



# Integrated Math I Honors



Grade 9 Mathematics | District High School | 2014-2015

Tuesday, September 2, 2014, 3:39PM



## Standards & Benchmarks

### Unit 1

(Week 1, 5 Weeks)

CA: CCCS: Mathematics, CA: HS: Num/Quantity, Quantities  
N-Q Reason quantitatively and use units to solve problems.

- N-Q.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.2 Define appropriate quantities for the purpose of descriptive modeling.
- N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

CA: CCCS: Mathematics, CA: HS: Algebra, Seeing Structure in Expressions  
A-SSE Interpret the structure of expressions.

- A-SSE.1 Interpret expressions that represent a quantity in terms of its context. ★
- A-SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients.
- A-SSE.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.

CA: CCCS: Mathematics, CA: HS: Algebra, Creating Equations  
A-CED Create equations that describe numbers or relationships.

- A-CED.1 Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A-CED.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.
- A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

## Text Support

### UNIT 1 - RELATIONSHIPS BETWEEN QUANTITIES (20 Days)

(13 Lesson/Station Days, 5 Test/Quiz Days, 2 Common Assessment/Reteach Days)

*Pre-Assessment TR pp. U1 1-U1 2*

Lesson 1 - Interpreting Structure in Expressions TR pp. U1 3-U1 4

**Sub-Lesson 1.1.1 Identifying Terms, Factors, and Coefficients, TR pp. U1 5-U1 16** (A-SSE.1a) [2 days]

*Student Assignment TR pp. U1 15-U1 16, SRB pp. U1 7-U1 8*

*Station Set 1, TR pp. U1 225-U1 237* (N-Q.1, A-CED.1)

**Sub-Lesson 1.1.2 Interpreting Complicated Expressions, TR pp. U1 17-U1 28** (A-SSE.1b) [1 day]

*Student Assignment TR pp. U1 27-U1 28 SRB pp. U1 12-U1 13*

*Progress Assessment TR pp. U1 29-U1 31 Pre-Assessment TR pp. U1 32*

Lesson 2 - Creating Equations and Inequalities in One Variable, TR pp. U1 33-U1 34

**Sub-Lesson 1.2.1 Creating Linear Equations in One Variable, TR pp. U1 35-U1 55** (A-CED.1, N-Q.2, N-Q.3) [1 day]

*Student Assignment TR pp. U1 54-U1 55 SRB pp. U1 28-U1 29*

**Sub-Lesson 1.2.2 Creating Linear Inequalities in One Variable, TR pp. U1 56-U1 69** (A-CED.1) [1 day]

*Student Assignment TR pp. U1 68-U1 69 SRB pp. U1 36-U1 37*

*Station Set 2 TR pp. U1 238-U1 248* (A-CED.1)

*Station Set 3 TR pp. U1 249-U1 260* (A-CED.1, A-CED.2)

**Sub-Lesson 1.2.3 Creating Exponential**

## Resources

### Universal Access Support

coming in 2014-15...

### Walch Web

coming in 2014-15...

### Teaching

### Resources/Documents

coming in 2014-15...

### Professional

### Development

coming in 2014-15...

## Standards & Benchmarks

## Text Support

## Resources

**Equations, TR pp. U1 70-U1 86** (A-CED.1) [\[POSSIBLE BLOCK \(WITH STATION\)/2 days\]](#)

*Student Assignment TR pp. U1 85-U1 86*

*SRB pp. U1 47-U1 48*

*Progress Assessment TR pp. U1 87-U1 89*

*Pre-Assessment TR pp. U1 90-U1 92*

Lesson 3 - Creating Equations and Inequalities in One Variable,

TR pp. U1 93- U1 94

**Sub-Lesson 1.3.1 Creating and Graphing Linear Equations in Two Variables, TR pp. U1 95-U1 129** (A-CED.2, N-Q.1) [1 day]

*Student Assignment TR pp. U1 129 SRB pp. U1 79*

**Sub-Lesson 1.3.2 Creating and Graphing Exponential Equations, TR pp. U1 130-U1 150** (A-CED.2, N-Q.1)

[\[POSSIBLE BLOCK/2 days\]](#)

*Student Assignment TR pp. U1 150 SRB pp. U1 92*

*Progress Assessment TR pp. U1 151-U1 165*

*Pre Assessment TR pp. U1 166*

Lesson 4 - Representing Constraints, TR pp. U1 167

**Sub-Lesson 1.4.1 Representing Constraints, TR pp. U1 168-U1 182** (A-CED.3) [1 day]

*Student Assignment TR pp. U1 181-U1*

*182 SRB pp. U1 99-U1 100*

*Progress Assessment TR pp. U1 183-U1 185*

*Pre-Assessment TR pp. U1 186*

Lesson 5 - Rearranging Formulas, TR pp. U1 187

**Sub-Lesson 1.5.1 Rearranging Formulas, TR pp. U1 188-U1 199** (A-CED.4) [\[POSSIBLE BLOCK WITH REVIEW/2 days\]](#)

*Student Assignment TR pp. U1 199, SRB pp. U1 107*

*Progress Assessment TR pp. U1 200-U1 202*

## Standards & Benchmarks

## Text Support

## Resources

### Unit 2

(Week 5, 9 Weeks)

CA: CCCS: Mathematics, CA: HS: Algebra, Reasoning with Equations & Inequalities  
A-RE I Represent and solve equations and inequalities graphically.

- A-REI.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).
- A-REI.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. ★
- A-REI.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.

CA: CCCS: Mathematics, CA: HS: Functions, Interpreting Functions  
F-IF Understand the concept of a function and use function notation.

- F-IF.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.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- F-IF.3 Recognize that sequences are functions, sometimes defined

*Unit Assessment TR pp. U1 203-U1 209*

**Administer Common Assessment #1: Week 5 (Lesson 1.1.1-1.3.2)** [1 day]

**Choose unused portions of the following resources to reteach based on student needs** [1 day]:

station sets

performance task

practice problems

links in resource column at right

### **UNIT 2 - LINEAR AND EXPONENTIAL RELATIONSHIPS (38 Days)**

(27 Lessons/Station Days, 9 Test/Quiz Days, 2 Common Assessment/Reteach Days)

*Pre-Assessment TR pp. U2 1*

Lesson 1 - Graph as Solution Sets and Function Notation, TR pp. U2 2- U2 3

**Sub-Lesson 2.1.1 Graphing the Set of All Solutions**, TR pp. U2 4-U2 21 (A-REI.10) [1 day]

*Student Assignment TR pp. U2 19-U2 21, SRB pp. U2 10-U2 12*

**Sub-Lesson 2.1.2 Intersecting**

**Graphs**, TR pp. U2 22-U2 36 (A-REI.11) [1 day]

*Student Assignment TR pp. U2 35-U2 36, SRB pp. U2 19-U2 20*

*Station Set 1*, TR pp. U2 551-U2 564 (A-CED.2, A-REI.10, A-REI.11, F-IF.7)

**Sub-Lesson 2.1.3 Domain and Range**, TR pp. U2 37-U2 56 (F-IF.1) [**POSSIBLE BLOCK/ 2 days**]

*Student Assignment TR pp. U2 53-U2 56, SRB pp. U2 30-U2 33*

**Sub-Lesson 2.1.4 Function Notation and Evaluating Functions**, TR pp. U2 57-U2 70 (F-IF.2) [1 day]

*Student Assignment TR pp. U2 69-U2 70, SRB pp. U2 38-U2 40*

*Station Set 2*, TR pp. U2 565-U2 573 (F-IF.1, F-IF.2, F-BF.1)

*Progress Assessment TR pp. U2 71-U2 75*

*Pre-Assessment TR pp. U2 76-U2 82*

### **Universal Access Support**

coming in 2014-15...

### **Walch Web**

coming in 2014-15...

### **Teaching**

**Resources/Documents**

coming in 2014-15...

### **Professional**

**Development**

coming in 2014-15...

## Standards & Benchmarks

recursively, whose domain is a subset of the integers.

F-IF Interpret functions that arise in applications in terms of the context.

- F-IF.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.
- F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
- F-IF.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-IF Analyze functions using different representations.

- F-IF.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.7a Graph linear and quadratic functions and show intercepts, maxima, and minima.
- F-IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
- F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

CA: CCCS: Mathematics, CA: HS: Functions, Building Functions

F-BF Build a function that models a relationship between two quantities.

- F-BF.1 Write a function that describes a relationship between two quantities. ★
- F-BF.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.
- F-BF.1b Combine standard function types using arithmetic operations.
- F-BF.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-BF Build new functions from existing functions.

## Text Support

Lesson 2 - Solving Linear Inequalities in Two Variables and Systems of Inequalities, TR pp. U2 83- U2 84

**Sub-Lesson 2.2.1 Solving Linear Inequalities in Two Variables**, TR pp. **U2 85-U2 108** (A-REI.12) [2 days]  
*Student Assignment TR pp. U2 108, SRB pp. U2 57*

**Sub-Lesson 2.2.2 Solving Systems of Linear Inequalities**, TR pp. **U2 109-U2 127** (A-REI.12) [**POSSIBLE BLOCK/ 2 days**]

*Student Assignment TR pp. U2 126-U2 127, SRB pp. U2 67-U1 68*  
*Progress Assessment TR pp. U2 128-U2 137*

*Pre-Assessment TR pp. U2 138*

Lesson 3 - Sequences as Functions, TR pp. U2 139- U2 140

**Sub-Lesson 2.3.1 Sequences as Functions**, TR pp. **U2 141-U2 160** (F-IF.3) [1 day]

*Student Assignment TR pp. U2 160, SRB pp. U2 80*  
*Progress Assessment TR pp. U2 161-U2 162*

*Pre-Assessment TR pp. U2 163-U2 166*

Lesson 4 - Interpreting Graphs of Functions, TR pp. U2 167- U2 169

**Sub-Lesson 2.4.1 Identifying Key Features of Linear and Exponential Graphs**, TR pp. **U2 170-U2 196** (F-IF.4,F-IF.5) [2 days]

*Student Assignment TR pp. U2 191-U2 196, SRB pp. U2 97-U2 102*

**Sub-Lesson 2.4.2 Proving Average Rate of Change**, TR pp. **U2 197-U2 213** (F-IF.6,F-LE.1) [**POSSIBLE BLOCK/2 days**]

*Student Assignment TR pp. U2 212-U2 213, SRB pp. U2 109-U2 111*

**Station Set 3**, TR pp. U2 574-U2 589 (F-IF.2, F-IF.7)

**Sub-Lesson 2.4.3 Recognizing Average Rate of Change**, TR pp. **U2 214-U2 232** (F-IF.6,F-LE.1) [1 day]

## Resources

## Standards & Benchmarks

- F-BF.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.

CA: CCCS: Mathematics, CA: HS: Functions, Linear, Quadratic, and Exponential Models

F-LE Construct and compare linear and exponential models and solve problems.

- F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.
- F-LE.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.1b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- F-LE.1c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- F-LE.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.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.

F-LE Interpret expressions for functions in terms of the situation they model.

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

## Text Support

*Student Assignment TR pp. U2 229-U2 232, SRB pp. U2 120-U2 123*

*Progress Assessment TR U2 233- U2 241*

*Pre-Assessment TR pp. U2 242-U2 245*

Lesson 5 - Analyzing Linear and Exponential Functions, TR pp. U2 246

**Sub-Lesson 2.5.1 Graphing Linear Functions**, TR pp. U2 247-U2 265 (F-IF.7) [1 day]

*Student Assignment TR pp. U2 264-U2 265, SRB pp. U2 136-U2 137*

**Sub-Lesson 2.5.2 Graphing Exponential Functions**, TR pp. U2 266-U2 285 (F-IF.7) [1 day]

*Student Assignment TR pp. U2 284-U2 285, SRB pp. U2 150-U2 151*

**Station Set 4** (F-IF.2, F-IF.7) TR pp. U2 590-U2 597

*Progress Assessment TR pp. U2 286-U2 291*

*Pre-Assessment TR pp. U2 292-U2 295*

Lesson 6 - Comparing Functions, TR pp.

U2 296- U2 297

**Sub-Lesson 2.6.1 Comparing Linear Functions**, TR pp. U2 298-U2 319 (F-IF.9) [1 day]

*Student Assignment TR pp. U2 315-U2 319, SRB pp. U2 162-U2 166*

**Administer Common Assessment #2: Week 10 (Lesson 1.4.1-2.4.3)** [1 day]

**Choose unused portions of the following resources to reteach based on student needs** [1 day]:

station sets

performance task

practice problems

links in resource column at right

**Sub-Lesson 2.6.2 Comparing Exponential Functions**, TR pp. U2 320-U2 343 (F-IF.9) [1 day]

*Student Assignment TR pp. U2 339-U2 343, SRB pp. U2 178-U2 182*

**Sub-Lesson 2.6.3 Comparing Linear to Exponential Functions**, TR pp. U2 344-U2 361 (F-LE.3) [2 days]

## Resources

## Standards & Benchmarks

## Text Support

## Resources

*Student Assignment TR pp. U2 361, SRB pp. U2 190-U2 191*

*Progress Assessment TR pp. U2 362-U2 368*

*Pre-Assessment TR pp. U2 369-U2 370*

Lesson 7 - Building Functions, TR pp. U2 371- U2 372

**Sub-Lesson 2.7.1 Building Functions from Context**, TR pp. U2 373-U2 392 (F-BF.1) [\[POSSIBLE BLOCK/2 days\]](#)

*Student Assignment TR pp. U2 391-U2 392, SRB pp. U2 203-U2 204*

**Sub-Lesson 2.7.2 Constructing Functions from Graphs and Tables**, TR pp. U2 393-U2 413 (F-LE.2) [1 day]

*Student Assignment TR pp. U2 412-U2 413, SRB pp. U2 214-U2 215*

*Progress Assessment TR pp. U2 414-U2 418*

*Pre-Assessment TR pp. U2 419-U2 421*

Lesson 8 - Operating on Functions and Transformations, TR pp. U2 422- U2 423

**Sub-Lesson 2.8.1 Operating on Functions**, TR pp. U2 424-U2 434 (F-BF.1) [1 day]

*Student Assignment TR pp. U2 434, SRB pp. U2 222*

**Sub-Lesson 2.8.2 Transformations of Linear and Exponential Functions**, TR pp. U2 435-U2 450 (F-BF.3) [\[POSSIBLE BLOCK/2 days\]](#)

*Student Assignment TR pp. U2 446-U2 450, SRB pp. U2 228-U2 232*

*Progress Assessment TR pp. U2 451 - U2 455*

*Pre-Assessment TR pp. U2 456*

Lesson 9 - Arithmetic and Geometric Sequences, TR pp. U2 457- U2 458

*Sub-Lesson 2.9.1 Arithmetic*

*Sequences, TR pp. U2 459-U2 469 (F-BF.2)*

*Student Assignment TR pp. U2 469, SRB pp. U2 239*

*Sub-Lesson 2.9.2 Geometric*

*Sequences, TR pp. U2 470-U2 480 (F-*



## Standards & Benchmarks

## Text Support

## Resources

BF.2)

*Student Assignment TR pp. U2 480, SRB pp. U2 244*

*Station Set 5, TR pp. U2 598-U2 610 (F-BF.2, F-LE.2)*

*Pre-Assessment TR pp. U2 483*

Lesson 10 - Interpreting Parameters, TR pp. U2 484- U2 485

*Sub-Lesson 2.10.1 Interpreting*

*Parameters, TR pp. U2 486-U2 501 (F-LE.5)*

*Student Assignment TR pp. U2 501, SRB pp. U2 255*

*Unit Assessment, TR pp. U2 504 - U2 510*

**Unit 3** CA: CCCS: Mathematics, CA: HS: Algebra, Reasoning with Equations & (Week 13, 3 Inequalities  
Weeks) A-REI Understand solving equations as a process of reasoning and explain the reasoning.

- A-REI.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-REI Solve equations and inequalities in one variable.

- A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A-REI Solve systems of equations.

- A-REI.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.
- A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

## **UNIT 3 - REASONING WITH EQUATIONS** **Universal Access Support**

(7 Lesson/Station days, 3 Test/Quiz Days, 2 Common Assessment/Reteach Days)

*Pre-Assessment TR pp. U3 1*

Lesson 1 - Solving Equations and Inequalities, TR pp. U3 2

**Sub-Lesson 3.1.1 Properties of Equality, TR pp. U3 3-U3 18** (A-REI.1) [1 day]

*Student Assignment TR pp. U3 17- U3 18, SRB pp. U3 9- U3 10*

**Sub-Lesson 3.1.2 Solving Linear Equations, TR pp. U3 19-U3 33** (A-REI.3) [1 day]

*Student Assignment TR pp. U3 33, SRB pp. U3 20*

**Sub-Lesson 3.1.3 Solving Linear Inequalities, TR pp. U3 34-U3 45** (A-REI.3) [1 day]

*Student Assignment TR pp. U3 45, SRB pp. U3 26*

**Sub-Lesson 3.1.4 Solving Exponential Equations, TR pp. U3 46-U3 60** (A-REI.3) [1 day]

*Student Assignment TR pp. U3 60, SRB pp. U3 34*

*Progress Assessment TR pp. U3 61-U3 62*

*Pre-Assessment TR pp. U3 63- U3 66*

Lesson 2 - Solving Systems of Equations, TR pp. U3 67- U3 68

coming in 2014-15...  
**Walch Web**  
coming in 2014-15...  
**Teaching Resources/Documents**  
coming in 2014-15...  
**Professional Development**  
coming in 2014-15...

## Standards & Benchmarks

## Text Support

## Resources

### Sub-Lesson 3.2.1 Proving

**Equivalencies, TR pp. U3 69-U3 87 (A-REI.5) [POSSIBLE BLOCK/2 days]**

*Student Assignment TR pp. U3 86- U3 87, SRB pp. U3 43- U3 44*

**Station Set 1, TR pp. U3 127- U3 136 (A-REI.5)**

### Sub-Lesson 3.2.2 Solving Systems of Linear Equations, TR pp. U3 88-U3 105

(A-REI.6) [1 day]

*Student Assignment TR pp. U3 105, SRB pp. U3 55*

**Station Set 2 TR pp. U3 137- U3 147 (A-REI.6)**

**Station Set 3 TR pp. U3 148- U3 160 (A-CED.2, A-CED.3, A-REI.5, A-REI.6, A-REI.11)**

*Progress Assessment TR pp. U3 106-U3 112*

*Unit Assessment, TR pp. U3 113- U3 117*

**Administer Common Assessment #3:**

**Week 15 (Lessons 2.5.1 - 3.1.4) [1 day]**

**Choose unused portions of the following resources to reteach based on student needs [1 day]:**

station sets

performance task

practice problems

links in resource column at right

**Unit 4 Part 1** CA: CCCS: Mathematics, CA: HS: Stats/Prob, Interpreting Categorical & Quantitative Data

(Week 16, 2 S-ID Summarize, represent, and interpret data on a single count or measurement variable Weeks)

- S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.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.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

## **UNIT 4 Part 1 - DESCRIPTIVE STATISTICS (10 Days)**

(9 Lesson/Station Days, 1 Test/Quiz Day)

*Pre-Assessment TR pp. U4 1- U4 2*

Lesson 1 - Working with a Single

Measurement Variable, TR pp. U4 3- U4 6

### **Sub-Lesson 4.1.1 Representing Data**

**Sets, TR pp. U4 7-U4 28 (S-ID.1, S-ID.2, S-ID.3) [2 days]**

*Student Assignment TR pp. U4 27 - U4 28, SRB pp. U4 5- U4 16*

### **Sub-Lesson 4.1.2 Comparing Data Sets, TR pp. U4 29-U4 49 (S-ID.2) [POSSIBLE**

**BLOCK/2 days]**

*Student Assignment TR pp. U4 47 - U4 49,*



## Standards & Benchmarks

S-ID Summarize, represent, and interpret data on two categorical and quantitative variables

- S-ID.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-ID.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related.
- S-ID.6a Fit a function to the data; 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.

### 1st Semester Finals

(Week 18, 1 Week)

Unit 4 Part 2 CA: CCCS: Mathematics, CA: HS: Stats/Prob, Interpreting Categorical & Quantitative Data

(Week 19, 3 Weeks) S-ID Summarize, represent, and interpret data on two categorical and quantitative variables

- S-ID.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related.
- S-ID.6b Informally assess the fit of a model function by plotting and analyzing residuals.
- S-ID.6c Fit a linear function for scatter plots that suggest a linear association.

## Text Support

SRB pp. U4 18 - U4 29

**Sub-Lesson 4.1.3 Interpreting Data Sets, TR pp. U4 50-U4 68** (S-ID.3) [2 days]

*Student Assignment TR pp. U4 67 - U4 68, SRB pp. U4 30- U4 41*

**Station Set 1, TR pp. U4 275- U4 290** (S-ID.1, S-ID.2, S-ID.3)

*Progress Assessment TR pp. U4 69- U4 72*

*Pre-Assessment TR pp. U4 73- U4 75*

Lesson 2 - Working with Two Categorical and Quantitative Variables, TR pp. U4 76- U4 77

**Sub-Lesson 4.2.1 Summarizing Data Using Two-Way Frequency Tables TR pp. U4 78-U4 94** (S-ID.5) [1 day]

*Student Assignment TR pp. U4 93- U4 94, SRB pp. U4 65- U4 66*

**Sub-Lesson 4.2.2 Solving Problems Given Functions Fitted to Data, TR pp. U4 96-U4 118** (S-ID.6) [POSSIBLE BLOCK/2 days]

*Student Assignment TR pp. U4 117- U4 118, SRB pp. U4 65- U4 66*

*Progress Assessment TR pp. U4 166- U4 172*

**Administer 1st Semester Finals** [4 days]

### UNIT 4 Part 2 - DESCRIPTIVE STATISTICS (11 Days)

(7 Lesson/Station Days, 4 Test/Quiz Days)

*Pre-Assessment TR pp. U4 73- U4 75*

Lesson 2 - Working with Two Categorical and Quantitative Variables, TR pp. U4 76- U4 77

**Sub-Lesson 4.2.3 Analyzing Residuals, TR pp. U4 119-U4142** (S-ID.6) [2 days]

*Student Assignment TR pp. U4 141- U4 142, SRB pp. U4 80- U4 82*

**Sub-Lesson 4.2.4 Fitting Linear**

## Standards & Benchmarks

S-ID Fit a linear function for scatter plots that suggest a linear relationship between variables

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

## Text Support

### Functions to Data, TR pp. U4 143-U4 165

(S-ID.6) [1 day]

*Student Assignment TR pp. U4 162- U4 165, SRB pp. U4 93- U4 96*

*Progress Assessment TR pp. U4 166- U4 172*

*Pre-Assessment TR pp. U4 173- U4 174*

Lesson 3 - Interpreting Linear Models, TR pp. U4 175- U4 176

### Sub-Lesson 4.3.1 Interpreting Slope and y-intercept, TR pp. U4 177-U4 197

(S-ID.7) [1 day]

*Student Assignment TR pp. U4 194- U4 197, SRB pp. U4 108- U4 111*

### Sub-Lesson 4.3.2 Calculating and Interpreting the Correlation Coefficient, TR pp. U4 198-U4217

(S-ID.8) [POSSIBLE BLOCK/2 days]

*Student Assignment TR pp. U4 215- U4 217, SRB pp. U4 122- U4 124*

### Sub-Lesson 4.3.3 Distinguishing Between Correlation and Causation, TR pp. U4 218-U4 197

(S-ID.9) [1 day]

*Student Assignment TR pp. U4 194- U4 197, SRB pp. U4 108- U4 111*

*Station Set 2, TR pp. U4 291- U4 300 (S-ID.6, S-ID.7)*

*Progress Assessment, TR pp. U4 241 - U2 252*

*Unit Assessment, TR pp. U4 246- U4 252*

## Unit 5

CA: CCCS: Mathematics, CA: HS: Geometry, Congruence  
(Week 21, 6 G-CO Experiment with transformations in the plane Weeks)

- G-CO.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.
- G-CO.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).
- G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

## Resources

### UNIT 5 - CONGRUENCE, PROOF, AND CONSTRUCTIONS (27 Days)

(19 Lesson/Station Days, 6 Test/Quiz Days, 2 Common Assessment/Reteach Days)

*Pre-Assessment TR pp. U5 1*

Lesson 1 - Introducing Transformations, TR pp. U5 2- U5 4

### Sub-Lesson 5.1.1 Defining Terms, TR pp. U5 5-U517

(G-CO.1) [1 day]  
*Student Assignment TR pp. U5 17, SRB pp. U5 11*

### Sub-Lesson 5.1.2 Transformations as Functions, TR pp. U5 18-U537

### Universal Access Support

coming in 2014-15...

### Walch Web

coming in 2014-15...

### Teaching

### Resources/Documents

coming in 2014-15...

### Professional

### Development

coming in 2014-15...

## Standards & Benchmarks

- G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- G-CO.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.

### G-CO Understand congruence in terms of rigid motions

- G-CO.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.
- G-CO.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.
- G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

### G-CO Make geometric constructions

- G-CO.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.13 Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle.

## Text Support

### [POSSIBLE BLOCK/2 days]

*Student Assignment TR pp. U5 37, SRB pp. U5 24*

### **Sub-Lesson 5.1.3 Applying Lines of Symmetry, TR pp. U5 38-U5 54 (G-CO.3)**

[1 day]

*Student Assignment TR pp. U5 54, SRB pp. U5 33*

*Progress Assessment TR pp. U5 55- U5 56*

*Pre-Assessment TR pp. U5 57*

Lesson 2 - Defining and Applying Rotations, Reflections, and Translations,  
TR pp. U5 58- U5 59

### **Sub-Lesson 5.2.1 Defining Rotations, Reflections, and Translations, TR pp. U5 60-U5 71 (G-CO.4) [1 day]**

*Student Assignment TR pp. U5 71, SRB pp. U5 41*

### **Sub-Lesson 5.2.2 Applying Rotations, Reflections, and Translations, TR pp. U5 72-U585(G-CO.5) [POSSIBLE BLOCK/2 days]**

*Student Assignment TR pp. U5 85, SRB pp. U5 49*

**Station Set 1, TR pp. U5 381- U5 396 (G-CO.1, G-CO.3, G-CO.4, G-CO.5)**

*Progress Assessment TR pp. U5 86- U5 87*

*Pre-Assessment TR pp. U5 88- U5 90*

Lesson 3 - Constructing Lines, Segments, and Angles, TR pp. U5 91- U5 93

### **Sub-Lesson 5.3.1 Copying Segments and Angles, TR pp. U5 94-U5118 (G-CO.12) [1 day]**

*Student Assignment TR pp. U5 118, SRB pp. U5 67- U5 68*

### **Sub-Lesson 5.3.2 Bisecting Segments and Angles, TR pp. U5 119-U5 142 (G-CO.12)[1 day]**

*Student Assignment TR pp. U5 141- U5 142, SRB pp. U5 84- U5 85*

### **Sub-Lesson 5.3.3 Constructing Parallel and Perpendicular Lines, TR pp. U5 143-U5 168 (G-CO.12) [POSSIBLE BLOCK /1**

## Resources

day]

*Student Assignment TR pp. U5 168, SRB pp. U5 103*

*Progress Assessment TR pp. U5 169- U5 173*

*Pre-Assessment TR pp. U5 174*

Lesson 4 - Constructing Polygons, TR pp. U5 175- U5 176

**Sub-Lesson 5.4.1 Constructing Equilateral Triangles Inscribed in Circles, TR pp. U5 177-U5 200 (G-CO.13)**  
[1 day]

*Student Assignment TR pp. U5 199- U5 200, SRB pp. U5 121- U5 122*

**Administer Common Assessment #4 (Week 24) (Lessons 3.2.1 - 5.2.2)** [1 day]

**Choose unused portions of the following resources to reteach based on student needs** [1 day]:

Station sets

performance tasks

practice problems

links in resource column at right

**Sub-Lesson 5.4.2 Constructing Squares Inscribed in Circles, TR pp. U5 201-U5 220 (G-CO.13)** [1 day]

*Student Assignment TR pp. U5 220, SRB pp. U5 133*

**Sub-Lesson 5.4.3 Constructing Regular Hexagons Inscribed in Circles, TR pp. U5 221-U5 244 (G-CO.13)** [1 day]

*Student Assignment TR pp. U5 244, SRB pp. U5 148- U5 149*

*Progress Assessment TR pp. U5 245- U5 249*

*Pre-Assessment TR pp. U5 250- U5 253*

Lesson 5 - Exploring Congruence, TR pp. U5 254- U5 255

**Sub-Lesson 5.5.1 Describing Rigid Motions and Predicting the Effects, TR pp. U5 256-U5 278 (G-CO.6)** [POSSIBLE BLOCK/2 days]

*Student Assignment TR pp. U5 275- U5 278, SRB pp. U5 166- U5 170*

**Sub-Lesson 5.5.2 Defining Congruence**

## Standards & Benchmarks

## Text Support

## Resources

**Unit 6** CA: CCCS: Mathematics, CA: HS: Geometry, Expressing Geometric  
(Week 27, 2 Properties with Equations  
Weeks) G-GPE Use coordinates to prove simple geometric theorems algebraically

- G-GPE.4 Use coordinates to prove simple geometric theorems algebraically.
- G-GPE.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).
- G-GPE.7 Use coordinates to compute perimeters of polygons and areas for triangles and rectangles, e.g. using the distance formula. ★

### in Terms of Rigid Motions,

**TR pp. U5 279-U5 301** (G-CO.6) [1 day]

*Student Assignment TR pp. U5 298- U5 301, SRB pp. U5 182- U5 186*

*Progress Assessment TR pp. U5 302- U5 310*

*Pre-Assessment TR pp. U5 311*

Lesson 6 - Congruent Triangles, TR pp. U5 312- U5 313

### **Sub-Lesson 5.6.1 Triangle Congruency,**

**TR pp. U5 314-U5 334** (G-CO.7) [1 day]

*Student Assignment TR pp. U5 332- U5 334, SRB pp. U5 197- U5 200*

### **Sub-Lesson 5.6.2 Explaining ASA, SAS, and SSS, TR pp. U5 335-U5 355** (G-CO.8)

**[POSSIBLE BLOCK/2 days]**

*Student Assignment TR pp. U5 352- U5 355, SRB pp. U5 210- U5 212*

**Station Set 2**, TR pp. U5 397- U5 408 (G-CO.1, G-CO.2, G-CO.5, G-CO.6, G-CO.7, G-CO.8)

*Progress Assessment TR pp. U5 356- U5 359*

*Unit Assessment, TR pp. U5 360- U5 368*

## **UNIT 6 - CONNECTING ALGEBRA AND GEOMETRY THROUGH COORDINATES** **(7 Days)**

(4 Lesson/Station Days, 3 Test/Quiz Days)

*Pre-Assessment TR pp. U6 1*

Lesson 1 - Slope and Distance, TR pp. U6 2- U6 3

**Sub-Lesson 6.1.1 Using Coordinates to Prove Geometric Theorems with Slope and Distance, TR pp. U6 4-U6 31** (G-GPE.4,G-GPE.5)[2 days]

*Student Assignment TR pp. U6 31, SRB pp. U6 18*

**Sub-Lesson 6.1.2 Working with Parallel and Perpendicular Lines, TR pp. U6 32-U6 52** (G-GPE.5) [1 day]

*Student Assignment TR pp. U6 51- U6 52, SRB pp. U6 30- U6 31*

**Station Set 1**, TR pp. U6 101- U6 110 (G-GPE.4, G-GPE.5)

### **Universal Access Support**

coming in 2014-15...

### **Walch Web**

coming in 2014-15...

### **Teaching**

### **Resources/Documents**

coming in 2014-15...

### **Professional Development**

coming in 2014-15...

## Standards & Benchmarks

## Text Support

## Resources

**Math II Unit 1** CA: CCCS: Mathematics, CA: HS: Num/Quantity, The Real Number System  
(Week 28, 4 Weeks)

N-RN Extend the properties of exponents to rational exponents.

- N-RN.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.
- N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

N-RN Use properties of rational and irrational numbers.

- N-RN.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.

CA: CCCS: Mathematics, CA: HS: Num/Quantity, The Complex Number System

N-CN Perform arithmetic operations with complex numbers.

- N-CN.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.2 Use the relation  $i^2 = -1$  and the commutative, associative, and distributive properties to add, subtract, and multiply complex

**Station Set 2**, TR pp. U6 111- U6 122 (G-GPE.4, G-GPE.5)

*Progress Assessment TR pp. U6 53- U6 56*

*Pre-Assessment TR pp. U6 57*

Lesson 2 - Lines and Line Segments, TR pp. U6 58- U6 59

**Sub-Lesson 6.2.1 Calculating Perimeter and Area**, TR pp. U6 60-U6 84 (G-GPE.7) [1 day]

*Student Assignment TR pp. U6 84, SRB pp. U6 49*

**Station Set 3**, TR pp. U6 123- U6 132 (G-GPE.4, G-GPE.5)

*Progress Assessment TR pp. U6 85- U6 87*

*Unit Assessment, TR pp. U6 88 - U6 91*

## **MATH II UNIT 1 - EXTENDING THE NUMBER SYSTEM (13 Days)**

(7 Lesson/Station Days, 4 Test/Quiz Days, 2 Common Assessment/Reteach Days)

*Pre-Assessment TR pp. U1 1*

Lesson 1 - Working with the Number System, TR pp. U1 2- U1 3

**Sub-Lesson 1.1.1 Defining, Rewriting, and Evaluating Rational Exponents**, TR pp. U1 4-U1 17 (N-RN.1,N-RN.2) [1 day]

*Student Assignment TR pp. U1 16- U1 17, SRB pp. U1 9- U1 10*

**Sub-Lesson 1.1.2 Rational and Irrational Numbers and Their Properties**, TR pp. U1 18-U1 30 (N-RN.2,N-RN.3) [1 day]

*Student Assignment TR pp. U1 29- U1 30, SRB pp. U1 16- U1 17*

*Progress Assessment TR pp. U1 31- U1 32*

*Pre-Assessment TR pp. U1 33*

Lesson 2 - Operating with Polynomials, TR pp. U1 34

**Sub-Lesson 1.2.1 Adding and Subtracting Polynomials**,

TR pp. U1 35-U1 47 (A-APR.1) [1 day]

*Student Assignment TR pp. U1 46- U1 47, SRB pp. U1 25- U1 26*



## Standards & Benchmarks

numbers.

CA: CCCS: Mathematics, CA: HS: Algebra, Arithmetic with Polynomials & Rational Functions

A-APR Perform arithmetic operations on polynomials.

- A-APR.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.

## Text Support

### Sub-Lesson 1.2.2 Multiplying Polynomials,

TR pp. U1 48-U1 61 (A-APR.1)

[\[POSSIBLE BLOCK with Progress Assessment/1 day\]](#)

*Student Assignment TR pp. U1 61, SRB pp. U1 33*

*Station Set 2 (A-APR.1) TR pp. U1 121- U1 133*

*Progress Assessment TR pp. U1 62- U1 63*

*Pre-Assessment TR pp. U1 64*

Lesson 3 - Operating with Complex Numbers, TR pp. U1 65- U1 66

### Sub-Lesson 1.3.1 Defining Complex Numbers, $i$ , $i^2$ ,

TR pp. U1 67-U1 78 (N-CN.1) [1 day]

*Student Assignment TR pp. U1 78, SRB pp. U1 41*

### Sub-Lesson 1.3.2 Adding and Subtracting Complex Numbers,

TR pp. U1 79-U1 91 (N-CN.2) [1 day]

*Student Assignment TR pp. U1 91, SRB pp. U1 48*

**Administer Common Assessment #5: Week 30 (Math I Lesson 5.3.1 - Math II Lesson 1.2.2)** [1 day]

**Choose unused portions of the following resources to reteach based on student needs** [1 day]:

Station sets

performance tasks

practice problems

links in resource column at right

### Sub-Lesson 1.3.3 Multiplying Complex Numbers,

TR pp. U1 92-U1 103 (N-CN.2) [1 day]

*Student Assignment TR pp. U1 103, SRB pp. U1 54*

*Station Set 1 (N-CN.1, N-CN.2, N-CN.3)*

*TR pp. U1 113- U1 120*

*Progress Assessment TR pp. U1 104- U1 105*

*Unit Assessment TR pp. U1 106- U1 108*

## Resources

## Standards & Benchmarks

**Math II Unit 2** CA: CCCS: Mathematics, CA: HS: Functions, Interpreting Functions  
F-IF Interpret functions that arise in applications in terms of the context.  
(Week 32, 6 Weeks)

- F-IF.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.
- F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
- F-IF.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-IF Analyze functions using different representations.

- F-IF.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.7a Graph linear and quadratic functions and show intercepts, maxima, and minima.
- F-IF.7b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
- F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
- F-IF.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.8b Use the properties of exponents to interpret expressions for exponential functions.
- F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

CA: CCCS: Mathematics, CA: HS: Functions, Building Functions

F-BF Build a function that models a relationship between two quantities.

- F-BF.1 Write a function that describes a relationship between two quantities.★
- F-BF.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.
- F-BF.1b Combine standard function types using arithmetic

## Text Support

### **MATH II UNIT 2- QUADRATIC FUNCTIONS AND MODELING (34 Days)**

(26 Lesson/Station Days, 7 Test/Quiz Days)

*Pre-Assessment TR pp. U2 1*

Lesson 1 - Analyzing Quadratic Functions,  
TR pp. U2 2- U2 3

#### **Sub-Lesson 2.1.1 Graphing Quadratic Functions,**

**TR pp. U2 4-U2 27** (F-IF.7) [2 days]

*Student Assignment TR pp. U2 27, SRB pp. U2 20*

#### **Sub-Lesson 2.1.2 Interpreting Various Forms of Quadratic Functions,**

**TR pp. U2 28-U2 49** (F-IF.7, F-IF.8)

**[POSSIBLE BLOCK/ 2 days]**

*Student Assignment TR pp. U2 48- U2 49, SRB pp. U2 33- U2 34*

*Progress Assessment TR pp. U2 50- U2 51*

*Pre-Assessment TR pp. U2 52*

Lesson 2 - Interpreting Quadratic Functions, TR pp. U2 53- U2 55

#### **Sub-Lesson 2.2.1 Interpreting Key Features of Quadratic Functions,**

**TR pp. U2 56-U2 77** (F-IF.4) [2 days]

*Student Assignment TR pp. U2 76- U2 77, SRB pp. U2 51- U2 52*

#### **Sub-Lesson 2.2.2 Identifying the Domain of a Quadratic Function,**

**TR pp. U2 78-U2 91** (F-IF.5) [1 day]

*Student Assignment TR pp. U2 89- U2 91, SRB pp. U2 58- U2 60*

#### **Sub-Lesson 2.2.3 Identifying the Average Rate of Change,**

**TR pp. U2 92-U2 106** (F-IF.6) **[POSSIBLE BLOCK/ 2 days]**

*Student Assignment TR pp. U2 105- U2 106, SRB pp. U2 67- U2 68*

**Station Set 1** (A-REI.10, F-IF.7) TR pp. U2 403- U2 416

*Progress Assessment TR pp. U2 107- U2 110*

*Pre-Assessment TR pp. U2 111*

Lesson 3 - Building Functions, TR pp. U2

## Resources

## Standards & Benchmarks

operations.

F-BF Build new functions from existing functions.

- F-BF.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.
- F-BF.4 Find inverse functions.
- F-BF.4a Solve an equation of the form  $f(x) = c$  for a simple function  $f$  that has an inverse and write an expression for the inverse. For example,  $f(x) = 2x^3$  for  $x > 0$  or  $f(x) = \frac{x+1}{x-1}$  for  $x \neq 1$ .

CA: CCCS: Mathematics, CA: HS: Functions, Linear, Quadratic, and Exponential Models

F-LE Construct and compare linear and exponential models and solve problems.

- F-LE.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.

## Text Support

112- U2 113

**Sub-Lesson 2.3.1 Building Functions from Context,**

**TR pp. U2 114-U2 133** (F-BF.1)

[\[POSSIBLE BLOCK/ 2 days\]](#)

*Student Assignment TR pp. U2 132- U2 133, SRB pp. U2 81- U2 82*

**Sub-Lesson 2.3.2 Operating on Functions,**

**TR pp. U2 134-U2 148** (F-BF.1) [2 days]

*Student Assignment TR pp. U2 147- U2 148, SRB pp. U2 89- U2 90*

*Progress Assessment TR pp. U2 149- U2 150*

*Pre-Assessment TR pp. U2 151- U2 152*

Lesson 4 - Graphing Other Functions, TR

pp. U2 153- U2 155

**Sub-Lesson 2.4.1 Square Root and**

**Cube Root Functions,**

**TR pp. U2 156-U2 189** (F-IF.7) [2 days]

*Student Assignment TR pp. U2 188- U2 189, SRB pp. U2 115- U2 116*

**Sub-Lesson 2.4.2 Absolute Value and Step Functions,**

**TR pp. U2 190-U2 219** (F-IF.7)

[\[POSSIBLE BLOCK/ 2 days\]](#)

*Student Assignment TR pp. U2 218- U2 219, SRB pp. U2 136- U2 137*

**(SBAC WINDOW BEGINS)**

**Sub-Lesson 2.4.3 Piecewise Functions,**

**TR pp. U2 220-U2 244** (F-IF.7) [2 days]

*Student Assignment TR pp. U2 243- U2 244, SRB pp. U2 151- U2 152*

*Progress Assessment TR pp. U2 245- U2 248*

*Pre-Assessment TR pp. U2 249- U2 251*

Lesson 5 - Analyzing Functions, TR pp. U2

252- U2 254

**Sub-Lesson 2.5.1 Analyzing Exponential Functions,**

**TR pp. U2 255-U2 268** (F-IF.8) [1 day]

*Student Assignment TR pp. U2 267- U2 268, SRB pp. U2 161- U2 162*

**Sub-Lesson 2.5.2 Comparing Properties of Functions Given in Different Forms,**

## Resources

## Standards & Benchmarks

## Text Support

## Resources

**TR pp. U2 269-U2 287** (F-IF.9, F-LE.3) [1 day]

*Student Assignment TR pp. U2 286- U2 287, SRB pp. U2 173- U2 174*

*Progress Assessment TR pp. U2 288- U2 291*

*Pre-Assessment TR pp. U2 292- U2 293*

Lesson 6 - Transforming Functions, TR pp. U2 294- U2 295

**Sub-Lesson 2.6.1 Replacing  $f(x)$  with  $f(x) + k$  and  $f(x+k)$ ,**

**TR pp. U2 296-U2 315** (F-BF.3)

[POSSIBLE BLOCK/2 days]

*Student Assignment TR pp. U2 314- U2 315, SRB pp. U2 187- U2 188*

**Sub-Lesson 2.6.2 Replacing  $f(x)$  with  $k * f(x)$  and  $f(x * k)$ ,**

**TR pp. U2 316-U2 339** (F-BF.3) [1 day]

*Student Assignment TR pp. U2 337- U2 339, SRB pp. U2 201- U2 203*

*Progress Assessment TR pp. U2 340- U2 344*

*Pre-Assessment TR pp. U2 345*

Lesson 7 - Finding Inverse Functions, TR pp. U2 346- U2 347

**Sub-Lesson 2.7.1 Finding Inverse Functions,**

**TR pp. U2 348-U2 363** (F-BF.4)

[POSSIBLE BLOCK/2 days]

*Student Assignment TR pp. U2 362- U2 363, SRB pp. U2 213- U2 214*

*Progress Assessment TR pp. U2 364- U2 365*

*Unit Assessment TR pp. U2 366- U2 369*

**Administer 2nd Semester Finals** [4 days]

## 2nd Semester Finals

(Week 38, 1 Week)

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