solve systems of linear equations using the elimination or substitution method. • solve systems of linear equations by graphing. • interpret the solution(s) in context. Learning Goal 1: Solve multistep contextual problems by identifying variables, writing equations, and solving systems of linear equations in two variables algebraically and graphically.
■ A.REI.D.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as	MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.	Concept(s): No new concept(s) introduced Students are able to: • model real world situations by creating a system of linear inequalities given a context. • interpret the solution(s) in context.

Key: ■ Major Clusters | ◻ Supporting | ◎ Additional Clusters | * Benchmarked Standard

Unit 2 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
the intersection of the corresponding half-planes. ■ A.CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods*.	MP.6 Attend to precision.	Learning Goal 2: Graph linear inequalities and systems of linear inequalities in two variables and explain that the solution to the system.
■ F.IF.A.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x). ■ F.IF.A.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	MP 2 Reason abstractly and quantitatively. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): • F(x) is an element in the range and x is an element in the domain. Students are able to: • use the definition of a function to determine whether a relationship is a function. • use function notation once a relation is determined to be a function. • evaluate functions for given inputs in the domain. • explain statements involving function notation in the context of the problem. Learning Goal 3: Explain the definition of a function, including the relationship between the domain and range. Use function notation, evaluate functions and interpret statements in context.
□ F.LE.A.1. Distinguish between situations that can be modeled with linear functions and with exponential functions. F.LE.A.1a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. F.LE.A.1b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. F.LE.A.1c. Recognize situations in which a quantity grows or decays	MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision.	Concept(s): • Linear functions grow by equal differences over equal intervals. • Exponential functions grow by equal factors over equal intervals. Students are able to: • identify and describe situations in which one quantity changes at a constant rate. • identify and describe situations in which a quantity grows or decays by a constant percent. • show that linear functions grow by equal differences over equal intervals. • show that exponential functions grow by equal factors over equal intervals. Learning Goal 4: Distinguish between and explain situations modeled with linear functions and with exponential functions.

Unit 2 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
by a constant percent rate per unit interval relative to another.		
▢ 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). *[Algebra 1 limitation: exponential expressions with integer exponents] ■ F.IF.A.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.*	MP 2 Reason abstractly and quantitatively. MP 4. Model with mathematics MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): • Sequences are functions, sometimes defined and represented recursively. • Sequences are functions whose domain is a subset of integers. Students are able to: • create arithmetic and geometric sequences from verbal descriptions. • create arithmetic sequences from linear functions. • create geometric sequences from exponential functions. • identify recursively defined sequences as functions. • create linear and exponential functions given – a graph; – a description of a relationship; – a table of values. Learning Goal 5: Write linear and exponential functions given a graph, table of values, or written description; construct arithmetic and geometric sequences.
▢ F.BF.A.1. Write a function that describes a relationship between two quantities. 1a. Determine an explicit expression, a recursive process, or steps for calculation from a context. ■ A.SSE.A.1. Interpret expressions that represent a quantity in terms of its context A.SSE.A.1a: Interpret parts of an expression, such as terms, factors, and coefficients. A.SSE.A.1b: Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.* *[Algebra 1 limitation: exponential expressions with integer exponents]	MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics	Concept(s): No new concept(s) introduced Students are able to: • given a context, write an explicit expressions, a recursive process or steps for calculation for linear and exponential relationships. • interpret parts of linear and exponential functions in context. Learning Goal 6: Write explicit expressions, recursive processes and steps for calculation from a context that describes a linear or exponential relationship between two quantities.

Unit 2 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
☐ 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%.* *[Algebra 1: limit to exponential expressions with integer exponents]	MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure	Concept(s): No new concept(s) introduced Students are able to: • use the properties of exponents to simplify or expand exponential expressions, recognizing these are equivalent forms. Learning Goal 7: Use properties of exponents to produce equivalent forms of exponential expressions in one variable.
■ 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 exponential functions] ☐ F.LE.B.5. Interpret the parameters in a linear or exponential function in terms of a context. ■ F.IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function*	MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.6 Attend to precision.	Concept(s): No new concept(s) introduced Students are able to: • given a verbal description of a relationship, sketch linear and exponential functions. • identify intercepts and intervals where the function is positive/negative. • interpret parameters in context. • determine the *practical* domain of a function. Learning Goal 8: Sketch graphs of linear and exponential functions expressed symbolically or from a verbal description. Show key features and interpret parameters in context.

Unit 2 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
☐ F.IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* *[Limit to linear and exponential] ■ 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.	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): • Rate of change of non-linear functions varies. *Students are able to:* • compare key features of two linear functions represented in different ways. • compare key features of two exponential functions represented in different ways. • calculate the rate of change from a table of values or from a function presented symbolically. • estimate the rate of change from a graph. Learning Goal 9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Learning Goal 10: Calculate and interpret the average rate of change of a function presented symbolically or as a table; estimate the rate of change from a graph.
☐ 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.7a. Graph linear and quadratic functions and show intercepts, maxima, and minima. F.IF.C.7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concept(s): • Piecewise-defined functions may contain discontinuities. • Absolute value functions are piecewise functions. Students are able to: • graph linear, square root, cube root, and piecewise-defined functions. • graph more complicated cases of functions using technology. • identify and describe key features of the graphs of square root, cube root, and piecewise-defined functions . Learning Goal 11: Graph linear, square root, cube root, and piecewise-defined functions (including step and absolute value functions) expressed symbolically. Graph by hand in simple cases and using technology in more complex cases, showing key features of the graph.

Unit 2 Algebra 1	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations 5. Final Grades

Focus Mathematical Concepts	Essential Questions
Prerequisite skills: Successfully learn skills from Unit 1 **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	What does the slope of a line indicate about the line? What information does the equation of a line give you? How can you make predication based on a scatter plot? How can you solve a system of equations or inequalities? Can systems of equations model real-world situations? How can you represent numbers less than 1 using exponents? How can you simplify expressions involving exponents? What are the characteristics of exponential functions?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Unit 3 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
■ A.APR.A.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. ■ 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 $(x^2 - y^2)(x^2 + y^2)$.*	MP.2 Reason abstractly and quantitatively. MP.7 Look for and make use of structure.	Concept(s): • Polynomials form a system analogous to the integers. • Polynomials are closed under the operations of addition, subtraction, and multiplication. Students are able to: • add and subtract polynomials. • multiply polynomials. • recognize numerical expressions as a difference of squares and rewrite the expression as the product of sums/differences. • recognize polynomial expressions in one variable as a difference of squares and rewrite the expression as the product of sums/differences. Learning Goal 1: Add, subtract, and multiply polynomials, relating these to arithmetic operations with integers. Factor to produce equivalent forms of quadratic expressions in one variable.
■ A.REI.B.4. Solve quadratic equations in one variable. A.REI.B.4a. Use the method of completing the square to	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others.	Concept(s): • Multiple methods for solving quadratic equations. • Transforming a quadratic equation into the form $(x - p)^2 = q$ yields an equation having the same solutions.

Unit 3 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. 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.	MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure.	Students are able to: • use the method of completing the square to transform a quadratic equation in x into an equation of the form $(x - p)^2 = q$. • derive the quadratic formula from $(x - p)^2 = q$. • solve a quadratic equations in one variable by inspection. • solve quadratic equations in one variable by taking square roots. • solve a quadratic equations in one variable by completing the square. • solve a quadratic equations in one variable using the quadratic formula. • solve a quadratic equations in one variable by factoring. • strategically select, as appropriate to the initial form of the equation, a method for solving a quadratic equation in one variable. • write complex solutions of the quadratic formula in $a \pm bi$ form. • analyze the quadratic formula, recognizing the conditions leading to complex solutions (discriminant). Learning Goal 2: Derive the quadratic formula by completing the square and recognize when there are no real solutions. Learning Goal 3: Solve quadratic equations in one variable using a variety of methods (including inspection, taking square roots, factoring, completing the square, and the quadratic formula) and write complex solutions in $a \pm bi$ form.
■ A.CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions and quadratic functions, and simple rational and exponential functions.	MP 2 Reason abstractly and quantitatively. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): No new concept(s) introduced Students are able to: • create quadratic equations in one variable. • use quadratic equations to solve real world problems. Learning Goal 4: Create quadratic equations in one variable and use them to solve problems.
■ 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*.	MP.4 Model with mathematics. MP.6 Attend to precision.	Concept(s): No new concept(s) introduced Students are able to: • interpret maximum/minimum and intercepts of quadratic functions from graphs and tables in the context of the problem. • sketch graphs of quadratic functions given a verbal description of the relationship between the quantities. • identify intercepts and intervals where function is increasing/decreasing • determine the practical domain of a function. Learning Goal 5: Interpret key features of quadratic functions from graphs and tables. Given a verbal description of the relationship, sketch the graph of a quadratic function, showing key features and relating the domain of the function to its graph.

Unit 3 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
■ F.IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function*		
□ 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.3a. Factor a quadratic expression to reveal the zeros of the function it defines. A.SSE.B.3b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.	Concept(s): • Alternate, equivalent forms of a quadratic expression may reveal specific attributes of the function that it defines. Students are able to: • factor a quadratic expression for the purpose of revealing the zeros of a function. • complete the square for the purpose of revealing the maximum or minimum of a function. Learning Goal 6: Use factoring and completing the square to produce equivalent forms of quadratic expressions in one variable that highlight particular properties such as the zeros or the maximum or minimum value of the function.
□ F.BF.A.1. Write a function that describes a relationship between two quantities. F.BF.A.1a: Determine an explicit expression, a recursive process, or steps for calculation from a context.	MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics.	Concept(s): No new concept(s) introduced Students are able to: • given a context, write explicit expressions, a recursive process or steps for calculation for quadratic relationships. Learning Goal 7: Given a context, write an explicit expression, a recursive process or steps for calculation for quadratic relationships.
□ 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.7a. Graph linear and quadratic functions and show intercepts, maxima, and minima. *[emphasize quadratic functions] □ F.IF.C.8. Write a function defined by an expression in different but	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): No new concept(s) introduced Students are able to: • graph quadratic functions expressed symbolically. • graph more complicated cases of quadratic functions using technology. • identify and describe key features of the graphs of quadratic functions. • given two quadratic functions, each represented in a different way, compare the properties of the functions. Learning Goal 8: Graph quadratic functions by hand in simple cases and with technology in complex cases, showing intercepts, extreme values and symmetry of the graph. Compare properties of two quadratic functions, each represented in a different way.

Unit 3 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
equivalent forms to reveal and explain different properties of the function. F.IF.C.8a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. ■ F.IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*		
■ 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. ▢ F.LE.A.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure.	Concept(s): • A quantity increasing exponentially eventually exceeds a quantity increasing quadratically. Students are able to: • calculate the rate of change of a quadratic function from a table of values or from a function presented symbolically. • estimate the rate of change from a graph of a quadratic function. • analyze graphs and tables to compare rates of change of exponential and quadratic functions. Learning Goal 9: Calculate and interpret the average rate of change of a quadratic function presented symbolically or as a table. Estimate and compare the rates of change from graphs of quadratic and exponential functions.
◎ 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	MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure.	Concept(s): • Characteristics of even and odd functions in graphs and algebraic expressions • Vertical and horizontal shifts Students are able to: • perform transformations on graphs of linear and quadratic functions. • identify the effect on the graph of replacing f(x) by – $f(x) + k$; – $k\,f(x)$; – $f(kx)$;

Unit 3 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
from their graphs and algebraic expressions for them.		– *and* $f(x + k)$ for specific values of k (both positive and negative). • identify the effect on the graph of combinations of transformations. • given the graph, find the value of k. • illustrate an explanation of the effects on linear and quadratic graphs using technology. • recognize even and odd functions from their graphs and from algebraic expressions for them. Learning Goal 10: Identify the effects of transformations and combinations of transformations [$f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$] on a function; find the value of k given the graph.
■ 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.*	MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically.	Concept(s): No new concept(s) introduced Students are able to: • approximate the solution(x) to a system of equations comprised of a linear and a quadratic function by using technology to graph the functions, by making a table of values and/or by finding successive approximations. Learning Goal 11: Find approximate solutions of f(x) = g(x), where f(x) is a linear function and g(x) is a quadratic function by making a table of values, using technology to graph and finding successive approximations.
▢ 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 1: limit to quadratic and cubic functions in which linear and quadratic factors are available]	MP.7 Look for and make use of structure.	Concept(s): • General shape(s) and end behavior of cubic functions Students are able to: • find the zeros of a polynomial (quadratic and cubic). • test domain intervals to determine where f(x) is greater than or less than zero. • use zeros of a function to sketch a graph. Learning Goal 12: Identify zeros of cubic functions when suitable factorizations are available and use the zeros to construct a rough graph of the function. (*cubic functions are presented as the product of a linear and a quadratic factor)
◎ N.RN.B.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision.	Concept(s): • The sum or product of two rational numbers is rational. • The sum of a rational number and an irrational number is irrational. • The product of a nonzero rational number and an irrational number is irrational. Students are able to: • explain and justify conclusions regarding sums and products of two rational numbers.. • explain and justify conclusions regarding the sum of a rational and irrational number. • explain and justify conclusions regarding the product of a nonzero rational and

Unit 3 Algebra 1		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
		irrational number. Learning Goal 13: Explain and justify conclusions about sums and products of rational and irrational numbers.

Unit 3 Algebra 1	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations 5. Final Grades
Focus Mathematical Concepts	**Essential Questions**
Prerequisite skills: Successfully learn skills from Unit 1 & Unit 2. **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	Can two algebraic expressions that appear to be different be equivalent? How are the properties of real numbers related to polynomials? What are the characteristics of quadratic functions? How can you solve a quadratic equation? How can you use functions to model real-world situations? How are radical expressions represented? What are the characteristic of square root functions?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Unit 4 Algebra 1		
Content & Practice Standards		**Critical Knowledge & Skills**
◎ S.ID.A.1. Represent data with plots on the real number line (dot plots,	MP.1 Make sense of problems and persevere in solving them.	Concept(s): No new concept(s) introduced Students are able to:

Unit 4 Algebra 1		
Content & Practice Standards		**Critical Knowledge & Skills**
histograms, and box plots).	MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	• represent data with dot plots on the real number line. • represent data with histograms on the real number line. • represent data with box plots on the real number line. Learning Goal 1: Represent data with plots (dot plots, histograms, and box plots) on the real number line.
S.ID.A.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. S.ID.A.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concept(s): • Appropriate use of a statistic depends on the shape of the data distribution. • Standard deviation Students are able to: • represent two or more data sets with plots and use appropriate statistics to compare their center and spread. • interpret differences in shape, center, and spread in context. • explain possible effects of extreme data points (outliers) when summarizing data and interpreting shape, center and spread. Learning Goal 2: Compare center and spread of two or more data sets, interpreting differences in shape, center, and spread in the context of the data, taking into account the effects of outliers.
S.ID.B.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure.	Concept(s): • Categorical variables represent types of data which may be divided into groups. Students are able to: • construct two-way frequency tables for categorical data. • interpret joint, marginal and conditional relative frequencies in context. • explain possible associations between categorical data in two-way tables. • identify and describe trends in the data. Learning Goal 3: Summarize and interpret categorical data for two categories in two-way frequency tables; explain possible associations and trends in the data.
S.ID.B.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. S.ID.B.6a. Fit a function to the data (including 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.	MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concept(s): No new concept(s) introduced Students are able to: • fit a function to data using technology. • solve problems using functions fitted to data (prediction equations). • interpret the intercepts of models in context. • plot residuals of linear and non-linear functions. • analyze residuals in order to informally evaluate the fit of linear and non-linear functions. Learning Goal 4: Fit functions to data using technology, plot residuals and informally assess the fit of linear and non-linear functions by analyzing residuals.

Unit 4 Algebra 1		
Content & Practice Standards		**Critical Knowledge & Skills**
S.ID.B.6b. Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology.		
■ 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*. ■ F.IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*	MP.4 Model with mathematics. MP.6 Attend to precision.	Concept(s): No new concept(s) introduced Students are able to: • interpret maximum/minimum and intercepts of functions from graphs and tables in the context of the problem. • sketch graphs of functions given a verbal description of the relationship between the quantities. • identify intercepts and intervals where function is increasing/decreasing. • determine the practical domain of a function . Learning Goal 5: Interpret key features of functions from graphs and tables. Given a verbal description of the relationship, sketch the graph of a function, showing key features and relating the domain of the function to its graph.

Unit 4 Algebra 1	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations 5. Final Grades

Focus Mathematical Concepts	Essential Questions
Prerequisite skills: Successfully learn skills from Units 1, 2 & 3 **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	*How are rational expressions represented?* *What are the characteristics of rational functions?* *How can you solve a rational equation?* How can collecting and analyzing data help you make decisions or predictions? How can you make an interpret different representations of data? How is probability related to real-world events?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Appendix A

District Resources

Subject	Board Approved Textbook	Technology Used	Other Resources
Math Skills	Online Course (PLATO)	▪ Lumens document camera "Lady Bug" ▪ LCD Projector ▪ Weebly ▪ desmos.com ▪ ixl.com ▪ pearsonsuccessnet.com ▪ getkahoot.com ▪ edConnect.com ▪ Plato.com ▪ Khan Academy ▪ Chromebooks ▪ Microsoft PowerPoint ▪ Smartphone Apps for Graphing ▪ youtube.com ▪ thinkcalculus.net ▪ symbolab.com ▪ varsitytutors.com ▪ Calculators: TI-34II, TI-83 TI-84, TI-89, TI-Inspire ▪ Java Eclipse Oracle https://www.eclipse.org/downloads/	▪ Nasco:Algebra 1 Joke Worksheets ▪ Scholastic Math ▪ Common Core Collaborative Cards by Kit Norris ▪ Daily Warmups: Math Word Problems: Walch Publishing ▪ Daily Warmups: PreAlgebra-PCI Education ▪ Daily Warmups: Algebra – PCI Education
Algebra 1 (All Levels)	Algebra 1 Common Core Pearson 2012		
Geometry (All Levels)	Geometry Common Core Pearson 2012		
Algebra 2 (All Levels)	Algebra 2 Common Core Pearson 2012		
PreCalculus/Algebra III Trignometry	Precalculus with Limits: A Graphing Approach Hoyt-McDougal 6th Edition 2012		
Probability & Statistics	Elementary Statistics Bluman 6th Edition 2007		
AP Statistics	The Practice of Statistics Freeman 2012		
Calculus Honors/ Calculus AB & BC	Calculus of Single Variable Houghton Mifflin Company 8th Edition 2006		
Honors Computer Science/AP Computer Science	Lewis, Loftus, and Cocking. *Java Software Solutions*. 3rd Edition. Boston: Addison-Wesley, 2011		

Geometry Pacing Guide

Date Range	Suggested Pacing	Overview of Topics/ Objectives
9/7/18 – 9/8/18	*Complete Geometry Pre-test	N/A
MP 1: 9/6/18-11/7/18	Unit 1: Chapters 1, 2, 3, 4	Tools of Geometry, Reasoning & Proof, Parallel & Perpendicular Lines, Congruent Triangles
11/7/18 – 11/19/18	*Complete Algebra 1 Unit 1 Benchmark 1 (Ch. 1, 2, 3)	
MP 2: 11/13/18-1/24/19	Unit 2: Chapters 4, 5, 6, 7	Congruent Triangles, Relationships within Triangles, Polygons & Quadrilaterals, Similarity
1/24/19 – 1/31/19	*Complete Algebra 1 Unit 2 Benchmark 2 (Ch.4, 5, 6, 7)	
MP 3: 1/25/19 – 3/25/19	Unit 3: Chapters 8, 9, 10, 11	Right Triangles & Trigonometry, Transformations, Areas, Surface Area & Volume
3/26/19 – 4/1/19	*Complete Algebra 1 Unit 3 Benchmark 3 (Ch.8, 9, 10)	
MP 4: 3/26/19- 6/7/19	Unit 4: Ch.11, 12, 13 PARCC/Final Practice	Surface Area & Volume, Circles, Probability
6/7/19 – 6/14/19	*Complete Algebra 1 Unit 4 Benchmark (Post Test)	

Teachers have approximately 40 school days to complete the suggested sequences of Chapters from the board approved textbook which align with the curricular frameworks. Please refer to the frameworks for specific learning goals that must be covered in your lessons.

Adjustments may be made accordingly for varying levels.

*All students must complete the pre-test, all benchmarks and a post-test final exam) on the edConnect website. (Benchmark tests are aligned to curricular frameworks and the above pacing guide, so teachers should be aware of the content of the benchmarks to ensure student success.) The dates above are suggested to keep up with the benchmark schedule. You can remove or accommodate sections of the textbook to allow your students the appropriate accommodations according to their needs. (Be sure to refer to the curricular frameworks and cover the major clusters required by the state.)

Access to the edConnect benchmarks will be a range of dates to allow you to tailor your lessons to your classes.

Suggested Open Educational Resources are available in the Curricular Frameworks for each Unit, which can assist teachers and students with PARCC test preparation.

Atlantic City High School-Geometry

Overview	Standards for Mathematical Content	Unit Focus	Standards for Mathematical Practice
Unit 1 **Congruence and Constructions**	☐ G.CO.A.1 ☐ G.CO.A.2 ☐ G.CO.A.3 ☐ G.CO.A.4 ☐ G.CO.A.5 ■ G.CO.B.6 ■ G.CO.B.7 ■ G.CO.B.8 ☐ G.CO.D.12 ☐ G.CO.D.13	• Experiment with transformations in the plane • Understand congruence in terms of rigid motions • Make geometric constructions	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.
Unit 1: Suggested Open Educational Resources	G.CO.A.1 Defining Parallel Lines G.CO.A.1 Defining Perpendicular Lines G.CO.A.2 Horizontal Stretch of the Plane G.CO.A.3 Seven Circles II G.CO.A.3 Symmetries of rectangles G.CO.A.4 Defining Rotations G.CO.A.5 Showing a triangle congruence	G.CO.B.7 Properties of Congruent Triangles G.CO.B.8 Why does SAS work? G.CO.B.8 Why does SSS work? G.CO.B.8 Why does ASA work? G.CO.D.12 Bisecting an angle G.CO.D.12 Angle bisection and midpoints of line segments G.CO.D.13 Inscribing an equilateral triangle in a circle	
Unit 2 **Congruence, Similarity & Proof**	■ G.SRT.A.1 ■ G.SRT.A.2 ■ G.SRT.A.3 ■ G.CO.C.9 ■ G.CO.C.10 ■ G.CO.C.11 ■ G.SRT.B.4 ■ G.SRT.B.5	• Understand similarity in terms of similarity transformations • Prove geometric theorems. • Prove theorems involving similarity	
Unit 2: Suggested Open Educational Resources	G.SRT.A.1 Dilating a Line G.SRT.A.2 Are They Similar? G.SRT.A.2 Similar Triangles G.SRT.A.3 Similar Triangles G.CO.C.9 Congruent Angles made by parallel lines and a transverse G.CO.C.9 Points equidistant from two points in the plane	G.CO.C.10 Midpoints of Triangle Sides G.CO.C.10 Sum of angles in a triangle G.CO.C.11 Midpoints of the Sides of a Parallelogram G.CO.C.11 Is this a parallelogram? G.SRT.B.4 Joining two midpoints of sides of a triangle G.SRT.B.4 Pythagorean Theorem G.SRT.B.5 Tangent Line to Two Circles	

Key: ■ Major Clusters | ☐ Supporting | ◎ Additional Clusters | * Benchmarked Standard

Atlantic City High School-Geometry

Overview	Standards for Mathematical Content	Unit Focus	Standards for Mathematical Practice
Unit 3 **Trigonometric Ratios & Geometric Equations**	■ G.GPE.B.4 ■ G.GPE.B.5 ■ G.GPE.B.6 ■ G.GPE.B.7 ■ G.SRT.C.6 ■ G.SRT.C.7 ■ G.SRT.C.8 ◎ G.GPE.A.1 ◎ G.C.A.1 ◎ G.C.A.2 ◎ G.C.A.3 ◎ G.C.B.5	• Use coordinates to prove simple geometric theorems • Define trigonometric ratios and solve problems involving right triangles • Translate between the geometric description and the equation for a conic section • Understand and apply theorems about circles • Find arc lengths and areas of sectors of circles	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.
Unit 3: Suggested Open Educational Resources	G.GPE.B.4,5 A Midpoint Miracle G.GPE.B.5 Slope Criterion for Perpendicular G.GPE.B.7 Triangle Perimeters G.SRT.C.6 Defining Trigonometric Ratio G.SRT.C.7 Sine and Cosine of Complimentary Angles G.SRT.C.8 Constructing Special Angles G.GPE.A.1 Explaining the equation for a circle G.C.A.1 Similar circles G.C.A.2 Right triangles inscribed in circles I G.C.A.3 Circumscribed Triangles		
Unit 4 **Geometric Modeling**	■ G.MG.A.1 ◎ G.GMD.A.3 ◎ G.GMD.B.4 ■ G.MG.A.2 ■ G.MG.A.3 ◎ G.GMD.A.1	• Explain volume formulas and use them to solve problems. • Visualize relationships between two dimensional and three-dimensional objects • Apply geometric concepts in modeling situations	
Unit 4: Suggested Open Educational Resources	G.MG.A.1Toilet Roll G.GMD.A.3 The Great Egyptian Pyramids G.GMD.B.4 Tennis Balls in a Can G.MG.A.2 How many cells are in the human body? G.MG.A.3 Ice Cream Cone G.GMD.A.1 Area of a circle		

Key: ■ Major Clusters | ◻ Supporting | ◎ Additional Clusters | * Benchmarked Standard

Unit 1 Geometry		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
▢ G.CO.A.1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	MP.6 Attend to precision.	Concept(s): • Point, line, plane, distance along a line, and distance around a circular arc as indefinable notions Students are able to: • use point, line, distance along a line and/or distance around a circular arc to give a precise definition of – angle; – circle (the set of points that are the same distance from a single point - the center); – perpendicular line (two lines are perpendicular if an angle formed by the two lines at the point of intersection is a right angle); – parallel lines (distinct lines that have no point in common); – and line segment. Learning Goal 1: Use the undefined notion of a point, line, distance along a line and distance around a circular arc to develop definitions for angles, circles, parallel lines, perpendicular lines and line segments.
▢ G.CO.A.2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): • Transformations as functions (e.g. F(P) is the image of point P created by transformation F). Students are able to: • represent transformations with transparencies and geometry software. • describe transformations as functions (points defining the pre-image as the input and the points defining the image as the output). • describe a transformation F of the plane as a rule that assigns to each point P in the plane a point F(P) of the plane. • compare rotations, reflections, and translations to a horizontal stretch, vertical stretch and to dilations, distinguishing preserved distances and angles from those that are not preserved. Learning Goal 2: Represent transformations in the plane using transparencies, describe and explain transformations as functions, and compare rigid transformations to dilations, horizontal stretches and vertical stretches.
▢ G.CO.A.3. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): No new concept(s) introduced Students are able to: • identify lines of symmetry when performing rotations and/or reflections on rectangles, parallelograms, trapezoids and regular polygons. • describe the rotations and reflections that carry rectangles, parallelograms, trapezoids and regular polygons onto itself. Learning Goal 3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe

Unit 1 Geometry		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
		the rotations and reflections that carry it onto itself, and identify lines of symmetry.
▫ G.CO.A.4. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	MP.6 Attend to precision.	Concept(s): • Impact of transformations on figures in the plane. Students are able to: • develop formal mathematical definitions of a rotation, reflection, and translation. Learning Goal 4: Develop formal definitions of rotations, reflections, and translations.
▫ G.CO.A.5. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): No new concept(s) introduced Students are able to: • draw the transformed figure using, graph paper, tracing paper, and/or geometry software given a geometric figure and a rotation, reflection, or translation. • identify the sequence of transformations required to carry one figure onto another. Learning Goal 5: Draw transformed figures using graph paper, tracing paper, and/or geometry software and identify a sequence of transformations required in order to map one figure onto another.
■ G.CO.B.6. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	MP.3 Construct viable arguments and critique the reasoning of others.	Concept(s): • Congruence in terms of rigid motion Students are able to: • predict the outcome of a transformation on a figure. • given a description of the rigid motions, transform figures. • given two figures, decide if they are congruent by applying rigid motions. Learning Goal 6: Use rigid transformations to determine and explain congruence of geometric figures.
■ G.CO.B.7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	MP.2 Reason abstractly and quantitatively. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): • Triangle congruence in terms of rigid motion Students are able to: • given that two triangles are congruent based on rigid motion, show that corresponding pairs of sides and angles are congruent. • given that corresponding pairs of sides and angles of two triangles are congruent, show, using rigid motion (transformations) that they are congruent. Learning Goal 7: Show and explain that two triangles are congruent by using corresponding pairs of sides and corresponding pairs of angles, and by using rigid motions (transformations).
■ G.CO.B.8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid	MP.2 Reason abstractly and quantitatively. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): • Criteria for triangle congruence Students are able to: • show and explain the criteria for Angle-Side-Angle triangle congruence.

Unit 1 Geometry		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
motions.		• show and explain the criteria for Side-Angle-Side triangle congruence. • show and explain the criteria for Side-Side-Side triangle congruence. • explain the relation of the criteria for triangle congruence to congruence in terms of rigid motion. Learning Goal 8: Show and explain how the criteria for triangle congruence extend from the definition of congruence in terms of rigid motion.
▫ G.CO.D.12. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line*. ▫ G.CO.D.13. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concept(s): • Congruence underlies formal constructions. Students are able to: • perform formal constructions using a variety of tools and methods including: – copying a segment; – copying an angle; – bisecting a segment; – bisecting an angle; – constructing perpendicular lines; – constructing the perpendicular bisector of a line segment; – constructing a line parallel to a given line through a point not on the line; – constructing an equilateral triangle; – constructing a square; – and constructing a regular hexagon inscribed in a circle. • identify the congruencies underlying each construction. Learning Goal 9: Make formal constructions using a variety of tools (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.) and methods.

Unit 1 Geometry	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations 5. Final Grades
Focus Mathematical Concepts	**Essential Questions**

Prerequisite skills: Successfully complete Algebra 1. **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	How can you represent a three-dimensional figure with a two-dimensional drawing? What are the building blocks of geometry? How can you make a conjecture and prove that it is true? How do you prove that two lines are parallel? What is the sum of the measures of the angles of a triangle? How do you write an equation of a line in the coordinate plane? How do you identify corresponding parts of congruent triangles? How do you show that two triangles are congruent? How can you tell whether a triangle is isosceles or equilateral?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Unit 2 Geometry		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
■ G.SRT.A.1. Verify experimentally the properties of dilations given by a center and a scale factor: G.SRT.A.1a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. G.SRT.A.1b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	MP.1 Make sense of problems and persevere in solving them MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): • Dilation of a line that passes through the center of dilation results in the same line. • Dilation of a line that does not pass through the center of dilation results in a line that is parallel to the original line. • Dilation of a line segment results in a longer line segment when, for scale factor k, |k| is greater than 1. • Dilation of a line segment results in a shorter line segment when, for scale factor k, |k| is less than 1. Students are able to: • perform dilations in order to verify the impact of dilations on lines and line segments. Learning Goal 1: Verify the properties of dilations given by a center and a scale factor.
■ G.SRT.A.2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as	MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.8 Look for and express regularity in repeated reasoning.	Concept(s): • Similarity transformations are used to determine the similarity of two figures. Students are able to: • given two figures, determine, using transformations, if they are similar. • explain, using similarity transformations, the meaning of similarity for triangles.

Unit 2 Geometry		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.		Learning Goal 2: Use the definition of similarity in terms of similarity transformations to decide if two given figures are similar and explain, using similarity transformations, the meaning of triangle similarity.
■ G.SRT.A.3. Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concept(s): • Angle-Angle criterion for similarity Students are able to: • explain Angle-Angle criterion and its relationship to similarity transformations and properties of triangles. Learning Goal 3: Use the properties of similarity transformations to establish the Angle-Angle criterion for two triangles to be similar.
■ G.CO.C.9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints*. ■ G.CO.C.10. Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.* ■ G.CO.C.11. Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*	MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision.	Concept(s): • A formal proof may be represented with a paragraph proof or a two-column proof. Students are able to: • construct and explain proofs of theorems about lines and angles including: – vertical angles are congruent; – congruence of alternate interior angles; – congruence of corresponding angles; – and points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. • construct and explain proofs of theorems about triangles including: – sum of interior angles of a triangle; – congruence of base angles of an isosceles triangle; – the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; – and the medians of a triangle meet at a point. • construct and explain proofs of theorems about parallelograms including: – opposite sides are congruent; – opposite angles are congruent; – the diagonals of a parallelogram bisect each other; – and rectangles are parallelograms with congruent diagonals. Learning Goal 4: Construct and explain formal proofs of theorems involving lines, angles, triangles, and parallelograms.

Unit 2 Geometry		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
■ G.SRT.B.4. Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity*	MP.2 Reason abstractly and quantitatively. MP.6 Attend to precision.	Concept(s): No new concept(s) introduced Students are able to: • construct and explain proofs of theorems about triangles including: – a line parallel to one side of a triangle divides the other two sides proportionally; – and the Pythagorean Theorem (using triangle similarity). Learning Goal 5: Prove theorems about triangles.
■ G.SRT.B.5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	MP.7 Look for and make use of structure.	Concept(s): • Corresponding parts of congruent triangles are congruent (CPCTC). Students are able to: • prove geometric relationships in figures using criteria for triangle congruence. • prove geometric relationships in figures using criteria for triangle congruence. • solve problems using triangle congruence criteria (SSS, ASA, SAS, HL). • solve problems using triangle similarity criteria (AA). Learning Goal 6: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Unit 2 Geometry	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations 5. Final Grades
Focus Mathematical Concepts	**Essential Questions**
Prerequisite skills: Successfully learn Unit 1 **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	How do you show that two triangles are congruent? How can you tell whether a triangle is isosceles or equilateral? How do you use coordinate geometry to find relationships within triangles? How do you write indirect proofs? How can you find the sum of the measures of polygon angles? How can you classify quadrilaterals? How can you use coordinate geometry to prove general relationships?

	How do you use proportions to find side lengths in similar polygons? How do you show two triangles are similar? How do you identify corresponding parts of similar triangles?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Unit 3 Geometry		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
■ G.GPE.B.4. Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*	MP.3 Construct viable arguments and critique the reasoning of others.	Concept(s): No new concept(s) introduced Students are able to: • Use coordinates to prove geometric theorems including: – prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle (or other quadrilateral); – and prove or disprove that a given point lies on a circle of a given center and radius or point on the circle. Learning Goal 1: Use coordinates to prove simple geometric theorems algebraically.
■ G.GPE.B.5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	MP.3 Construct viable arguments and critique the reasoning of others. MP.8 Look for and express regularity in repeated reasoning	Concept(s): No new concept(s) introduced Students are able to: • prove the slope criteria for parallel lines (parallel lines have equivalent slopes). • prove the slope criteria for perpendicular lines (the product of the slopes of perpendicular lines equals -1). • solve problems using the slope criteria for parallel and perpendicular lines. Learning Goal 2: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.
■ G.GPE.B.6. Find the point on a directed line segment between two given points that partitions the segment in a given ratio. ■ G.GPE.B.7. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concept(s): No new concept(s) introduced Students are able to: • locate the point on a directed line segment that creates two segments of a given ratio. • find perimeters of polygons using coordinates, the Pythagorean theorem and the distance formula. • find areas of triangle and rectangles using coordinates. Learning Goal 3: Find the point on a directed line segment between two given points that partitions the segment in a given ratio and use coordinates to compute

Unit 3 Geometry		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
		perimeters of polygons and areas of triangles and rectangles.
■ G.SRT.C.6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	MP.7 Look for and make use of structure.	Concept(s): • Side ratios in right triangles are properties of the angles in the triangle. Students are able to: • show and explain that definitions for trigonometric ratios derive from similarity of right triangles. Learning Goal 4: Show and explain that definitions for trigonometric ratios derive from similarity of right triangles.
■ G.SRT.C.7. Explain and use the relationship between the sine and cosine of complementary angles ■ G.SRT.C.8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): • Relationship between sine and cosine of complementary angles Students are able to: • determine and compare sine and cosine ratios of complementary angles in a right triangle. • solve right triangles (determine all angle measures and all side lengths) using trigonometric ratios and the Pythagorean Theorem. Learning Goal 5: Explain and use the relationship between the sine and cosine of complementary angles; use trigonometric ratios and the Pythagorean Theorem to compute all angle measures and side lengths of triangles in applied problems.
◎ G.GPE.A.1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): No new concept(s) introduced Students are able to: • given the center and radius, derive the equation of a circle (using the Pythagorean Theorem). • given an equation of a circle in any form, use the method of completing the square to determine the center and radius of the circle. Learning Goal 6: Derive the equation of a circle of given the center and radius using the Pythagorean Theorem. Given an equation, complete the square to find the center and radius of the circle.
◎ G.C.A.1. Prove that all circles are similar.	MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically.	Concept(s): • Similarity of all circles Students are able to: • construct a formal proof of the similarity of all circles. Learning Goal 7: Prove that all circles are similar
◎ G.C.A.2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central,*	MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically.	Concept(s): No new concept(s) introduced Students are able to: • use the relationship between inscribed angles, radii and chords to solve problems. • use the relationship between central, inscribed, and circumscribed angles to solve

Unit 3 Geometry		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.		problems. • identify inscribed angles on a diameter as right angles. • identify the radius of a circle as perpendicular to the tangent where the radius intersects the circle. Learning Goal 8: Identify and describe relationships among inscribed angles, radii, and chords; use these relationships to solve problems.
◎ G.C.B.5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique he reasoning of others.	Concept(s): • A proportional relationship exists between the length of an arc that is intercepted by an angle and the radius of the circle. Students are able to: • use similarity to derive the fact that the length of the arc intercepted by an angle is proportional to the radius. • define radian measure of an angle as the constant of proportionality when the length of the arc intercepted by an angle is proportional to the radius. • derive the formula for the area of a sector. • compute arc lengths and areas of sectors of circles. Learning Goal 7: Find arc lengths and areas of sectors of circles; use similarity to show that the length of the arc intercepted by an angle is proportional to the radius. Derive the formula for the area of a sector.
◎ G.C.A.3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically	Concept(s): No new concept(s) introduced Students are able to: • construct the inscribed circle of a triangle. • construct the circumscribed circle of a triangle. • prove properties of the angles of a quadrilateral that is inscribed in a circle. Learning Goal 9: Prove the properties of angles for a quadrilateral inscribed in a circle and construct inscribed and circumscribed circles of a triangle using geometric tools and geometric software.

Unit 3 Geometry	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations

3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	5. Final Grades

Focus Mathematical Concepts	Essential Questions
Prerequisite skills: Successfully learning Unit 1 & 2 **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	How do you find a side length or angle measure in a right triangle? How do trigonometric ratios relate to similar right triangles? How can you change a figure's position without changing its size and shape? How can you represent a transformation in the coordinate plane? How do you recognize congruence and similarity in figures? How do you find the area of a polygon or find the circumference and area of a circle? How do perimeters and areas of similar polygons compare? How can you determine the intersection of a solid and a plane?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Unit 4 Geometry

Content Standards	Suggested Standards for Mathematical Practice	Critical Knowledge & Skills
■ G.MG.A.1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder. ◎ G.GMD.A.3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. ◎ G.GMD.B.4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. 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.	Concept(s): • Real-world objects can be described, approximately, using geometric shapes, their measures, and their properties. Students are able to: • identify cross-sections of three dimensional objects. • identify three-dimensional objects generated by rotation of two-dimensional objects. • solve problems using volume formulas for cylinders, pyramids, cones, and spheres. • model real-world objects with geometric shapes. • describe the measures and properties of geometric shapes that best represent a real-world object. Learning Goal 1: Model real-world objects with geometric shapes based upon their measures and properties, and solve problems using volume formulas for cylinders, pyramids, cones, and spheres. Identify cross-sections, three-dimensional figures, and identify three-dimensional objects created by the rotation of two-dimensional objects.
■ G.MG.A.2. Apply concepts of density based on area and volume in modeling situations (e.g.,	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and	Concept(s): No new concept(s) introduced Students are able to: • model real-world situations, applying density concepts based on area.

Unit 4 Geometry		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
persons per square mile, BTUs per cubic foot).	quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	• model real-world situations, applying density concepts based on volume. Learning Goal 2: Apply concepts of density based on area and volume in modeling situations.
■ G.MG.A.3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concept(s): No new concept(s) introduced Students are able to: • design objects or structures satisfying physical constraints • design objects or structures to minimize cost. • solve design problems. Learning Goal 3: Solve design problems using geometric methods
◎ G.GMD.A.1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concept(s): No new concept(s) introduced Students are able to: • construct viable dissection arguments and informal limit arguments. • apply Cavalieri's principle. • construct an informal argument for the formula for the circumference of a circle. • construct an informal argument for the formula for the area of a circle. • construct an informal argument for the formula for the volume of a cylinder, pyramid, and cone. Learning Goal 4: Using dissection arguments, Cavalieri's principle, and informal limit arguments, develop informal arguments for formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.

Unit 4 Geometry	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations 5. Final Grades
Focus Mathematical Concepts	**Essential Questions**
Prerequisite skills:	How do you find the surface area and volume of a solid?

Successfully learn Units 1, 2 & 3 **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	How do the surface areas and volumes of similar solids compare? How can you prove relationships between angles and arcs in a circle? When lines intersect a circle or within a circle, how do you find the measures of resulting angles, arcs, and segments? How do you find the equation of a circle in the coordinate plane? What is the difference between experimental probability and theoretical probability? What does it mean for an event to be random?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Appendix A

District Resources

Subject	Board Approved Textbook	Technology Used	Other Resources
Math Skills	Online Course (PLATO)	▪ Lumens document camera "Lady Bug" ▪ LCD Projector ▪ Weebly ▪ desmos.com ▪ ixl.com ▪ pearsonsuccessnet.com ▪ getkahoot.com ▪ edConnect.com ▪ Plato.com ▪ Khan Academy ▪ Chromebooks ▪ Microsoft PowerPoint ▪ Smartphone Apps for Graphing ▪ youtube.com ▪ thinkcalculus.net ▪ symbolab.com ▪ varsitytutors.com ▪ Calculators: TI-34II, TI-83 TI-84, TI-89, TI-Inspire ▪ Java Eclipse Oracle https://www.eclipse.org/downloads/	▪ Nasco:Algebra 1 Joke Worksheets ▪ Scholastic Math ▪ Common Core Collaborative Cards by Kit Norris ▪ Daily Warmups: Math Word Problems: Walch Publishing ▪ Daily Warmups: PreAlgebra-PCI Education ▪ Daily Warmups: Algebra – PCI Education
Algebra 1 (All Levels)	Algebra 1 Common Core Pearson 2012		
Geometry (All Levels)	Geometry Common Core Pearson 2012		
Algebra 2 (All Levels)	Algebra 2 Common Core Pearson 2012		
PreCalculus/Algebra III Trignometry	Precalculus with Limits: A Graphing Approach Hoyt-McDougal 6th Edition 2012		
Probability & Statistics	Elementary Statistics Bluman 6th Edition 2007		
AP Statistics	The Practice of Statistics Freeman 2012		
Calculus Honors/ Calculus AB & BC	Calculus of Single Variable Houghton Mifflin Company 8th Edition 2006		
Honors Computer Science/AP Computer Science	Lewis, Loftus, and Cocking. *Java Software Solutions*. 3rd Edition. Boston: Addison-Wesley, 2011		

Algebra 2 Pacing Guide

Date Range	Suggested Pacing	Overview of Topics/ Objectives
9/7/18 – 9/8/18	*Complete Algebra 2 Pre-test	N/A
MP 1: 9/6/18-11/7/18	Unit 1: Chapters 2, 3, 6	Functions, Equations, & Graphs, Linear Systems, Rational Functions & Rational Exponents
11/7/18 – 11/19/18	*Complete Algebra 1 Unit 1 Benchmark 1 (Ch.2,3,6)	
MP 2: 11/13/18-1/24/19	Unit 2: Chapters 4, 8, 5	Quadratic Functions & Equations, Rational Functions, Polynomials & Polynomial Functions
1/24/19 – 1/31/19	*Complete Algebra 1 Unit 2 Benchmark 2 (Ch.4, 8, 5)	
MP 3: 1/25/19 – 3/25/19	Unit 3: Chapters 7, 9, 13	Exponential & Logarithmic Functions, Sequences & Series, Periodic Functions & Trigonometry
3/26/19 – 4/1/19	*Complete Algebra 1 Unit 3 Benchmark 3 (Ch.7, 9, 13)	
MP 4: 3/26/19- 6/7/19	Unit 4: Ch. 11, 14, 12 & PARCC/Final Practice	Probability & Statistics, Trigonometric Identities & Equations, Matrices
6/7/19 – 6/14/19	*Complete Algebra 1 Unit 4 Benchmark (Post Test)	

Teachers have approximately 40 school days to complete the suggested sequences of Chapters from the board approved textbook which align with the curricular frameworks. Please refer to the frameworks for specific learning goals that must be covered in your lessons.

Adjustments may be made accordingly for varying levels.

*All students must complete the pre-test, all benchmarks and a post-test final exam) on the edConnect website. (Benchmark tests are aligned to curricular frameworks and the above pacing guide, so teachers should be aware of the content of the benchmarks to ensure student success.) The dates above are suggested to keep up with the benchmark schedule. You can remove or accommodate sections of the textbook to allow your students the appropriate accommodations according to their needs. (Be sure to refer to the curricular frameworks and cover the major clusters required by the state.)

Access to the edConnect benchmarks will be a range of dates to allow you to tailor your lessons to your classes.

Suggested Open Educational Resources are available in the Curricular Frameworks for each Unit, which can assist teachers and students with PARCC test preparation.

Atlantic City High School-Algebra 2

Overview	Standards for Mathematical Content		Unit Focus	Standards for Mathematical Practice
Unit 1 **Complex Solutions and Modeling with Rational Exponents**	○ N.CN.A.1 ○ N.CN.A.2 ○ N.CN.C.7 □ A.REI.B.4 ○ A.REI.C.7 ○ A.REI.C.6 ■ F.BF.A.2 □ F.LE.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.
Unit 1: Suggested Open Educational Resources	N.CN.A.1 Complex number patterns N.CN.A.2 Powers of a complex number N.CN.C.7, A.REI.B.4b Completing the square A.REI.C.7 Linear and Quadratic System A.REI.C.6 Pairs of Whole Numbers F.BF.A.2 Snake on a Plane F.LE.A.2 Rumors		F.LE.B.5, F.LE.A.2 Exponential Parameters A.SSE.B.4 Course of Antibiotics N.RN.A.1 Evaluating Exponential Expressions N.RN.A.2 Rational or Irrational? A.SSE.B.3c Forms of exponential expressions F.IF.C.8b Carbon 14 dating in practice I F.LE.A.4 Carbon 14 dating	
Unit 2 **Polynomials and Analysis of Nonlinear Functions**	■ 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	
Unit 2: Suggested Open Educational Resources	A.APR.B.2 The Missing Coefficient A.SSE.A.2 A Cubic Identity A.APR.B.3 Graphing from Factors III F.IF.C.7c Graphs of Power Functions A.APR.C.4 Trina's Triangles A.APR.D.6 Combined Fuel Efficiency A.REI.A.1 Products and Reciprocals		A.REI.A.2 Radical Equations A.REI.A.2, A.CED.A.1 An Extraneous Solution G.GPE.A.2 Defining Parabolas Geometrically F.IF.C.7e Logistic Growth Model A.REI.D.11 Ideal Gas Law	

Key: ■ Major | □ Supporting | ○ Additional | * Benchmarked Standard

<table>
<tr>
<td><u>Unit 3</u>

Periodic Models and the Unit Circle</td>
<td>○ F.TF.A.1
○ F.TF.A.2
□ F.IF.C.7
■ F.IF.B.4
○ F.TF.B.5
○ F.TF.C.8</td>
<td>□ S.ID.B.6
□ F.IF.C.9
■ F.BF.A.1
□ N.Q.A.2
○ F.BF.B.3
○ F.BF.B.4</td>
<td colspan="2">• 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</td>
<td rowspan="4">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.</td>
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<tr>
<td>Unit 3: Suggested Open Educational Resources</td>
<td colspan="2">F.TF.A.1 Bicycle Wheel
F.TF.A.2 What exactly is a radian?
F.TF.A.2 Trigonometric functions for arbitrary angles (radians)
F.TF.A.2 Trig Functions and the Unit Circle
F.IF.B.4, F.IF.C.7e Model air plane acrobatics
F.TF.B.5 As the Wheel Turns
F.TF.C.8 Trigonometric Ratios and the Pythagorean Theorem</td>
<td colspan="2">F.IF.C.9 Throwing Baseballs
F.BF.A.1b A Sum of Functions
F.BF.B.3 Exploring Sinusoidal Functions
F.BF.B.3 Transforming the graph of a function
F.BF.B.4a Temperatures in degrees Fahrenheit and Celsius</td>
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<tr>
<td><u>Unit 4</u>

Making Inference, Justifying Conclusion and Conditional Probability</td>
<td>○ S.ID.A.4
□ S.IC.A.1
□ S.IC.A.2
■ S.IC.B.3
■ S.IC.B.4
■ S.IC.B.5
■ S.IC.B.6</td>
<td>○ 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</td>
<td colspan="2">• Summarize, represent, and interpret data on a single count or measurement variable
• Understand and evaluate random processes underlying statistical experiments
• Make inferences and justify conclusions from sample surveys, experiments and observational studies
• Understand the 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</td>
</tr>
<tr>
<td>Unit 4: Suggested Open Educational Resources</td>
<td colspan="2">S.ID.A.4 Do You Fit in This Car?
S.IC.A.1School Advisory Panel
S.IC.A.2 Sarah, the chimpanzee
S.IC.B.3 Strict Parents
S.IC.B.4 Margin of Error for Estimating a Population Mean</td>
<td colspan="2">S.CP.A.1 Describing Events
S.CP.A.2 Cards and Independence
S.CP.A.3 Lucky Envelopes
S.CP.A.4 Two-Way Tables and Probability
S.CP.A.5 Breakfast Before School
S.CP.B.6 The Titanic 1
S.CP.B.7 The Addition Rule
S.CP.B.7 Rain and Lightning</td>
</tr>
</table>

Unit 1 Algebra 2		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
◎ 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	MP.6 Attend to precision. MP.7 Look for and make use of structure.	Concepts: • Complex number *i* is defined such that $i^2 = –1$. • Every complex number has the form $a + bi$ with *a* and *b* real. Students are able to: • $i^2 = –1$ and the commutative, associative properties to add and subtract complex numbers are to be used. • determine that $i^2 = –1$ and the commutative, associative, and distributive properties to multiply complex numbers. Learning Goal 1: Add, subtract, and multiply complex numbers using the commutative, associative and distributive properties.
◎ 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*.	MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure.	Concepts: • As with real solutions, complex solutions to quadratic equations may be determined by taking square roots, factoring, and completing the square. Students are able to: • solve quadratic equations in one variable that have complex solutions by taking square roots. • solve a quadratic equations in one variable that have complex solutions by completing the square. • solve a quadratic equations in one variable that have complex solutions by factoring. • write complex solutions in $a \pm bi$ form. Learning Goal 2: Solve quadratic equations with real coefficients that have complex solutions by taking square roots, completing the square and factoring.
◎ 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 $x^2 + y^2 = 3$.	MP.1 Make sense of problems and persevere in solving them.	Concepts: • Solutions of linear systems contain different function types. Students are able to: • solve a system containing one linear equation and one quadratic equation algebraically. • graph a system containing one linear equation and one quadratic equation to determine a solution. Learning Goal 3: Solve simple systems consisting of a linear and quadratic equation in two variables algebraically and graphically.
◎ 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.	MP.1 Make sense of problems and persevere in solving them. MP.7 Look for and make use of structure.	Concepts: • Solving a system of linear equations containing *n* variables requires *n* equations. Students are able to: • use the substitution method and/or elimination method to find the solution of a

Unit 1 Algebra 2		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
		system containing three linear equations. Learning Goal 4: Solve algebraically a system of three linear equations.
■ 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. ■ 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). ◎ F.LE.B.5. Interpret the parameters in a linear or exponential function in terms of a context.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP 4. Model with mathematics MP.6 Attend to precision. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concepts: • Recursion Students are able to: • distinguish between recursive and explicit formulas. • represent geometric and arithmetic sequences recursively. • represent geometric and arithmetic sequences with explicit formulas. • translate between recursive form and explicit form of geometric and arithmetic sequences. • recognize explicit formula for geometric sequences as exponential functions containing a domain in the integers only. • interpret the parameters of an exponential function representing a geometric sequence. • interpret the parameters of a linear function representing an arithmetic sequence. Learning Goal 5: Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.
■ 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.*	MP.1 Make sense of problems and persevere in solving them. MP.7 Look for and make use of structure.	Concepts: • Series as a sum of a sequence Students are able to: • derive or explain the derivation of the formula for the sum of a finite geometric series. • use the formula for the sum of a finite geometric series to solve problems. Learning Goal 6: Use the formula for the sum of a finite geometric series to solve problems [*for example, calculate mortgage payments*; derive the formula for the sum of a finite geometric series (when the common ratio is not 1)].
■ 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.* ■ N.RN.A.2. Rewrite expressions	MP.7 Look for and make use of structure.	Concepts: • Properties of integer exponents extends to 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)* • Radical notation is a representation of rational exponents. Students are able to: • rewrite expressions containing rational exponents into radical form. • rewrite expressions containing radical notation into exponential expressions containing rational exponents.

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Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
involving radicals and rational exponents using the properties of exponents.		Learning Goal 7: Use properties of integer exponents to explain and convert between expressions involving radicals and rational 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 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.*	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.	Concepts: • Alternate, equivalent forms of an exponential expression containing rational exponents may reveal specific attributes of the function that it defines. Students are able to: • use properties of exponent transform/rewrite an exponential expression for an exponential function. • explain the properties of the quantity or the function. Learning Goal 8: Use the properties of exponents to transform expressions for exponential functions, explain properties of the quantity revealed in the transformed expression or different properties of the function.
■ 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.	MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics.	Concepts: • Exponents and logarithms have an inverse relationship. • Solutions to an exponential equation in one variable can be written as a logarithm. Students are able to: • transform an exponential model represented by $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e. • write the solution to $ab^{ct} = d$ as a logarithm. • use technology to evaluate logarithms having base 2, 10, or e. Learning Goal 9: 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

Key: ■ Major | ▢ Supporting | ○ Additional | * Benchmarked Standard

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Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
		technology.

Unit 1 Algebra 2	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations 5. Final Grades
Focus Mathematical Concepts	**Essential Questions**
Prerequisite skills: Successfully complete Algebra 1 & Geometry **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	Does it matter which form of a linear equation you use? How do you use transformations to help graph absolute value functions? How can you model data with a linear function? How does representing functions graphically help you solve a system of equations? How does writing equivalent equations help you solve a system of equations? How are a function and its inverse function related?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Unit 2 Algebra 2		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**

Key: ■ Major | ▢ Supporting | ○ Additional | * Benchmarked Standard

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Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
■ A.APR.B.2. Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x – a$ is $p(a)$, so $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$.	MP.6 Attend to precision.	Concepts: • Polynomial division: For a polynomial $p(x)$ and a number a: – $p(a) = 0$ if and only if $(x – a)$ is a factor of $p(x)$ – $(x – a)$ is a factor of $p(x)$ if and only if $p(a) = 0$ Students are able to: • use the Remainder Theorem to determine factors of a polynomial. Learning Goal 1: Apply the Remainder Theorem in order to determine the factors of a polynomial.
■ 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* $(x^2 – y^2)(x^2 + y^2)$. ■ 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.	MP.7 Look for and make use of structure.	Concepts: • Factors of polynomials can be used to identify zeros to be used to develop a rough graph of the polynomial function. Students are able to: • factor polynomials. • analyze a table of values to determine where the polynomial is increasing and decreasing. • use the zeros of the polynomial to create rough graph. Learning Goal 2: Use an appropriate factoring technique to factor polynomials. Explain the relationship between zeros and factors of polynomials, and use the zeros to construct a rough graph of the function defined by the polynomial.
▢ 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.	MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concepts: • Factors of polynomials can be used to identify zeros to be used to develop a rough graph of the polynomial function. Students are able to: • graph a polynomial function given its equation. • identify zeros from the graph and using an appropriate factoring technique. • show key features of the graph, including end behavior. • use technology to graph and describe key features of the graph for complicated cases. Learning Goal 3: Graph polynomial functions from equations; identify zeros when suitable factorizations are available; show key features and end behavior.

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Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
◎ A.APR.C.4. Prove polynomial identities and use them to describe numerical relationships. *For example, the difference of two squares; the sum and difference of two cubes; the polynomial identity* $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*	MP.3 Construct viable arguments and critique the reasoning of others. MP.7 Look for and make use of structure.	Concepts: • Polynomial identities can be used to describe numerical relationships. Students are able to: • show that the polynomial identity $(x^2 + y^2)^2 = (x^2 – y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples. • prove polynomial identities. Learning Goal 4: Use polynomial identities to describe numerical relationships and prove polynomial identities.
▢ 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.	MP.1 Make sense of problems and persevere in solving them.	Concepts: • Rational expressions can be written in different forms. Students are able to: • 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 $b(x)$. • use inspection, factoring and long division to rewrite rational expressions. • use technology to rewrite rational expressions for more complicated cases. Learning Goal 5: Rewrite simple rational expressions in different forms using inspection, long division, or, for the more complicated examples, a computer algebra system.
■ 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 them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions*.	MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. MP.6 Attend to precision.	Concepts: • Inverse relationships exist between roots and powers. • Extraneous solutions do not result in true statements. Students are able to: • use the inverse relationship between roots and powers when solving radical equations. • identify any extraneous solutions. • solve simple rational equations in one variable (degree of numerators and denominator is not greater than 2). • write simple rational equations in one variable and use the rational equation to solve problems. Learning Goal 6: Solve simple rational and radical equations in one variable, use them to solve problems and show how extraneous solutions may arise. Create simple rational equations in one variable and use them to solve problems.
■ F.IF.B.4. For a function that models a relationship between two quantities, interpret key features of	MP.1 Make sense of problems and persevere in solving them. MP 4. Model with mathematics	Concepts: • A radical function is any function that contains a variable inside a root. Students are able to:

Key: ■ Major | ▢ Supporting | ◎ Additional | * Benchmarked Standard

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Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* ■ F.IF.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.	MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.	• interpret key features of radical functions from graphs and tables in the context of the problem. • sketch graphs of radical functions given a verbal description of the relationship between the quantities. • identify intercepts and intervals where function is increasing/decreasing. • determine the practical domain of a radical function. • determine key features including intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior. Learning Goal 7: For radical functions, 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.
○ G.GPE.A.2. Derive the equation of a parabola given a focus and directrix		Concepts: • Any point on a parabola is equidistant between the focus and the directrix. Students are able to: • use the distance formula to write an equation of a parabola when the focus and directrix are given. Learning Goal 8: Derive the equation of a parabola given a focus and directrix.
□ 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.		Concepts: • Logarithmic functions Students are able to: • graph logarithmic functions having base 2, 10 or e, using technology for more complicated cases. • show intercepts and end behavior of logarithmic functions. Learning Goal 9: Graph logarithmic functions expressed symbolically and show key features of the graph (including intercepts and end behavior).
■ 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	MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically.	Concepts: • Solutions to complex systems of nonlinear functions can be approximated graphically Students are able to: • find the solution to f(x)=g(x) approximately, e.g., using technology to graph the functions; include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. • find the solution to f(x)=g(x) approximately, e.g., using technology to 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.

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Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
value, exponential, and logarithmic functions.*		Learning Goal 10: Find approximate solutions for f(x)=g(x), using technology to graph, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, logarithmic and exponential functions.

Unit 2 Algebra 2	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations 5. Final Grades
Focus Mathematical Concepts	**Essential Questions**
Prerequisite skills: Successfully learn Unit 1 & 2 **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	What are the advantages of a quadratic function in vertex form? In standard form? How are the real solutions of a quadratic equation related to the graph of the related quadratic function? Are two quantities inversely proportional if an increase in one corresponds to a decrease in the other? Are a rational expression and its simplified form equivalent? What does the degree of a polynomial tell you about its related polynomial function? For a polynomial function, how are factors, zeros, and x-intercepts related? For a polynomial equation, how are factors and roots related?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

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Key: ■ Major | □ Supporting | ○ Additional | * Benchmarked Standard

Content Standards	Suggested Standards for Mathematical Practice	Critical Knowledge & Skills
○ F.TF.A.1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. ○ 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.	MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision.	Concepts: • Radian measure of an angle as the length of the arc on the unit circle that is subtended by the angle • Relationship between degrees and radians Students are able to: • find the measure of the angle given the length of the arc. • find the length of an arc given the measure of the central angle. • convert between radians and degrees. • use the unit circle to evaluate sine, cosine and tangent of standard reference angles. Learning Goal 1: Use the radian measure of an angle to find the length of the arc in the unit circle subtended by the angle and find the measure of the angle given the length of the arc. Learning Goal 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.
□ 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*.	MP.1 Make sense of problems and persevere in solving them. 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.	Concepts: • Relationship between the unit circle in the coordinate plane and graph of trigonometric functions. Students are able to: • graph trigonometric functions, showing period, midline, and amplitude. Learning Goal 3: Graph trigonometric functions expressed symbolically, showing key features of the graph, by hand in simple cases and using technology for more complicated cases.

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Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
◎ F.TF.B.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	MP.4 Model with mathematics.	Concepts: • Periodic functions may model real-world scenarios. Students are able to: • use characteristics of real world phenomena to select a trigonometric model. • identify amplitude, frequency and midline appropriate for the model. Learning Goal 4: Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.
◎ F.TF.C.8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find sin(θ), cos(θ),or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.	MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure.	Concepts: No new concept(s) introduced Students are able to: • prove the Pythagorean identity: $\sin^2(\theta) + \cos^2(\theta) = 1$. • use the Pythagorean identity to find sin(θ), cos(θ), or tan(θ) when given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle. Learning Goal 5: Use the Pythagorean identity $(\sin\theta)^2 + (\cos\theta)^2 = 1$ to find sin θ , cos θ , or tan θ , given sin θ , cos θ , or tan θ , and the quadrant of the angle.
▢ 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.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concepts: No new concept(s) introduced Students are able to: • fit exponential and trigonometric functions to data using technology. • solve problems using functions fitted to data (prediction equations). • interpret the intercepts of models in context. • Plot residuals of non-linear functions. • Analyze residuals in order to informally evaluate the fit of exponential and trigonometric functions. Learning Goal 6: Represent nonlinear (exponential and trigonometric) data for two variables on a scatter plot, fit a function to the data, analyze residuals (in order to informally assess fit), and use the function to solve problems. Use given functions or choose a function suggested by the context; emphasize exponential and trigonometric models.
▢ F.IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.8 Look for and express regularity in repeated reasoning.	Concepts: No new concept(s) introduced Students are able to: • compare key attributes of functions each represented in a different way (i.e zeros, end behavior, periodicity, asymptotes). Learning Goal 7: Analyze and compare properties of two functions when each is represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
■ F.BF.A.1. Write a function that describes a relationship between	MP.4 Model with mathematics. MP.7 Look for and make use of	Concepts: • Functions of various types can be combined to model real world situations.

Key: ■ Major | ▢ Supporting | ◎ Additional | * Benchmarked Standard

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Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
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.	structure.	Students are able to: • use arithmetic operations to combine functions of varying types in order to model relationships between quantities. Learning Goal 8: Construct a function that combines, using arithmetic operations, standard function types to model a relationship between two quantities.
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.*	MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.	Concepts: • Function notation representation of transformations Students are able to: • perform transformations on graphs of polynomial, exponential, logarithmic, or trigonometric functions. • 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). • identify the effect on the graph of combinations of transformations. • given the graph, find the value of k. • illustrate an explanation of the effects on polynomial, exponential, logarithmic, or trigonometric graphs using technology. Learning Goal 9: Identify the effect on the graph of a polynomial, exponential, logarithmic, or trigonometric function 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 and identify even and odd functions from graphs and equations.

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Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
◎ 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) =2 x^3 or f(x) = (x+1)/(x–1) for x ≠1.* [*note: composition of functions is not introduced here]	MP.1 Make sense of problems and persevere in solving them. MP.6 Attend to precision. MP.8 Look for and express regularity in repeated reasoning.	Concepts: • For a function f(x) that has an inverse, the domain/input for f(x) is the inverse function's range/output and that the range/output for f(x) is the inverse function's domain/input. Students are able to: • use function notation to represent the inverse of a function – $f^{-1}(x)$. • transform an equation in order to isolate the independent variable, recognizing that the domain/input for f(x) is the inverse function's range/output and that the range/output for f(x) is the inverse function's domain/input. Learning Goal 10: Determine the inverse function for a simple function.

Unit 3 Algebra 2	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects 4. Final presentations 5. Final Grades
Focus Mathematical Concepts	**Essential Questions**
Prerequisite skills: Successfully learn Unit 1, 2 & 3 **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	How do you model a quantity that changes regularly over time by the same percentage? How are exponents and logarithms relates? How can you represent the terms of a sequence explicitly? How can you model a geometric sequence? How can you model its sum? How can you model periodic behavior?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Key: ■ Major | ▢ Supporting | ◎ Additional | * Benchmarked Standard

Unit 4 Algebra 2		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
S.ID.A.4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics.	Concepts: • Mean and standard deviation are used to fit in a normal distribution • Population percentages may be estimated when the data are approximately normally distributed. Students are able to: • identify data sets as approximately normally distributed or not. • explain the 68-95-99.7 rule for normal distributions (approximately 68% of the area under a normal distribution curve is within one standard deviation, approximately 95% of the area under a normal distribution curve is within two standard deviations, etc). • use the mean and standard deviation of a normal distribution to estimate population percentages. • use calculators, spreadsheets, and tables to estimate areas under the normal curve and interpret in context. Learning Goal 1: Use the mean and standard deviation of a data set to fit it to a normal distribution, estimate population percentages, and 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).
S.IC.A.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics.	Concepts: • Statistics is a process for making inferences about a population based on analysis of a random sample from the population. Students are able to: • identify and evaluate random sampling methods. • explain the importance of randomness to sampling and inference making. • explain the difference between values that describe a population and a sample, in context. Learning Goal 2: Identify and evaluate random sampling methods.
S.IC.A.2. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the*	MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics.	Concepts: • Random processes can be described mathematically by using a model: a list or description of possible outcomes. Students are able to: • determine whether a given model is consistent with results from and experiment. • know the difference between experimental and theoretical modeling. • know how far predictions can be projected based on sample size. • design simulations of random sampling.

Key: Major | Supporting | Additional | * Benchmarked Standard

Unit 4 Algebra 2		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
model?		Learning Goal 3: Determine if the outcomes and properties of a specified model are consistent with results from a given data-generating process (e.g. using simulation).
■ S.IC.B.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	MP.4 Model with mathematics.	Concepts: • Collecting data from a random sample of a population makes it possible to draw conclusions about the whole population. • Randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. • Sample surveys, experiments, and observational studies serve different statistical purposes allowing for different statistical analyses. Students are able to: • distinguish between sample surveys, experiments, and observational studies. • explain the importance of randomization in each of these processes. • identify voluntary response samples and convenience samples. • describe simple random samples, stratified random samples, and cluster samples. • explain how under coverage, nonresponse, and question wording can lead to bias in a sample survey. Learning Goal 4: Identify the differences among and purposes of sample surveys, experiments, and observational studies, explaining how randomization relates to each.
■ 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	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concepts: • Appropriately drawn samples of a population may be used to estimate a population mean or population proportion. • Relationship between margin of error, variation with a data set, and variability in the population Students are able to: • conduct simulations of random sampling to gather samples. • estimate population means with sample means. • estimate population proportions with sample proportions. • calculate martins of error for the estimates. • explain how the results relate to variability in the population. Learning Goal 5: 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.
■ 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	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools	Concepts: • A statistically significant outcome is one that is unlikely to be due to chance alone. Students are able to: • conduct a t-test to evaluate the effectiveness and differences in two treatments. • use simulations to generate data simulating applying two treatments. • use the results of simulations to determine if the differences are significant.

Unit 4 Algebra 2		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
on data.	strategically. MP.6 Attend to precision.	• read and explain, in the context of the situation, data from outside reports – discussing experimental study design, drawing conclusions from graphical and numerical summaries, and identifying characteristics of the experimental design. Learning Goal 6: Use data from a randomized experiment to compare two treatments and use simulations to decide if differences between parameters are significant; evaluate reports based on data.
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").	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concepts: • Events are described as subsets of a sample space. Students are able to: • identify a sample space, recognizing it as the set of all possible outcomes. • identify and describe subsets of a sample space as events. • describe unions, intersections and complements of events. • visualize unions, intersections and complements of events with Venn diagrams. Learning Goal 7: 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").
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*. S.CP.A.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concepts: • Two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities. • Independence of event *A* and event *B* means that the conditional probability of *A* given *B* is the same as the probability of, and the conditional probability of *B* given *A* is the same as the probability of *B*. Students are able to: • identify events as independent or dependent. • interpret the conditional probability of A given B as answering the question 'now that B *has* occurred, what is the probability that event A will occur?'. • determine the conditional probability of *A* given *B* using *P*(*A* and *B*)/*P*(*B*). • represent conditional probability of *A* given *B* as P(A|B). • calculate conditional probabilities. • construct two-way frequency tables for two categorical variables. • calculate probabilities from the two-way frequency table. • use the probabilities to assess independence of two variables. Learning Goal 8: Use two-way frequency tables to determine if events are independent and to calculate conditional probability. Use everyday language to explain independence and conditional probability in real-world situations.

Unit 4 Algebra 2		
Content Standards	**Suggested Standards for Mathematical Practice**	**Critical Knowledge & Skills**
conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.* S.CP.A.5. Recognize and explain the NEW Concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*		
S.CP.B.6. Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model. S.CP.B.7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.	MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.	Concepts: • Mutually exclusive events exist. Students are able to: • analyze event B's outcomes to determine the proportion of B's outcomes that also belong to event A. • interpret this proportion as conditional probability of A given B. • identify two events as mutually exclusive (disjoint). • calculate probabilities using the Addition rule P(A or B) = P(A) + P(B) – P(A and B). Learning Goal 9: Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A* and apply the Addition Rule [*P(A* or *B) = P(A) + P(B) – P(A* and *B)*].

Unit 4 Algebra 2	
ACHS Formative Assessment Plan	**ACHS Summative Assessment Plan**
Teachers should create formative assessments to collect data and drive day to day instruction. For example, tests, quizzes and constructed response tasks. Successful formative assessment includes: 1. Asking meaningful questions, increasing the wait time for student answers and having rich follow-up activities that extend student thinking. 2. Providing meaningful feedback to students on what was done well, what	Because summative assessments are usually higher-stakes than formative assessments, it is especially important to ensure that the assessment aligns with the goals and expected outcomes of instruction. Summative assessments options: 1. edConnect Department wide Benchmark Testing 2. Standardized tests 3. Final projects

Key: ■ Major | ▢ Supporting | ○ Additional | * Benchmarked Standard

needs improvement and offering guidance on how to make improvements. 3. Ensuring that students have a clear understanding of the standards and are taught the skills of peer- and self-assessment.	4. Final presentations 5. Final Grades
Focus Mathematical Concepts	**Essential Questions**
Prerequisite skills: Successfully learn Unit 1, 2 & 3 **Common Misconceptions:** Students that complete the course have mastered the skills. To counteract this misconception, that teachers would need to spiral prerequisite skills into their lesson to accommodate those students that have not achieved mastery in the appropriate topics.	What is the difference between a permutation and a combination? What is the difference between experimental and theoretical probability? How do you verify that an equation involving the variable x is an identity? How do the trigonometric functions relate to the trigonometric ratios for a right triangle? How can you use a matrix to organize data? How can you use a matrix equation to model a real-world situation? How can a matrix represent a transformation of a geometric figure in the plane?
ACHS Tasks	**ACHS Primary and Supplementary Resources**
Complete benchmarking and constructed response tasks to prepare for PARCC testing. PLCs will create/choose tasks that will align with the chapters and complete an activity for every chapter when possible.	See Appendix A: District Resources including textbook information and websites used by staff.
Instructional Best Practices and Exemplars	
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Appendix A

District Resources

Subject	Board Approved Textbook	Technology Used	Other Resources
Math Skills	Online Course (PLATO)	▪ Lumens document camera "Lady Bug" ▪ LCD Projector ▪ Weebly ▪ desmos.com ▪ ixl.com ▪ pearsonsuccessnet.com ▪ getkahoot.com ▪ edConnect.com ▪ Plato.com ▪ Khan Academy ▪ Chromebooks ▪ Microsoft PowerPoint ▪ Smartphone Apps for Graphing ▪ youtube.com ▪ thinkcalculus.net ▪ symbolab.com ▪ varsitytutors.com ▪ Calculators: TI-34II, TI-83 TI-84, TI-89, TI-Inspire ▪ Java Eclipse Oracle https://www.eclipse.org/downloads/	▪ Nasco:Algebra 1 Joke Worksheets ▪ Scholastic Math ▪ Common Core Collaborative Cards by Kit Norris ▪ Daily Warmups: Math Word Problems: Walch Publishing ▪ Daily Warmups: PreAlgebra-PCI Education ▪ Daily Warmups: Algebra – PCI Education
Algebra 1 (All Levels)	Algebra 1 Common Core Pearson 2012		
Geometry (All Levels)	Geometry Common Core Pearson 2012		
Algebra 2 (All Levels)	Algebra 2 Common Core Pearson 2012		
PreCalculus/Algebra III Trignometry	Precalculus with Limits: A Graphing Approach Hoyt-McDougal 6th Edition 2012		
Probability & Statistics	Elementary Statistics Bluman 6th Edition 2007		
AP Statistics	The Practice of Statistics Freeman 2012		
Calculus Honors/ Calculus AB & BC	Calculus of Single Variable Houghton Mifflin Company 8th Edition 2006		
Honors Computer Science/AP Computer Science	Lewis, Loftus, and Cocking. *Java Software Solutions*. 3rd Edition. Boston: Addison-Wesley, 2011		

ACBOE
Atlantic City High School

AP Statistics
Curriculum
Grades 9 - 12

1. Overview

AP Statistics is the high school equivalent to one semester of introductory college statistics. In this class, students will develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. The course is aligned with the AP exam that rewards students with college level credits based on the test score. The students will use the TI-83 graphing calculator and various statistical applets. Students will be required to do a lot of reading and calculations throughout the year. To develop effective statistical communication skills, students are required to prepare frequent written and oral analysis of real data.

2. Rationale

The Advanced Placement Statistics course is offered to secondary school students as an introductory, non-calculus based college course. This type of course is typically required for students considering majoring in social sciences, health sciences, or business. This course is also excellent preparation for the upper level calculus based course taken by mathematics and engineering majors. The examination, given in May, is representative of such a course and therefore is considered appropriate for the measurement of skills and knowledge in this field.

3. Prerequisite

Completion of Algebra 2 with teacher and counselor recommendation.

4. Textbook

The Practice of Statistics, 4th edition.

5. Course Objectives

I . **Exploratory analysis** (20–30 percent of the exam) of data makes use of graphical and numerical techniques to study patterns and departures from patterns. In examining distributions of data, students should be able to detect important characteristics, such as shape, location, variability and unusual values. From careful observations of patterns in data, students can generate conjectures about relationships among variables. The notion of how one variable may be associated with another permeates almost all of statistics, from simple comparisons of proportions through linear regression. The difference between association and causation must accompany this conceptual development throughout.

II . **Planning and conducting a study** (10–15 percent of the exam). Data must be collected according to a well-developed plan if valid information is to be obtained. If data are to be collected to provide an answer to a question of interest, a careful plan must be developed. Both the type of analysis that is appropriate and the nature of conclusions that can be drawn from that analysis depend in a critical way on how the data was collected. Collecting data in a reasonable way, through either sampling or experimentation, is an essential step in the data analysis process.

III . **Probability** (20–30 percent of the exam) is the tool used for anticipating what the distribution of data should look like under a given model. Random phenomena are not haphazard: they display an order that emerges only in the long run and is described by a distribution .The mathematical description of variation is central to statistics. The probability required for statistical inference is not primarily axiomatic or combinatorial but is oriented toward using probability distributions to describe data.

IV . **Statistical inference** (30–40 percent of the exam) guides the selection of appropriate models. Models and data interact in statistical work: models are used to draw conclusions from data, while the data are allowed to criticize and even falsify the model through inferential and diagnostic methods. Inference from data can be thought of as the process of selecting a reasonable model, including a statement in probability language, of how confident one can be about the selection.

6. Pacing Guide

Date Range	Suggested Pacing	Overview of Topics/Objectives
MP1	Unit 1 Chapters 1,2,3	Exploring Data, Modeling Distributions of Data, Describing Relationships
MP2	Unit 2 Chapters 4,5,6,7	Designing Studies, Probability, Random Variables, Sampling Distributions
MP3	Unit 3 Chapters 8, 9, 10	Estimating with Confidence, Testing a Claim, Comparing Two Populations or Groups
MP4	Unit 4 Chapters 11,12, AP Exam	Inference of Categorical Data, More about Regression, AP Exam, Final Project

Teachers have approximately 41 school days to complete the suggested sequences of Chapters from the board approved textbook which align with the curricular frameworks. Please refer to the frameworks for specific learning goals that must be covered in your lessons.

Adjustments may be made accordingly for varying levels.

Atlantic City High School Math Department Course: AP Statistics Unit: 1 Timeframe: MP1

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

APSS.1 Exploring Data: Describing patterns and departures from patterns
APSS.1.A Constructing and interpreting graphical displays of distributions of univariate data (dotplot, stemplot, histogram, cumulative frequency plot)
APSS.1.B Summarizing distributions of univariate data
APSS.1.C Comparing distributions of univariate data (dotplots, back-to-back stemplots, parallel boxplots)
APSS.1.D Exploring bivariate data
APSS.1.E Exploring categorical data</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
Analyze various types of data, construct and interpret the appropriate graph, summarize the findings, and clearly communicate the results.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
There are various forms of data with specific graphs and features that should be analyzed.</td><td>ESSENTIAL QUESTIONS
What is Statistics?
How is data used in our world?
What type of graphs are best?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…
How to display and analyze quantitative, categorical, univariate, and bivariate data.</td><td>Students will be skilled at…
Graphing and analyzing various forms of data.</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):
See course resources for various activities.</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:
Chapter 1 Quiz/Test
Chapter 2 Quiz/Test
Chapter 3 Quiz/Test
Benchmark Exam Unit 1</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

Atlantic City High School Math Department | Course: AP Statistics | Unit: 2 | Timeframe: MP2

Stage 1 Desired Results

ESTABLISHED GOALS

APSS.2 Sampling and Experimentation: Planning and conducting a study
APSS.2.A Overview of methods of data collection
APSS.2.B Planning and conducting surveys
APSS.2.C Planning and conducting experiments
APSS.2.D Generalizability of results and types of conclusions that can be drawn from observational studies, experiments and surveys

APSS.3 Anticipating Patterns: Exploring random phenomena using probability and simulation
APSS.3.A Probability
APSS.3.B Combining independent random variables
APSS.3.C The normal distribution
APSS.3.D Sampling distributions

Transfer

Students will be able to independently use their learning to…
Plan their own study and evaluate others, generalize results from studies, describe simulation, calculate probabilities, work with random variables, and describe the process of a sampling distribution.

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that… There are many components to a study and they should be considered when analyzing data. Probability is used to draw conclusions from data.	What makes a good statistical study? How do you explain probability? Is transforming random variables the same as combining random variables?

Acquisition

Students will know…	*Students will be skilled at…*
How to design a study and evaluate studies. Describe probability as a long-term relative frequency.	Observational studies, experiments, drawing conclusions, simulation, probability, and sampling distributions.

Stage 2 - Evidence

Evaluative Criteria	**Assessment Evidence**
Classwork/Homework	PERFORMANCE TASK(S): See course resources for various activities.
Formal Assessments	OTHER EVIDENCE: Chapter 4 Quiz/Test Chapter 5 Quiz/Test Chapter 6 Quiz/Test Chapter 7 Quiz/Test Benchmark Exam Unit 2

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.

Atlantic City High School Math Department Course: AP Statistics Unit: 3 Timeframe: MP3

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

APSS.4 Statistical Inference: Estimating population parameters and testing hypotheses
APSS.4.A Estimation (point estimators and confidence intervals)
APSS.4.B Tests of significance</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
Build confidence intervals and carry out significance tests.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
There is a difference between statistics and parameters and all conclusions are made with a degree of uncertainty.</td><td>ESSENTIAL QUESTIONS
How do we know if our conclusions are accurate?
Is it better to estimate or test?
What kind of error is worse, type 1 or type 2?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…
How to perform one and two sample inference.</td><td>Students will be skilled at…
Confidence intervals, significance tests, and writing conclusions.</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):
See course resources for various activities.</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:
Chapter 8 Quiz/Test
Chapter 9 Quiz/Test
Chapter 10 Quiz/Test
Benchmark Exam Unit 3</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

Atlantic City High School Math Department | Course: AP Statistics | Unit: 4 | Timeframe: MP4

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

APSS.4 Statistical Inference: Estimating population parameters and testing hypotheses
APSS.4.A.8 Confidence interval for the slope of a least-squares regression line
APSS.4.B Tests of significance
APSS.4.B.6 Chi-square test for goodness of fit, homogeneity of proportions, and independence (one- and two-way tables)
APSS.4.B.7 Test for the slope of a least-squares regression line</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…
Analyze data and choose/carry out the appropriate inference procedure.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…
Inferential statistics can be extended to categorical and bivariate data.</td><td>ESSENTIAL QUESTIONS
Is it better to estimate or test?
How do you decide the best inference procedure?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…
How to perform chi-squared inference and inference for regression.</td><td>Students will be skilled at…
Analyzing data to pick the appropriate inference procedure.</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):
See course resources for various activities.</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:
Chapter 11 Quiz/Test
Chapter 12 Quiz/Test
AP Exam
Final Project</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

ACBOE
Atlantic City High School

Calculus Honors
AP Calculus A/B
Curriculum
Grades 9 - 12

1. Overview

The Advanced Placement Calculus AB course is open to all students who have completed Honors Precalculus. It includes differential and integral calculus and their applications. It is an extremely rigorous course designed to meet the specifications outlined in the College Board Description for Advanced Placement Calculus AB. The Honors Calculus course will follow the same curriculum with modifications to the topics and pacing.

2. Rationale

Advanced Placement Calculus AB is the fourth course in the honors college preparatory mathematics sequence. It is intended to prepare students for the Advanced Placement Examination and for students whose future career expectations include college course work in mathematics, science, and/or computer science.

3. Prerequisite

Completion of Honors Precalculus with teacher and counselor recommendation.

4. Textbook

Calculus of a Single Variable, 8th Edition.

5. Pacing Guide

Date Range	Suggested Pacing	Overview of Topics/Objectives
MP1	Unit 1: Chapters 1,2,3	Limits, Differentiation, Applications of Differentiation
MP2	Unit 2: Chapters 4,5,6	Integration, Logarithmic/Exponential/Transcendental Functions
MP3	Unit 3: Chapters 6,7	Differential Equations, Applications of Integration
MP4	Unit 4: Review, AP Exam, Final Project	Review Differentiation and Integration

Teachers have approximately 41 school days to complete the suggested sequences of Chapters from the board approved textbook which align with the curricular frameworks. Please refer to the frameworks for specific learning goals that must be covered in your lessons.

Adjustments may be made accordingly for varying levels.

Atlantic City High School Math Department Course: Calculus Honors/AP Unit: 1 Timeframe: MP1

Stage 1 Desired Results

ESTABLISHED GOALS
APCAB.1 Functions, Graphs, and Limits
APCAB.1.A Analysis of graphs.
APCAB.1.B Limits of functions (including one-sided limits)
APCAB.1.C Asymptotic and unbounded behavior
APCAB.1.D Continuity as a property of functions

APCAB.2 Derivatives
APCAB.2.A Concept of the derivative
APCAB.2.B Derivative at a point
APCAB.2.C Derivative as a function
APCAB.2.D Second derivatives
APCAB.2.E Applications of derivatives
APCAB.2.F Computation of derivatives

Transfer

Students will be able to independently use their learning to…

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that…	

Acquisition

Students will know…	*Students will be skilled at…*

Stage 2 - Evidence

Evaluative Criteria	**Assessment Evidence**
Classwork/Homework	PERFORMANCE TASK(S):
Formal Assessments	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.

Atlantic City High School Math Department Course: Calculus Honors/AP Unit: 2 Timeframe: MP2

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS
APCAB.2 Derivatives
APCAB.2.A Concept of the derivative
APCAB.2.B Derivative at a point
APCAB.2.C Derivative as a function
APCAB.2.D Second derivatives
APCAB.2.E Applications of derivatives
APCAB.2.F Computation of derivatives</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

Atlantic City High School Math Department Course: Calculus Honors/AP Unit: 3 Timeframe: MP3

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS
APCAB.3 Integrals
APCAB.3.A Interpretations and properties of definite integrals
APCAB.3.B Applications of integrals.
APCAB.3.C Fundamental Theorem of Calculus
APCAB.3.D Techniques of antidifferentiation
APCAB.3.E Applications of antidifferentiation
APCAB.3.F Numerical approximations to definite integrals.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

Atlantic City High School Math Department Course: Calculus Honors/AP Unit: 4 Timeframe: MP4

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS
APCAB.1 Functions, Graphs, and Limits

APCAB.2 Derivatives

APCAB.3 Integrals</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

ACBOE
Atlantic City High School

Probability and Statistics Honors
Curriculum
Grades 9 - 12

1. Overview

Probability and Statistics is an upperclassman course open to all students in the college prep program who have passed Algebra 2. It provides an introduction to mathematical probability and elementary statistics. Topics covered include basic probability, permutations, combinatorics, statistical graphing, normal distribution, and statistical applications.

2. Rationale

Students may be undecided concerning the role mathematics will play in future academic endeavors. Probability and Statistics exposes them to a wide variety of mathematical problems that they may encounter in college or post high school jobs. The course is particularly relevant since mathematical probability is a major focus of the local casino industry, where many of our future graduates may be employed.

3. Prerequisite

Completion of Algebra 2 with teacher and counselor recommendation.

4. Textbook

Elementary Statistics: A Step by Step Approach, 6th edition.

5. Pacing Guide

Date Range	Suggested Pacing	Overview of Topics/Objectives
MP1	Unit 1 Chapters 1,2	The Nature of Probability and Statistics, Frequency Distributions and Graphs
MP2	Unit 2 Chapters 3,4	Data Description, Probability
MP3	Unit 3 Chapters 4,5	Counting Rules, Discrete Probability Distributions
MP4	Unit 4 Chapters 6	The Normal Distribution/ Final Project

Teachers have approximately 41 school days to complete the suggested sequences of Chapters from the board approved textbook which align with the curricular frameworks. Please refer to the frameworks for specific learning goals that must be covered in your lessons.

Adjustments may be made accordingly for varying levels.

Atlantic City High School Math Department Course: Probability and Statistics Honors Unit: 1 Timeframe: MP1

Stage 1 Desired Results

ESTABLISHED GOALS

S-ID: Interpreting Categorical and Quantitative Data

A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Transfer

Students will be able to independently use their learning to…

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that…	

Acquisition

Students will know…	*Students will be skilled at…*

Stage 2 - Evidence

Evaluative Criteria	**Assessment Evidence**
Classwork/Homework	PERFORMANCE TASK(S):
Formal Assessments	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.

Atlantic City High School Math Department Course: Probability and Statistics Honors Unit: 2 Timeframe: MP2

Stage 1 Desired Results

ESTABLISHED GOALS

S-ID: Interpreting Categorical and Quantitative Data

A. Summarize, represent, and interpret data on a single count or measurement variable

4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

B. Summarize, represent, and interpret data on two categorical and quantitative variables

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

S-CP: Conditional Probability and the Rules of Probability

A. Understand independence and conditional probability and use them to interpret data

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").
2. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their

Transfer

Students will be able to independently use their learning to…

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that…	

Acquisition

Students will know…	*Students will be skilled at…*

probabilities, and use this characterization to determine if they are independent. 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. **B. Use the rules of probability to compute probabilities of compound events in a uniform probability model** 6. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. 7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model. 8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model. 9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.		

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Classwork/Homework	PERFORMANCE TASK(S):
Formal Assessments	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.	

Atlantic City High School Math Department Course: Probability and Statistics Honors Unit: 3 Timeframe: MP3

Stage 1 Desired Results

ESTABLISHED GOALS

S-CP: Conditional Probability and the Rules of Probability

A. Understand independence and conditional probability and use them to interpret data

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").
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.
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.
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

B. Use the rules of probability to compute probabilities of compound events in a uniform probability model

6. Find the conditional probability of A given B as the fraction of B's outcomes that also

Transfer

Students will be able to independently use their learning to…

Meaning

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that…	

Acquisition

Students will know…	*Students will be skilled at…*

belong to A, and interpret the answer in terms of the model. 7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model. 8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model. 9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems.		

Stage 2 - Evidence

Evaluative Criteria	**Assessment Evidence**
Classwork/Homework	PERFORMANCE TASK(S):
Formal Assessments	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.

Atlantic City High School Math Department Course: Probability and Statistics Honors Unit: 4 Timeframe: MP4

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="8">ESTABLISHED GOALS
S-ID: Interpreting Categorical and Quantitative Data

A. Summarize, represent, and interpret data on a single count or measurement variable
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).
2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
4. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
B. Summarize, represent, and interpret data on two categorical and quantitative variables
5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
</table>

6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. 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 and exponential models.* b. Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology. c. Fit a linear function for a scatter plot that suggests a linear association.		

Stage 2 - Evidence

Evaluative Criteria	**Assessment Evidence**
Classwork/Homework Day to Day work on projects with teammates.	PERFORMANCE TASK(S): Board Game project reviewing all skills. Final Project demonstrating skills acquired throughout the year.
Formal Assessments Final Presentations	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.

ACBOE
Atlantic City High School

Precalculus Honors
Algebra 3/Trigonometry
Curriculum
Grades 9 - 12

1. Overview

Precalculus Honors is a full year course that presents an in-depth examination of trigonometry, sequences, exponentials and logarithms, functions, analytic geometry, limits, and mathematical logic. Mathematical rigor is needed to be successful in this course. The intent is to study advanced mathematical topics while developing the student's ability to think abstractly. The Algebra 3/Trigonometry course will follow the same curriculum with modifications to the topics and pacing.

2. Rationale

Precalculus Honors is designed to give college preparatory students the necessary background for Advanced Placement Calculus and post-calculus mathematics, while developing in the student an appreciation of the higher forms of math. This course should be considered a necessity for any pupil that hopes to pursue a science or mathematics related career.

3. Prerequisite

Completion of Algebra 2 with teacher and counselor recommendation.

4. Textbook

Precalculus with Limits: A Graphing Approach, 6th edition or
Advanced Mathematical Concepts: Precalculus with Applications.

5. Pacing Guide

Date Range	Suggested Pacing	Overview of Topics/Objectives
MP1	Unit 1: Chapters 1, 2, 3	Functions and Their Graphs, Polynomial and Rational Functions, Exponential Functions
MP2	Unit 2: Chapters 3, 4, 5	Logarithmic Functions, Trigonometric Functions, Analytic Trigonometry
MP3	Unit 3: Chapters 5, 6, 7	Analytic Trigonometry, Law of Sines and Cosines, Linear Systems and Matrices
MP4	Unit 4: Chapters 8, 11	Sequences/Series/Probability, Limits and Introduction to Calculus

Teachers have approximately 41 school days to complete the suggested sequences of Chapters from the board approved textbook which align with the curricular frameworks. Please refer to the frameworks for specific learning goals that must be covered in your lessons.

Adjustments may be made accordingly for varying levels.

Atlantic City High School Math Department Course: Precalculus Honors Unit: 1 Timeframe: MP1

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

Atlantic City High School Math Department Course: Precalculus Honors Unit: 2 Timeframe: MP2

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

Atlantic City High School Math Department Course: Precalculus Honors Unit: 3 Timeframe: MP3

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

Atlantic City High School Math Department Course: Precalculus Honors Unit: 4 Timeframe: MP4

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

ACBOE
Atlantic City High School

Computer Science Honors
AP Computer Science
Curriculum
Grades 9 - 12

1. Course Rationale

Rationale

In order to excel in increasingly technology-driven environments, Atlantic City School District students must hone their ability to exercise computer-based problem solving skills. The discipline of computer science promotes problem solving, algorithms and data structures, and the design of computational systems to address real-world problems.

AP Computer Science A, as outlined by the College Board, is an introductory computer science course that teaches students to design and implement computer-based solutions to problems. The course will equip students with the critical thinking skills required to define a problem, select appropriate algorithms and data structures, and implement those algorithms and data structures in a computer program that solves the problem.

For Atlantic City School District students targeting a career in computing or STEM-related fields, the AP Computer Science A course will form a strong foundation for their continued education in the field. However, Atlantic City School District students who go on to major in other disciplines will also benefit from the course. AP Computer Science A utilizes resources such as application-related programming projects that engage a broad range of student interests. All students who complete the course will gain a better understanding of the ethical and social implications of computer-use in modern technological societies.

Course Compatibility

The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

The AP Computer Science A course is compatible with recommendations of the Association for Computing Machinery (ACM) and the Computer Society of the Institute of Electrical and Electronics Engineers (IEEE-CS) in several fundamental areas including fundamental data structures and algorithms, machine-level representation of data, object-oriented programming, basic type systems, algorithms and design, fundamental programming concepts, fundamental data structures, development methods, and social context.

The AP Computer Science A course is compatible with the curriculum outlined in the Topics in Computer Science course of the Computer Science Teachers Association (CSTA).

An overview of the content in this document will be covered in the Computer Science Honors dependent on the abilities and knowledge of the students in the class each year. All content will be attempted to prepare students for their college endeavors in computer programming. However, items may be removed or adapted to fit the needs of the class.

2. Course Philosophy

Prerequisites
AP Computer Science A is an elective course offered at Atlantic City High School. No previous programming experience is required. A pre-requisite of Algebra 2 is required.

Language
AP Computer Science A uses the Java programming language to introduce computer science theory and object-oriented programming. The course will specifically focus on, but is not limited to, the AP Java subset as prescribed by the College Board.

Course Length/Credit
This is a year-long 5 credit course.

Evaluation
The evaluation of students is continuous and includes individual and group projects and assessments.

3. Course Objectives

Course objectives for the AP Computer Science A course are selected by the College Board to reflect an introductory course for computer science majors offered in many colleges and universities.

The College Board specifies the following goals for the AP Computer Science A course in its course description.

Students should be able to:

- Design, implement, and analyze solutions to problems.
- Use and implement commonly used algorithms.
- Use standard data structures.
- Develop and select appropriate algorithms and data structures to solve new problems.
- Write solutions fluently in an object-oriented paradigm.
- Write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset
- Read and understand programs consisting of several classes and interacting objects.
- Read and understand a description of the design and development process leading to such a program. (Examples of such solutions can be found in the AP Computer Science Labs.)
- Understand the ethical and social implications of computer use.

4. Required Instructional Resources

Textbook

Lewis, Loftus, and Cocking. *Java Software Solutions*. 3rd Edition. Boston: Addison-Wesley, 2011.

Hardware

Desktop PC, Windows XP or higher (1 per student)

Software

Java Eclipse Oracle https://www.eclipse.org/downloads/

Equipment

LCD Projector

Teacher Resources

College Board. AP Computer Science Course Description. College Entrance Examination Board.
College Board. AP Computer Science Teacher's Guide. College Entrance Examination Board.
College Board. AP Computer Science A Released Exams. College Entrance Examination Board.

Student Resources

LearnJavaOnline.org. *Interactive Java Tutorial*. http://www.learnjavaonline.org/en/Welcome.
Oracle Corporation. *The Java Tutorials.* https://docs.oracle.com/javase/tutorial/.
Khan Academy. *Computer Programming.* https://www.khanacademy.org/computing/computer-programming.

5. Curriculum Map

6. Appendix

5.1 Curriculum Map

Unit 1 – Computer Systems				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
Numerical representations Limitations of finite representations Number bases and conversion Hardware (primary and secondary memory) Programming languages Language interpreters and compilers	<u>Essential Questions</u> *How are numbers represented in different number bases?* *How is a new Java application created, compiled, and executed?* *How is a Java application tested and debugged?* <u>Enduring Understandings</u> *Computers consist of hardware and software.* *Computer programs provide a means to solve problems.* *The syntax rules of a programming language dictate the form of a program.* *Comments aid in understanding a program and have no effect on a program's processing.* *A Java program must use correct syntax or the compiler will produce errors.*	*Curricular Requirements* CR1 CR6	Convert numbers to different base representations. Determine the number of unique representations for a specific number of bits. Identify correct versus incorrect syntax of the Java Programming Language including comments, identifiers, and reserved words. Implement, compile, execute and test a simple Java program. Test and debug a simple Java program after introducing errors.	Common pre-assessment Checkpoint exercises Do Now's Oral questioning Projects and labs Computer programs/code creation Common quizzes and tests *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

5.2 Curriculum Map

Unit 2 – Objects & Primitive Data				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
Simple data types Variable and constant declarations Assignment and arithmetic expressions Console output Primitive data types versus objects Using classes to create objects References Java library classes Creating random numbers	<u>Essential Questions</u> *What is the difference between primitive data and objects?* *How are variables declared and used in Java?* *How are mathematical computations expressed in Java?* *How are objects created, and what are their uses?* *What is the difference between a Java application and a Java applet?* <u>Enduring Understandings</u> *The information in a Java program is represented as either primitive data or as objects* *A variable is a name for a memory location used to store a value of a specified data type.* *The Java standard class library is a set of classes that can be used to write Java programs.*	*Curricular Requirements* CR1 CR4 CR5 (Random) CR6 *Technology Standards* 8.1.12.A.3	Identify the primary concepts behind object-oriented programming. Implement a Java application which uses variable declarations, assignment, and arithmetic expressions with multiple data types. Analyze a code fragment and determine the output using the Java rules for order of operations. Implement a Java application which uses the print and println methods. Implement a Java application that utilizes objects. Implement a Java application that utilizes the Random class.	Common pre-assessment Checkpoint exercises Do Now's Oral questioning Projects and labs Computer programs/code creation Common quizzes and tests *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

5.3 Curriculum Map

Unit 3 – Program Statements: Conditional				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
Software development process Control flow (sequential and conditional) Boolean expressions and truth tables Using conditional expressions in if, if-else, and nested if statements More operators (increment, decrement, and assignment)	<u>Essential Questions</u> *What are the basic steps of program development?* *How do conditional statements control the flow of execution through a method?* *How are logical, increment, decrement, and assignment operators used?* <u>Enduring Understandings</u> *An if statement allows a program to either execute a statement or not based on whether a condition is true or false.* *An if-else statement allows a program to do one of two actions based on whether the condition is true or false.* *Logical operators return a Boolean value.*	*Curricular Requirements* CR1 CR6	Identify the basic steps of the software development process. Analyze a code fragment containing conditional statements and determine the output. Create a truth table for a program statement containing Boolean operators. Write, test, and debug Java applications which use conditional control flow. Write multiple program statements that implement the same expression using arithmetic, increment/decrement, and assignment operators.	Common pre-assessment Checkpoint exercises Do Now's Oral questioning Projects and labs Computer programs/code creation Common quizzes and tests *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

5.4 Curriculum Map

Unit 4 – Program Statements: Iteration				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
Control flow (iteration) Using while and for statements Infinite and nested loops Analysis of algorithms	<u>Essential Questions</u> *How do iterative statements (loops) control the flow of execution through a method?* *What is an infinite loop?* <u>Enduring Understandings</u> *A while statement allows a program to execute the same statement multiple times (iteratively).* *The body of an iterative loop must eventually make the loop condition false to avoid an infinite loop.* *The body of a loop may contain another (nested) loop.* *A for statement is typically used when a loop will be executed a set number of times.*	*Curricular Requirements* CR1 CR3 (Analysis) CR6 *Technology Standards* 8.1.12.F.2	Analyze a code fragment containing iterative statements and determine the output. Write, test, and debug Java applications which use while statements, for statements, and nested loops. Debug a program that has errors resulting from an infinite loop. Write pseudocode to develop and evaluate algorithms as part of the software development process.	Common pre-assessment Checkpoint exercises Do Now's Oral questioning Projects and labs Computer programs/code creation Common quizzes and tests *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

5.5 Curriculum Map

Unit 5 – Writing Classes				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
Anatomy of classes, constructors, and methods Declarations (class, interface, instance variable, method, and parameter) Method overloading Method decomposition Object relationships Program reasoning (pre-conditions and post-conditions) Data abstraction and encapsulation Designing and implementing a class	<u>Essential Questions</u> *What are the advantages of encapsulation and abstraction in a program?* *What is method overloading and when is it appropriate?* *What is method decomposition and when is it appropriate?* <u>Enduring Understandings</u> *Objects have a state defined by variables and a set of behaviors defined by methods.* *A class is a blueprint for an object.* *The scope of a variable is the part of the program over which the variable name can be referenced.* *A method invoked through an object may take as a parameter another object created from the same class due to object association.* *An aggregate object is composed of other objects, resulting in a "has-a" relationship.*	*Curricular Requirements* CR1 CR4 CR6 *Technology Standards* 8.1.12.F.2 8.2.12.G.1	Write methods that accept parameters, perform a function, and return the result. Overload methods such as the one in the previous benchmark to perform an equivalent function when different input parameters are provided. Design and implement a class that encapsulates data and provides methods necessary to accomplish a Java program using objects. Write, test, and debug a class with a main method that instantiates objects from the prior class to solve the problem statement. Draw UML class and object diagrams for programs such as the one in the previous benchmark. Analyze the use of public and private modifiers within a Java program to determine whether or not proper data encapsulation is being observed.	Common pre-assessment Checkpoint exercises Do Now's Oral questioning Projects and labs Computer programs/code creation Common quizzes and tests *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

5.6 Curriculum Map

Unit 6 – Enhancing Classes				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
References, exceptions, and class design Passing objects as parameters Error handling (exception messages and throwing exceptions) Interfaces and abstract classes Java library classes (the Comparable and List interfaces) Identifying reusable components from existing code using classes and class libraries	Essential Questions *What is the difference between a static variable and an instance variable?* *What is an interface and how is it implemented?* Enduring Understandings *An object reference variable stores the address of an object.* *The "null" identifier is a Java reserved word which represents a reference that does not point to a valid object.* *The "this" reference is a Java reserved word which always refers to the object which is currently executing.* *Several references can refer to the same object. These references are aliases of each other.* *A static variable is shared among all instances of a class.* *A static method (a.k.a. class method) can only be called through the class name (not through an instantiated object).*	*Curricular Requirements* CR1 CR4 CR5 (Comparable, List) CR6 *Technology Standards* 8.1.12.A.3 8.1.12.F.2 8.2.12.G.1	Given a Java interface, design (1) a class that implements the interface, and (2) a driver class that instantiates objects from (1). Analyze a code fragment containing object references which are aliased. Identify the aliased references and determine the output of the code fragment. Design a class that implements the Comparable interface based on a given set of rules for the compareTo method. Given a program description, describe the optimal class design in an object-oriented paradigm. Analyze a code fragment and determine the line that will cause a common exception such as NullPointerException.	Common pre-assessment Checkpoint exercises Do Now's Oral questioning Projects and labs Computer programs/code creation Common quizzes and tests *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

5.7 Curriculum Map

Unit 7 – Arrays & Searching				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
Declaring one- and two-dimensional arrays Using one- and two-dimensional arrays (insertions, deletions, traversals, algorithms) Arrays of objects Searching algorithms and comparison (sequential and binary) Choosing appropriate data representation and algorithms	Essential Questions *When is it appropriate to use a binary searching algorithm versus a sequential searching algorithm?* Enduring Understandings *A one-dimensional array of size N is a list of N values, indexed from 0 to N-1.* *In Java, all arrays are objects and must be declared using either the new operator or an initializer list.* *Arrays can store either primitive data or references to objects. Any object stored in array must be instantiated separately from the array instantiation.* *Two-dimensional arrays have values in two dimensions akin to rows and columns of a table.* *Arrays of any dimension are of a fixed size that cannot change after the array is declared.*	*Curricular Requirements* CR1 CR2 (Arrays, Searching) CR3 (Arrays, Searching) CR4 CR6 *Technology Standards* 8.1.12.F.2	Describe the two methods for instantiating an array. Describe how an array of objects is created. Describe the steps of a sequential search. Describe the steps of a binary search. Explain the differences. Analyze and debug a code segment that causes a bounds-checking exception. Analyze a code segment that manipulates the contents of an array and determine the contents of the array at the output. Given a list of array declarations, determine (1) which are valid, and (2) which instantiate an array object. Write a method that accepts an array of floating point values and returns the sum of the values stored in the array. Write a Java class that implements the sequential searching algorithm and another Java class that implements the binary searching algorithm. Write a Java class with a main method that uses methods from the previously written Java classes to search through an array using both algorithms. Display the results for each. Show that the binary search only works if the input array data is arranged sequentially.	Common pre-assessment Checkpoint exercises Do Now's Oral questioning Projects and labs Computer programs/code creation Common quizzes and tests *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

5.8 Curriculum Map

Unit 8 – Lists, Array Lists, and Sorting				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
Lists and ArrayLists (creation, insertions, deletions, traversals, algorithms) Sorting algorithms and comparison (selection and insertion sorts) Choosing appropriate data representation and algorithms	<u>Essential Questions</u> *What are the two basic sorting algorithms and how do they differ?* *How is the efficiency of a given algorithm quantified? Which sorting algorithm is most efficient?* <u>Enduring Understandings</u> *An ArrayList object is like an array, but the size of the array may be changed using methods of the ArrayList class.* *The content of an ArrayList object may contain only objects, not primitive type data.*	*Curricular Requirements* CR1 CR2 (Lists, Sorting) CR3 (Lists, Sorting) CR4 CR5 (ArrayList) CR6 *Technology Standards* 8.1.12.A.3 8.1.12.B.1 8.2.12.F.1	Describe the steps of a selection sort. Describe the steps of an insertion sort. Explain the differences. Explain the advantage and disadvantages of using ArrayList objects versus arrays. Compare a set of algorithms and determine the efficiency for each in terms of “n”. Which is most efficient? Write a Java class the implements the selection sort algorithm and another Java class that implements the insertion sort algorithm. Write both classes so that they sort values in descending order. Change the binary search Java class from the previous unit so that it works with an input array sorted in descending order. Write a driver class that utilizes this binary search class and the sort classes to binary search through an array of previously unsorted data.	Common pre-assessment Checkpoint exercises Do Now’s Oral questioning Projects and labs Computer programs/code creation Common quizzes and tests *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

5.9 Curriculum Map

Unit 9 – Inheritance				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
Creating subclasses Overriding methods Class hierarchies Polymorphism Designing for inheritance and class hierarchy Interfaces and abstract classes Java library classes (the Object class)	<u>Essential Questions</u> *What is an abstract class and how is it declared? What are the rules for a class with an abstract parent?* *What is a polymorphic reference? How is it determined which version of a method is invoked if the method call is polymorphic?* <u>Enduring Understandings</u> *Inheritance is how a new class is created from an existing class.* *Public (but not private) inherited variables and methods can be used in a derived class as if they had been declared locally.* *The "super" reference is a Java reserved word which always refers to the parent class when used in a child class* *A child class can override the parent class' definition of an inherited method.* *The child of one class can be the parent of one or more other classes, creating a class hierarchy.*	*Curricular Requirements* CR1 CR4 CR5 (Object) CR6 *Technology Standards* 8.1.12.A.3 8.1.12.B.1 8.2.12.G.1	Explain how inheritance supports (1) software reuse, and (2) polymorphism. Analyze a code listing for multiple Java classes, and (1) draw an inheritance hierarchy diagram for all parent/child classes, and (2) determine the output of the driver class that references the parent/child classes in the hierarchy. Given a programming assignment, (1) determine a class hierarchy that maximizes code reuse, (2) code and debug a set of classes that implements the hierarchy. Use modifiers consistent with inheritance programming good practice. Given a programming assignment and a corresponding parent class, code and debug a subclass that overrides the methods from the parent class to satisfy the assignment. Use the "super" reference when programming a class hierarchy. Analyze code fragments using inherited methods and variables, and determine which lines will cause a compile error. Analyze a class hierarchy code listing containing polymorphic references and determine which version of the reference is invoked at runtime.	Common pre-assessment Checkpoint exercises Do Now's Oral questioning Projects and labs Computer programs/code creation Common quizzes and tests *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

	All Java classes are derived, directly or indirectly, from the Object class in the Java standard class library. *A reference variable can refer to any object created from any class related to it by inheritance.*			

Unit 10 – Recursion				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
Recursive thinking, programming, and sorting Control flow (recursion) Sorting algorithms (merge and quick)	<u>Essential Questions</u> *Compare recursion versus iteration. When is it appropriate to use each?* *What is the difference between direct and indirect recursion?* <u>Enduring Understandings</u> *Recursion is when a method calls itself.* *Recursive methods must have a nonrecursive part, called the base case, which lets the recursion eventually end.* *The merge sort algorithm divides a list in half, recursively sorts the two sublists, and then merges them together.* *The quick sort algorithm partitions a list into two sublists, then recursively sorting each sublist.*	*Curricular Requirements* CR1 CR2 (Merge & Quick Sort) CR3 (Merge & Quick Sort) CR4 CR6 *Technology Standards* 8.1.12.B.1	Draw a diagram that traces a recursive method and shows the advancement of the loop index and the resultant data. Analyze a recursive method and determine (1) the base case, (2) the recursive case, (3) the output for a specific input value, (4) which line's removal causes an infinite recursion, and (5) the type of recursion (direct or indirect). Write a recursive method for each of the following: (1) x^y , (2) $x * y$, and (3) $N!$ Design and implement a recursive program that solves a 3D maze. Design and implement a recursive program to print the Nth line of Pascal's triangle. Describe a strategy for choosing a pivot value in quick sort so that the list will always be partitioned in two equal halves. Describe how this affects the time efficiency of quick sort.	Common pre-assessment Checkpoint exercises Do Now's Oral questioning Projects and labs Computer programs/code creation Common quizzes and tests *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

Unit 11 – Ethical and Social Implications of Computer Use				
Content/Objective	**Essential Questions/ Enduring Understandings**	**Standards/Requirements**	**Suggested Performance Benchmarks**	**Suggested Evaluation/Modifications**
Responsible use of computer systems System reliability Privacy Intellectual properties Legal issues Social and ethical ramifications of computer use	<u>Essential Questions</u> *How can you protect yourself from phishing?* *What rights are included in a copyright?* *What are the OECD Fair Information Practices principles for privacy?* <u>Enduring Understandings</u> *Viruses can be caught through a variety of means, including email attachments, copying software, peer-to-peer exchange, and distribution of new software.* *Software licenses gives you use of the software while the company still owns the rights.* *Creating intellectual properties of your own is the best way to ensure non-violation of the copyright law.* *Redundancy and "burn in" techniques can be used to alleviate hardware failures.* *The two main threats to privacy are government and business.*	*Curricular Requirements* CR7 *Technology Standards* 8.1.12.D.1 8.1.12.D.2 8.1.12.D.4	Research different virus-checking software (i.e. McAfee, Norton, etc) and choose one that seems the most efficient and report on it. Research a copyright infringement case and explore ways in which the defendant could have avoided committing the crime.	Common pre-assessment Checkpoint exercises Do Now's Oral questioning Projects *Modifications:* LearnJavaOnline.org Interactive Java Tutorial Oracle.com The Java Tutorials Khan Academy Computer Programming

6.1 Appendix A

College Board AP Computer Science A Curricular Requirements	
Curricular Requirement	**Reference #**
The course teaches students to design and implement computer-based solutions to problems.	CR1
The course teaches students to use and implement commonly used algorithms and data structures.	CR2
The course teaches students to select appropriate algorithms and data structures to solve problems.	CR3
The course teaches students to code fluently in an object-oriented paradigm using the programming language Java.	CR4
The course teaches students to use standard Java library classes from the AP Java subset delineated in Appendix A of the AP Computer Science A Course Description.	CR5
The course includes a structured-lab component composed of a minimum of 20 hours of hands-on lab experiences.	CR6
The course teaches students to recognize the ethical and social implications of computer use.	CR7

6.2 Appendix B

Standard 8.1 Education Technology Grade 12		
Content	**CPI#**	**CPI**
The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.	8.1.12.A.1	Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
	8.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphic software.
	8.1.12.A.3	Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.
	8.1.12.A.4	Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.
The use of digital tools enhances creativity and the construction of knowledge.	8.1.12.B.1	Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.
Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.	8.1.12.C.1	Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.
Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	8.1.12.D.1	Evaluate policies on unauthorized electronic access (hacking) and disclosure, and dissemination of personal information.
	8.1.12.D.2	Demonstrate appropriate use of copyrights, fair use and creative commons.
	8.1.12.D.3	Compare and contrast international government policies on filters for censorship.
	8.1.12.D.4	Explain the impact of cyber-crimes on society.

6.2 Appendix B

Standard 8.1 Education Technology Grade 12		
Content	**CPI#**	**CPI**
Effective use of digital tools assists in gathering and managing information.	8.1.12.E.1	Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national or worldwide issue.
	8.1.12.E.2	Predict the impact on society of unethical use of digital tools based on research with peers and experts in the field.
Information accessed through the use of digital tools assists in generating solutions and making decisions.	8.1.12.F.1	Select and use specialized databases for advanced research to solve real world problems.
	8.1.12.F.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

6.3 Appendix C

Standard 8.2 Technology Education, Engineering and Design Grade 12		
Content	**CPI#**	**CPI**
Technology systems impact every aspect of the world in which we live.	8.2.12.A.1	Design and create a technology product or system that improves the quality of life and identify trade-offs, risks and benefits.
The design process is a systemic approach to solving problems.	8.2.12.B.1	Design and create a product that maximizes conservation and sustainability of a scarce resource by using the design process and entrepreneurial skills.
	8.2.12.B.2	Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing and other technical methods of illustration.
	8.2.12.B.3	Analyze the full costs, benefits, trade-offs and risks related to the use of technologies in a potential career path.
Knowledge and understanding of human cultural and societal values are fundamental when designing technology systems and products in the global society.	8.2.12.C.1	Analyze the ethical impact of a product, system or environment worldwide and report findings in a web-based publication for further comment and analysis.
	8.2.12.C.2	Evaluate the ethical considerations regarding resources used for the design, creation, maintenance and sustainability of a chosen product.
	8.2.12.C.3	Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and address the negative impacts.
Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.	8.2.12.D.1	Reverse engineer a product to assist in designing a more eco-friendly version guided by an analysis of trends and data about renewable and sustainable materials.
Digital tools facilitate local and global communication and collaboration in designing product and systems.	8.2.12.E.1	Devise a technological product or system, addressing a global issue, using the design process and provide documentation through drawings, data and materials that reflect diverse cultural perspectives.

6.3 Appendix C

Standard 8.2 Technology Education, Engineering and Design Grade 12		
Content	**CPI#**	**CPI**
Technology is created through the application and appropriate use of technological resources.	8.2.12.F.1	Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.
	8.2.12.F.2	Explain how material science impacts the quality of products.
	8.2.12.F.3	Select and utilize resources that have been modified by digital tools in the creation of a technological product or system (CNC equipment, CAD software).
The designed world is the product of a design process that provides the means to convert resources into products and systems.	8.2.12.G.1	Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.

ACBOE
Atlantic City High School

Newcomer Math Curriculum Grades 9 - 12

1. Overview

This course will help transition newcomers to high school mathematics. Students will have various needs that will be supported as part of this transition. Mathematical backgrounds may vary depending on the student, so the teacher should use pre-assessments and differentiate accordingly. Teachers should use the appropriate Common Core grade level standards based on the needs of the students.

2. Course Goals

- Prepare students for Algebra 1.
- Prepare students for the language challenges they will face in future math classes.
- Familiarize students with math specific vocabulary.
- Build background knowledge by connecting what students already know about a topic to new skills.
- Present new concepts in context and use visual aids to help students understand instruction.
- Give students opportunities to actively participate in math lessons.
- Establish cultural connections.

3. Textbook

Course 2 Mathematics Common Core, Pearson, Prentice Hall, 2013 Edition.

4. Potential Math Topics

- Prime Numbers and Composite Numbers
- Factors and Multiples
- Using Estimation
- Simplifying Fractions
- Fractions and Decimals
- Adding and Subtracting Fractions
- Multiplying and Dividing Fractions
- Fractions, Decimals, and Percent
- Exponents
- Scientific Notation and Significant Digits
- Perimeter, Area, and Volume
- Line Plots
- Bar Graphs
- Line Graphs
- Circle Graphs
- Stem-and-Leaf Plots
- Variables and Expressions

- Order of Operations
- Properties of Real Numbers
- The Distributive Property
- Solving Equations
- Solving Inequalities

5. Ways to Increase Discourse

- Work together to make sense of mathematics
- Teach self-reliance by checking solutions
- Teach logical reasoning
- Evaluate processes throughout problem solving
- Engage with peers
- Learn to conjecture, invent, and solve problems
- Learn to connect math with applications
- Teach for comprehension
- Offer alternate strategies
- Offer various activities
- Teach perseverance when students struggle
- Increase understanding with acting and pictures
- Encourage questions and comments during class
- Use sentence stems to provoke conversations
- Post review materials online
- Model how to do specific skills or procedures
- Think aloud while talking through problems
- Use a variety of tools to deliver information

Atlantic City High School Math Department Course: Newcomer Math Unit: 1

Timeframe: MP1

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="5">ESTABLISHED GOALS</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

Atlantic City High School Math Department Course: Newcomer Math Unit: 2

Timeframe: MP2

Stage 1 Desired Results		
ESTABLISHED GOALS	***Transfer***	
	Students will be able to independently use their learning to…	
	Meaning	
	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS
	Acquisition	
	Students will know…	*Students will be skilled at…*

Stage 2 - Evidence	
Evaluative Criteria	**Assessment Evidence**
Classwork/Homework	PERFORMANCE TASK(S):
Formal Assessments	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.

Atlantic City High School Math Department Course: Newcomer Math Unit: 3

Timeframe: MP3

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
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<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):
See course resources for various activities.</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

Atlantic City High School Math Department Course: Newcomer Math Unit: 4

Timeframe: MP4

Stage 1 Desired Results		
ESTABLISHED GOALS	***Transfer***	
	Students will be able to independently use their learning to…	
	Meaning	
	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS
	Acquisition	
	Students will know…	*Students will be skilled at…*

Stage 2 - Evidence	
Evaluative Criteria	**Assessment Evidence**
Classwork/Homework	PERFORMANCE TASK(S):
Formal Assessments	OTHER EVIDENCE:

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.

ACBOE
Atlantic City High School

Math Skills
Curriculum
Grades 9 - 12

1. Overview

Math Skills is open to all students who have difficulty passing the PARCC exam in mathematics. The course consists of students working on the Plato Learning Environment, or other online programs, to address individual gaps in knowledge. The content for the course is drawn from the common core standards. Math Skills is a semester long elective course.

2. Rationale

Students in Math Skills may not have the necessary skills to be successful on the PARCC. The class covers basic skills necessary to improve test scores while using online learning to differentiate lessons to student's specific needs. Math Skills, in conjunction with English Skills, provides students with extra help in preparation for the PARCC.

3. Potential Math Topics

- Prime Numbers and Composite Numbers
- Factors and Multiples
- Using Estimation
- Simplifying Fractions
- Fractions and Decimals
- Adding and Subtracting Fractions
- Multiplying and Dividing Fractions
- Fractions, Decimals, and Percent
- Exponents
- Scientific Notation and Significant Digits
- Perimeter, Area, and Volume
- Line Plots
- Bar Graphs
- Line Graphs
- Circle Graphs
- Stem-and-Leaf Plots
- Variables and Expressions
- Order of Operations
- Properties of Real Numbers
- The Distributive Property
- Solving Equations
- Solving Inequalities

Atlantic City High School Math Department Course: Math Skills Unit: 1 Timeframe: MP1

Stage 1 Desired Results		
ESTABLISHED GOALS	***Transfer***	
	Students will be able to independently use their learning to…	
	Meaning	
	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS
	Acquisition	
	Students will know…	*Students will be skilled at…*

Stage 2 - Evidence	
Evaluative Criteria	**Assessment Evidence**
Classwork/Homework	PERFORMANCE TASK(S):
Formal Assessments	OTHER EVIDENCE:

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.

Atlantic City High School Math Department Course: Math Skills Unit: 2 Timeframe: MP2

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<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
<tr><th colspan="3">Stage 2 - Evidence</th></tr>
<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
<tr><td>Classwork/Homework</td><td colspan="2">PERFORMANCE TASK(S):</td></tr>
<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
<tr><th colspan="3">Stage 3 – Learning Plan</th></tr>
<tr><td colspan="3">Summary of Key Learning Events and Instruction
Teachers should differentiate instruction, create lessons and integrate technology into the classroom whenever possible.</td></tr>
</table>

Atlantic City High School Math Department Course: Math Skills Unit: 3 Timeframe: MP3

<table>
<tr><th colspan="3">Stage 1 Desired Results</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS</td><td colspan="2">Transfer</td></tr>
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<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
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<tr><td>Students will know…</td><td>Students will be skilled at…</td></tr>
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<tr><td>Evaluative Criteria</td><td colspan="2">Assessment Evidence</td></tr>
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<tr><td>Formal Assessments</td><td colspan="2">OTHER EVIDENCE:</td></tr>
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Atlantic City High School Math Department Course: Math Skills Unit: 4 Timeframe: MP4

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<tr><td rowspan="6">ESTABLISHED GOALS</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to…</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
Students will understand that…</td><td>ESSENTIAL QUESTIONS</td></tr>
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