

**Curriculum Map**  
**Integrated Math CP1 (341)**  
**Saugus High School**  
**Saugus Public Schools**  
**2009-2010**

Week 1		Week 2	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><b>The students will:</b>  <b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.  <b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.  <b>10.P.7</b> Solve everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest, and direct and inverse variation problems. Use technology when appropriate.</p>		<p><b>The students will:</b>  <b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.  <b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.  <b>10.P.7</b> Solve everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest, and direct and inverse variation problems. Use technology when appropriate.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>SOLVING EQUATIONS, INEQUALITIES, AND ABSOLUTE VALUES</b>		<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>SOLVING EQUATIONS, INEQUALITIES, AND ABSOLUTE VALUES</b>	
<ol style="list-style-type: none"> <li>Solving Linear Equations in One Variable.</li> <li>Solving Linear Equations with Variables on Both Sides of the Equation.</li> </ol>		<ol style="list-style-type: none"> <li>Solving Linear Inequalities in One Variable</li> <li>Solving Compound Inequalities</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To solve linear equations in one variable.</li> <li>To solve a variety of linear equations including those with variables on both sides of the equation.</li> </ol>	<p>How do you determine which operation should be used and in which order to solve an equation for one variable?</p>	<ol style="list-style-type: none"> <li>To solve linear inequalities with one variable.</li> <li>To solve and graph compound inequalities.</li> </ol>	<p>What is the difference between a disjunction and a conjunction and how does it apply to absolute values?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On the concepts of Solving Equations, Inequalities, and Absolute Values.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 3		Week 4	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><b>The students will:</b></p> <p><b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.</p> <p><b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.</p> <p><b>10.P.7</b> Solve everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest, and direct and inverse variation problems. Use technology when appropriate.</p>		<p><b>The students will:</b></p> <p><b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.</p> <p><b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.</p> <p><b>10.P.7</b> Solve everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest, and direct and inverse variation problems. Use technology when appropriate.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>SOLVING EQUATIONS, INEQUALITIES, AND ABSOLUTE VALUES</b>		<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>SOLVING EQUATIONS, INEQUALITIES, AND ABSOLUTE VALUES</b>	
<ol style="list-style-type: none"> <li>Solving Compound Inequalities</li> <li>Solving Absolute Value Equations</li> </ol>		<ol style="list-style-type: none"> <li>Solving Absolute Value Inequalities</li> <li>Graphing All Inequalities on the Number Line</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To solve and graph compound inequalities.</li> <li>To solve absolute value equations.</li> </ol>	How do you determine which operation should be used and in which order to solve an equation for one variable?	<ol style="list-style-type: none"> <li>To solve absolute value inequalities.</li> <li>To graph all inequalities on the number line.</li> </ol>	What is the difference between a disjunction and a conjunction and how does it apply to absolute values?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<i>Merrill Integrated Math 1991</i> <ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<i>Merrill Integrated Math 1991</i> <ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts of Solving Equations, Inequalities, and Absolute Values.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 5		Week 6	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.N.2</b> Simplify numerical expressions, including those involving positive integer exponents or the absolute value, e.g., <math>3(2^4 - 1) = 45</math>, <math>4 3 - 5  + 6 = 14</math>; apply such simplifications in the solution of problems.  <b>10.P.3</b> Add, subtract, and multiply polynomials. Divide polynomials by monomials.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.4</b> Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., <math>a^2 - b^2 = (a + b)(a - b)</math>, <math>x^2 + 10x + 21 = (x + 3)(x + 7)</math>, <math>5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)</math>); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.  <b>10.P.5</b> Find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula. Demonstrate an understanding of the equivalence of the methods.  <b>12.P.7</b> Find solutions to quadratic equations (with real coefficients and real or complex roots) and apply to the solutions of problems.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TWO</b>  <b>POLYNOMIALS</b></p> <ol style="list-style-type: none"> <li>Identification and Classification of Polynomial and Monomials</li> <li>The Laws of Exponents</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT THREE</b>  <b>QUADRATIC EXPRESSIONS AND EQUATIONS</b></p> <ol style="list-style-type: none"> <li>Factoring the Difference of Two Squares</li> <li>Factoring Quadratic Expression</li> <li>Solving Quadratic Equations by Factoring</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To classify a polynomial by the degree and the number of terms.</li> <li>To simplify polynomials</li> <li>To use the laws for exponents to simplify monomials.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you determine the degree of a polynomial?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To factor the difference of two squares.</li> <li>To factor a quadratic expression by separating it into the product of two binomials.</li> <li>To factor a quadratic trinomial by using the concept of grouping.</li> <li>To solve a quadratic equation by factoring and using the zero-product property.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How are the concepts of factoring a quadratic trinomials and FOIL Method related to each other mathematically?</p>
<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On the concepts of Polynomials.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 7		Week 8	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.5</b> Find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula. Demonstrate an understanding of the equivalence of the methods.   <b>12.P.7</b> Find solutions to quadratic equations (with real coefficients and real or complex roots) and apply to the solutions of problems.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.4</b> Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., <math>a^2 - b^2 = (a + b)(a - b)</math>, <math>x^2 + 10x + 21 = (x + 3)(x + 7)</math>, <math>5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)</math>); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT THREE</b>  <b>QUADRATIC EXPRESSIONS AND EQUATIONS</b></p> <ol style="list-style-type: none"> <li>Solving Quadratic Equations by Completing the Square</li> <li>Solving Quadratic Equations by Using the Quadratic Formula</li> <li>Classifying Solutions Using the Discriminant</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FOUR</b>  <b>RATIONAL EXPRESSIONS</b></p> <ol style="list-style-type: none"> <li>Simplification of Rational Expressions</li> <li>Multiplication of Rational Expressions</li> <li>Division of Rational Expressions</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<p align="center"><b>Mission and Expectations</b></p> <ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To solve a quadratic equation by completing the square.</li> <li>To solve a quadratic equation by using the Quadratic Formula.</li> <li>To determine the nature of the roots of a quadratic equation using the discriminant</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>Why does the discriminant determine the number and nature of the roots to a quadratic equation and how does it relate to the Quadratic Formula?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To simplify rational expressions.</li> <li>To multiply and divide rational expressions.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>Why is it important to state the restricted values before simplifying a rational expression?</p>
<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On the concepts of Quadratic Expressions.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 9		Week 10	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><b>The students will:</b>  <b>10.P.4</b> Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., <math>a^2 - b^2 = (a + b)(a - b)</math>, <math>x^2 + 10x + 21 = (x + 3)(x + 7)</math>, <math>5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)</math>); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>		<p><b>The students will:</b>  <b>10.P.4</b> Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., <math>a^2 - b^2 = (a + b)(a - b)</math>, <math>x^2 + 10x + 21 = (x + 3)(x + 7)</math>, <math>5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)</math>); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b> <b>RATIONAL EXPRESSIONS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOUR</b> <b>RATIONAL EXPRESSIONS</b>	
<ol style="list-style-type: none"> <li>Finding the Least Common Denominator</li> <li>Addition and Subtraction of Rational Expressions</li> </ol>		<ol style="list-style-type: none"> <li>Simplification of Complex Fractions</li> <li>Solving Equations with Fractions and Rational Expressions</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i>		<i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To be able to determine the least common denominator of a rational expression.</li> <li>To add or subtract rational expressions and simplify the results.</li> </ol>	How do you know when a rational expression can be simplified?	<ol style="list-style-type: none"> <li>To simplify complex fractions.</li> <li>To solve equations involving fractions by multiplying each term by the common denominator.</li> </ol>	Why is it necessary to check the answers when you solve by multiplying both sides of an equation by the LCD?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<i>Merrill Integrated Math 1991</i> <ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<i>Merrill Integrated Math 1991</i> <ol style="list-style-type: none"> <li>Chapter One lessons</li> <li>Chapter One Practice Worksheets</li> <li>Chapter One Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.	Completion date:  Completed by:  Comments:	Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: On the concepts of Rational Expressions.	Completion date:  Completed by:  Comments:

Week 11		Week 12	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.N.1</b> Identify and use the properties of operations on real numbers, including the associative, commutative, and distributive properties; the existence of the identity and inverse elements for addition and multiplication; the existence of <math>n^{\text{th}}</math> roots of positive real numbers for any positive integer <math>n</math>; and the inverse relationship between taking the <math>n^{\text{th}}</math> root of and the <math>n^{\text{th}}</math> power of a positive real number.</p>		<p><i>The students will:</i>  <b>10.N.1</b> Identify and use the properties of operations on real numbers, including the associative, commutative, and distributive properties; the existence of the identity and inverse elements for addition and multiplication; the existence of <math>n^{\text{th}}</math> roots of positive real numbers for any positive integer <math>n</math>; and the inverse relationship between taking the <math>n^{\text{th}}</math> root of and the <math>n^{\text{th}}</math> power of a positive real number.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FIVE</b> <b>RADICALS AND SQUARE ROOTS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FIVE</b> <b>RADICALS AND SQUARE ROOTS</b>	
<ol style="list-style-type: none"> <li>Definition of Square and <math>n^{\text{th}}</math> Roots</li> <li>Simplification and Approximation of Square Roots</li> <li>Multiplication and Division Properties of Square Roots</li> </ol>		<ol style="list-style-type: none"> <li>Multiplication and Division Properties of Radicals</li> <li>Simplification of Radical Expressions</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To identify the principle roots of a real number.</li> <li>To be able to simplify and approximate square roots and other radical values.</li> <li>To multiply and divide square roots.</li> <li></li> </ol>	<p>How do you decide that a radical expression is in simplest form?</p>	<ol style="list-style-type: none"> <li>To multiply and divide radical expressions.</li> <li>To simplify radical expressions.</li> </ol>	<p>How do you rationalize the denominator of a rational expression that contains radicals?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter Two lessons</li> <li>Chapter Two Practice Worksheets</li> <li>Chapter Two Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter Two lessons</li> <li>Chapter Two Practice Worksheets</li> <li>Chapter Two Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 13		Week 14	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.N.1</b> Identify and use the properties of operations on real numbers, including the associative, commutative, and distributive properties; the existence of the identity and inverse elements for addition and multiplication; the existence of <math>n^{\text{th}}</math> roots of positive real numbers for any positive integer <math>n</math>; and the inverse relationship between taking the <math>n^{\text{th}}</math> root of and the <math>n^{\text{th}}</math> power of a positive real number.</p>		<p><i>The students will:</i>  <b>12.N.1</b> Define complex numbers (e.g., <math>a + bi</math>) and operations on them, in particular, addition, subtraction, multiplication, and division. Relate the system of complex numbers to the systems of real and rational numbers.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FIVE</b> <b>RADICALS AND SQUARE ROOTS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT SIX</b> <b>IMAGINARY AND COMPLEX NUMBERS</b>	
<ol style="list-style-type: none"> <li>1. Operations With Radicals</li> <li>2. Solving Equations With Radicals</li> </ol>		<ol style="list-style-type: none"> <li>1. Pure Imaginary Numbers</li> <li>2. Imaginary Numbers</li> <li>3. the Powers of <math>i</math></li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To add, subtract, multiply, and divide radicals.</li> <li>2. To simplify radical expression after performed various operations.</li> <li>3. To solve a variety of equations that contains radicals.</li> </ol>	<p>Why is it necessary to check the solutions to equations that involve radicals?</p>	<ol style="list-style-type: none"> <li>1. To simplify expressions that contains imaginary numbers.</li> <li>2. To determine the cyclic powers of <math>i</math>.</li> <li>3. To perform operations with pure imaginary numbers.</li> </ol>	<p>How are the powers of <math>i</math> derived and how are they cyclic?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>1. Chapter Two lessons</li> <li>2. Chapter Two Practice Worksheets</li> <li>3. Chapter Two Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher-Made PowerPoint Presentations</li> <li>2. Test ExamPro Generator</li> <li>3. Electronic Worksheets in TeacherShared Folder</li> <li>4. Teacher-Made Web-Based Assessments</li> </ol>	<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>1. Chapter Two lessons</li> <li>2. Chapter Two Practice Worksheets</li> <li>3. Chapter Two Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher-Made PowerPoint Presentations</li> <li>2. Test ExamPro Generator</li> <li>3. Electronic Worksheets in TeacherShared Folder</li> <li>4. Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts of Radicals and Square Roots.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 15		Week 16	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>12.N.1</b> Define complex numbers (e.g., <math>a + bi</math>) and operations on them, in particular, addition, subtraction, multiplication, and division. Relate the system of complex numbers to the systems of real and rational numbers.</p>		<p><i>The students will:</i>  <b>12.N.1</b> Define complex numbers (e.g., <math>a + bi</math>) and operations on them, in particular, addition, subtraction, multiplication, and division. Relate the system of complex numbers to the systems of real and rational numbers.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT SIX</b> <b>IMAGINARY AND COMPLEX NUMBERS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT SIX</b> <b>IMAGINARY AND COMPLEX NUMBERS</b>	
<ol style="list-style-type: none"> <li>1. Operations with Imaginary Numbers</li> <li>2. Complex Numbers</li> <li>3. Operations with Complex Numbers</li> </ol>		<ol style="list-style-type: none"> <li>1. Operations with Complex Numbers</li> <li>2. Conjugates and Division of Complex Numbers</li> <li>3. Complex Roots</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To perform operations with imaginary numbers.</li> <li>2. To simplify complex numbers.</li> <li>3. To add and subtract complex numbers.</li> </ol>	<p>Why is it that when simplifying imaginary and complex numbers that the highest power of <math>i</math> is one?</p>	<ol style="list-style-type: none"> <li>1. To multiply and divide complex numbers.</li> <li>2. To write the conjugates of complex numbers.</li> <li>3. To find the additive and multiplicative inverses of complex numbers.</li> <li>4. To solve quadratic equations with complex roots.</li> </ol>	<p>Why do you need to multiply a denominator that has a complex number by its conjugate?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>1. Chapter Two lessons</li> <li>2. Chapter Two Practice Worksheets</li> <li>3. Chapter Two Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher-Made PowerPoint Presentations</li> <li>2. Test ExamPro Generator</li> <li>3. Electronic Worksheets in TeacherShared Folder</li> <li>4. Teacher-Made Web-Based Assessments</li> </ol>	<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>1. Chapter Two lessons</li> <li>2. Chapter Two Practice Worksheets</li> <li>3. Chapter Two Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher-Made PowerPoint Presentations</li> <li>2. Test ExamPro Generator</li> <li>3. Electronic Worksheets in TeacherShared Folder</li> <li>4. Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts of Imaginary and Complex Numbers.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 17		Week 18	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.  <b>12.P.6</b> Given algebraic, numeric and/or graphical representations, recognize functions as polynomial, rational, logarithmic, exponential, or trigonometric.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SEVEN</b>  <b>RELATIONS AND FUNCTIONS</b></p> <ol style="list-style-type: none"> <li>Definition of Relations</li> <li>Domain and Range</li> <li>Definition of Functions</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SEVEN</b>  <b>RELATIONS AND FUNCTIONS</b></p> <ol style="list-style-type: none"> <li>Functional Notation</li> <li>Evaluation of Functions</li> <li>Recognizing Types of Functions (Constant, Direct Variation, Quadratic, Exponential, Step, Absolute Value, and Greatest Integer)</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To identify the domain and range of a relation.</li> <li>To graph a relation.</li> <li>To identify relations as functions.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you determine the domain and range of a relation?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To name functions and use functional notation.</li> <li>To evaluate functions.</li> <li>To recognize, identify, and apply various types of functions.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>By inspection, how do you determine the type of function that a given equation represents in function notation?</p>
<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter Three lessons</li> <li>Chapter Three Practice Worksheets</li> <li>Chapter Three Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter Three lessons</li> <li>Chapter Three Practice Worksheets</li> <li>Chapter Three Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 19		Week 20	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i></p> <p><b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.</p> <p><b>10.P.7</b> Solve everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest, and direct and inverse variation problems. Use technology when appropriate.</p> <p><b>12.P.5</b> Perform operations on functions, including composition. Find inverses of functions.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i></p> <p><b>12.G.4</b> Relate geometric and algebraic representations of lines, simple curves, and conic sections.</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT SEVEN</b> <b>RELATIONS AND FUNCTIONS</b></p> <p>1. Inverse Functions 2. Composition of Functions</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT EIGHT</b> <b>OVERVIEW OF CONIC SECTIONS</b></p> <p>1. Parabolas 2. Circles 3. Ellipses 4. Hyperbolas</p>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>    2. <i>Problem Solving Skills</i>    3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>    2. <i>Problem Solving Skills</i>    3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <p>1. To determine the inverse of a function. 2. To determine whether a function's inverse is also a function. 3. To work with and apply the composition of functions.</p>	<p align="center"><b>Essential Question</b></p> <p>With a function written in functional notation how do you find the inverse of that function?</p>	<p align="center"><b>Objectives</b></p> <p>1. To identify the equations of conic sections as parabolas, ellipses, circles, or hyperbolas. 2. To graph parabolas, circles, ellipses, and hyperbolas.</p>	<p align="center"><b>Essential Question</b></p> <p>How are hyperbolas similar and different to ellipses?</p>
<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <p>1. Chapter Three lessons 2. Chapter Three Practice Worksheets 3. Chapter Three Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b></p> <p>1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>	<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <p>1. Chapter Three lessons 2. Chapter Three Practice Worksheets 3. Chapter Three Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b></p> <p>1. Teacher-Made PowerPoint Presentations 2. Test ExamPro Generator 3. Electronic Worksheets in TeacherShared Folder 4. Teacher-Made Web-Based Assessments</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic <b>Review:</b> All weekly concepts. <b>Quiz:</b> Assessments given as warranted by the curriculum. <b>Test:</b> On the concepts of Relations and Functions.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic <b>Review:</b> All weekly concepts. <b>Quiz:</b> Assessments given as warranted by the curriculum. <b>Test:</b> On the concepts of Conic Sections.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 21		Week 22	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i></p> <p><b>10.G.9</b> Draw the results, and interpret transformations on figures in the coordinate plane, e.g., translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solutions of problems.</p>		<p><i>The students will:</i></p> <p><b>10.G.9</b> Draw the results, and interpret transformations on figures in the coordinate plane, e.g., translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solutions of problems.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT NINE</b> <b>TRANSFORMATIONAL GEOMETRY</b> <ol style="list-style-type: none"> <li>Line Reflections</li> <li>Line Reflections in the Coordinate Plane</li> <li>Translations</li> <li>Translations in the Coordinate Plane</li> </ol>		<b>Unit/Topic/Lesson</b> <b>UNIT NINE</b> <b>TRANSFORMATIONAL GEOMETRY</b> <ol style="list-style-type: none"> <li>Rotations</li> <li>Rotations in the Coordinate Plane</li> <li>Linear and Rotational Symmetry</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i>		<i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To identify line reflection and translations.</li> <li>To draw/construct reflections and translations.</li> <li>To find images for reflections and translations in the coordinate plane.</li> </ol>	<p>How do you determine the vector associated with a translation, given the pre-image and image?</p>	<ol style="list-style-type: none"> <li>To identify rotations.</li> <li>To draw/construct rotations</li> <li>To find images for rotations in the coordinate plane.</li> <li>To determine linear and rotational symmetry of two dimensional figures.</li> </ol>	<p>How do you determine the angle of rotational symmetry for a given figure?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<i>Merrill Integrated Math 1991</i> <ol style="list-style-type: none"> <li>Chapter Four lessons</li> <li>Chapter Four Practice Worksheets</li> <li>Chapter Four Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<i>Merrill Integrated Math 1991</i> <ol style="list-style-type: none"> <li>Chapter Four lessons</li> <li>Chapter Four Practice Worksheets</li> <li>Chapter Four Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<b>Completed by:</b>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<b>Comments:</b>

Week 23		Week 24	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.G.9</b> Draw the results, and interpret transformations on figures in the coordinate plane, e.g., translations, reflections, rotations, scale factors, and the results of successive transformations. Apply transformations to the solutions of problems.</p>		<p><i>The students will:</i>  <b>10.G.5</b> Solve simple triangle problems using the triangle angle sum property and/or the Pythagorean theorem.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT NINE</b> <b>TRANSFORMATIONAL GEOMETRY</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TEN</b> <b>TRIANGLE CONCEPTS</b>	
<ol style="list-style-type: none"> <li>Composition of Transformations</li> <li>Dilations (Enlargements and Reductions)</li> </ol>		<ol style="list-style-type: none"> <li>Classification of Triangles</li> <li>Right Triangles</li> <li>The Pythagorean Theorem</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To work with the compositions of multiple transformations.</li> <li>To identify dilations.</li> <li>To draw/construct dilations.</li> <li>To find images for dilations in the coordinate plane.</li> </ol>	<p>When performing a composition of transformation, why is the order in which they are performed important?</p>	<ol style="list-style-type: none"> <li>To classify triangles by either angle measure or side lengths.</li> <li>To determine whether a triangle is a right triangle.</li> <li>To find missing side lengths of a right triangle using the Pythagorean Theorem.</li> </ol>	<p>How do you determine the classification of triangle using the concept of Pythagorean inequalities?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter Four lessons</li> <li>Chapter Four Practice Worksheets</li> <li>Chapter Four Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Teacher created lessons.</li> <li>Teacher created worksheets and exercises.</li> <li>Teacher created assessments.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On the concepts of Transformational Geometry.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b>   <b>Completed by:</b>   <b>Comments:</b></p>

Week 25		Week 26	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.4</b> Apply congruence and similarity correspondences (e.g., <math>\triangle ABC \cong \triangle XYZ</math>) and properties of the figures to find missing parts of geometric figures, and provide logical justification.   <b>10.G.6</b> Use the properties of special triangles (e.g., isosceles, equilateral, <math>30^\circ-60^\circ-90^\circ</math>, <math>45^\circ-45^\circ-90^\circ</math>) to solve problems.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.3</b> Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.  <b>10.G.5</b> Solve simple triangle problems using the triangle angle sum property and/or the Pythagorean theorem.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TEN</b>  <b>TRIANGLE CONCEPTS</b></p> <ol style="list-style-type: none"> <li>Special Right Triangles</li> <li>Congruent Triangle Theorems</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT ELEVEN</b>  <b>FINDING ANGLE MEASUREMENTS</b></p> <ol style="list-style-type: none"> <li>Angles Formed by Parallel Lines Being Cut by a Transversal.</li> <li>Triangle Angle Sum</li> <li>Determining Missing Angle Measure</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find missing side measures of special right triangles.</li> <li>To determine whether two triangles are congruent using various theorems for congruence.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>What are the “shortcuts” to prove that two triangles are congruent?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To work with and find measures of angles formed when two parallel lines were cut by a transversal.</li> <li>To find the missing angle measures in a triangle.</li> <li>To determine the angle measure of various angles.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you determine the measures of all the angles created by two parallel lines cut by a transversal, given only one angle’s measure?</p>
<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Teacher created lessons.</li> <li>Teacher created worksheets and exercises.</li> <li>Teacher created assessments.</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<p align="center"><b>Teacher Resources</b></p> <ol style="list-style-type: none"> <li>Teacher created lessons.</li> <li>Teacher created worksheets and exercises.</li> <li>Teacher created assessments.</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On the concepts of Triangles.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On the concepts of Finding Angle Measurements.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 27		Week 28	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.3</b> Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.G.3</b> Recognize and solve problems involving angles formed by transversals of coplanar lines. Identify and determine the measure of central and inscribed angles and their associated minor and major arcs. Recognize and solve problems associated with radii, chords, and arcs within or on the same circle.   <b>10.M.1</b> Calculate perimeter, circumference, and area of common geometric figures such as parallelograms, trapezoids, circles, and triangles.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TWELVE</b>  <b>CIRCLE CONCEPTS</b></p> <ol style="list-style-type: none"> <li>Parts of a Circle</li> <li>Central Angles</li> <li>Arcs and Angles</li> <li>Inscribed Angles</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TWELVE</b>  <b>CIRCLE CONCEPTS</b></p> <ol style="list-style-type: none"> <li>Area of Circles</li> <li>Circumference of Circles</li> <li>The Concept of <math>\pi</math></li> <li>Area of Sectors</li> <li>Arc Length of Sectors</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. Critical Thinking Skills    2. Problem Solving Skills    3. Test Taking Skills</p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. Critical Thinking Skills    2. Problem Solving Skills    3. Test Taking Skills</p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To define and work with basic terms and concepts associated with a circle.</li> <li>To find both central angle measures and their intercepted arc measures.</li> <li>To determine various angle and arc measurements.</li> <li>To find the measures of inscribed angles and their intercepted arcs.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How to use find the measures of arcs in a circle by using given angle measures that related to the circle?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find the areas of circles and sectors.</li> <li>To find the circumferences of circles and the arc lengths of sectors.</li> <li>To define and use the formal definition of <math>\pi</math>.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How does the concept of pie chart related to the concept of sector area?</p>
<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter Six lessons</li> <li>Chapter Six Practice Worksheets</li> <li>Chapter Six Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<p align="center"><b>Teacher Resources</b></p> <p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter Six lessons</li> <li>Chapter Six Practice Worksheets</li> <li>Chapter Six Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 29		Week 30	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.4</b> Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., <math>a^2 - b^2 = (a + b)(a - b)</math>, <math>x^2 + 10x + 21 = (x + 3)(x + 7)</math>, <math>5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)</math>); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.  <b>10.P.7</b> Solve everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest, and direct and inverse variation problems. Use technology when appropriate.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.7</b> Solve everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest, and direct and inverse variation problems. Use technology when appropriate.  <b>12.P.4</b> Demonstrate an understanding of the trigonometric, exponential, and logarithmic functions.  <b>12.P.6</b> Given algebraic, numeric and/or graphical representations, recognize functions as polynomial, rational, logarithmic, exponential, or trigonometric.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT THIRTEEN</b>  <b>EXPONENTIAL AND LOGARITHMIC FUNCTIONS</b></p> <ol style="list-style-type: none"> <li>Rational Exponents</li> <li>Laws for Rational Exponents</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT THIRTEEN</b>  <b>EXPONENTIAL AND LOGARITHMIC FUNCTIONS</b></p> <ol style="list-style-type: none"> <li>Exponential Functions</li> <li>Equations Involving Various Exponential Functions</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To define rational exponents.</li> <li>To evaluate expressions using the laws of exponents.</li> <li>To use the laws of rational exponents and their relationship to radical expressions.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you convert between expressions with rational exponents and radical expressions?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To define and graph exponential functions.</li> <li>To solve a variety of equations containing rational exponents.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you use the inverse relationship between exponential and logarithmic functions to solve equations?</p>
<p align="center"><b>Teacher Resources</b>  <i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b></p> <ol style="list-style-type: none"> <li>Teacher-Made PowerPoint Presentations</li> <li>Test ExamPro Generator</li> <li>Electronic Worksheets in TeacherShared Folder</li> <li>Teacher-Made Web-Based Assessments</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>
Week 31		Week 32	

<b><i>Performance Standards</i></b>		<b><i>Performance Standards</i></b>	
<p><b>The students will:</b></p> <p><b>12.P.4</b> Demonstrate an understanding of the trigonometric, exponential, and logarithmic functions.</p> <p><b>12.P.6</b> Given algebraic, numeric and/or graphical representations, recognize functions as polynomial, rational, logarithmic, exponential, or trigonometric.</p>		<p><b>The students will:</b></p> <p><b>10.D.1</b> Select, create, and interpret an appropriate graphical representation (e.g., scatterplot, table, stem-and-leaf plots, box-and-whisker plots, circle graph, line graph, and line plot) for a set of data and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data.</p> <p><b>12.D.6</b> Use combinatorics (e.g., “fundamental counting principle,” permutations, and combinations) to solve problems, in particular, to compute probabilities of compound events. Use technology as appropriate.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT THIRTEEN</b> <b>EXPONENTIAL AND LOGARITHMIC FUNCTIONS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOURTEEN</b> <b>INTRODUCTION TO PROBABILITY CONCEPTS</b>	
<ol style="list-style-type: none"> <li>1. Logarithmic Functions</li> <li>2. Laws of Logarithms</li> <li>3. Common Logarithms</li> </ol>		<ol style="list-style-type: none"> <li>1. Basic Rules of Probability</li> <li>2. The Counting Principle</li> <li>3. Word Problems involving Basic Probability</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>1. <i>Critical Thinking Skills</i></li> <li>2. <i>Problem Solving Skills</i></li> <li>3. <i>Test Taking Skills</i></li> </ol>		<ol style="list-style-type: none"> <li>1. <i>Critical Thinking Skills</i></li> <li>2. <i>Problem Solving Skills</i></li> <li>3. <i>Test Taking Skills</i></li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To investigate the relationship between exponential and logarithmic functions.</li> <li>2. To use and simplify expression involving logarithms.</li> <li>3. To use the laws of logarithms to solve equations.</li> <li>4. To introduce the concept of common logarithms using a graphing calculator.</li> </ol>	<p>How do you convert between exponential and logarithmic form?</p>	<ol style="list-style-type: none"> <li>1. To apply the basic principles of probability.</li> <li>2. To use the counting principle to work with the probability of multiple events.</li> <li>3. To solve real world problems that involves the concept of probability.</li> </ol>	<p>How do you use the Fundamental Counting Principle to determine the probability of a given outcome?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>1. Chapter Five lessons</li> <li>2. Chapter Five Practice Worksheets</li> <li>3. Chapter Five Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher-Made PowerPoint Presentations</li> <li>2. Test ExamPro Generator</li> <li>3. Electronic Worksheets in TeacherShared Folder</li> <li>4. Teacher-Made Web-Based Assessments</li> </ol>	<p><i>Merrill Integrated Math 1991</i></p> <ol style="list-style-type: none"> <li>1. Chapter Eleven lessons</li> <li>2. Chapter Eleven Practice Worksheets</li> <li>3. Chapter Eleven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher-Made PowerPoint Presentations</li> <li>2. Test ExamPro Generator</li> <li>3. Electronic Worksheets in TeacherShared Folder</li> <li>4. Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts of Exponential and Logarithms.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 33		Week 34	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i></p> <p><b>12.D.6</b> Use combinatorics (e.g., “fundamental counting principle,” permutations, and combinations) to solve problems, in particular, to compute probabilities of compound events. Use technology as appropriate.</p>		<p><i>The students will:</i></p> <p><b>10.D.1</b> Select, create, and interpret an appropriate graphical representation (e.g., scatterplot, table, stem-and-leaf plots, box-and-whisker plots, circle graph, line graph, and line plot) for a set of data and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data.</p> <p><b>12.P.3</b> Demonstrate an understanding of the binomial theorem and use it in the solution of problems.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FOURTEEN</b> <b>INTRODUCTION TO PROBABILITY CONCEPTS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FOURTEEN</b> <b>INTRODUCTION TO PROBABILITY CONCEPTS</b>	
<ol style="list-style-type: none"> <li>1. Permutations</li> <li>2. Combinations</li> </ol>		<ol style="list-style-type: none"> <li>1. The Binomial Theorem</li> <li>2. Measures of Central Tendency</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i>		<i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To apply the rules for counting a number of permutations.</li> <li>2. To apply the rules for counting a number of combinations.</li> <li>3. To determine whether of given situation should be represented by a permutation or a combination.</li> </ol>	<p>How do you determine whether a given situation involves a combination or a permutation?</p>	<ol style="list-style-type: none"> <li>1. To apply combinatorial notation to develop the Binomial Theorem.</li> <li>2. To expand and simplify binomial expansion using the Binomial Theorem.</li> <li>3. To calculate various measures of central tendency.</li> <li>4. To determine which measure of central tendency should be used for a given situation.</li> </ol>	<p>How do you determine which measure of central tendency is best used to represent a given set of data?</p>
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<i>Merrill Integrated Math 1991</i> <ol style="list-style-type: none"> <li>1. Chapter Eleven lessons</li> <li>2. Chapter Eleven Practice Worksheets</li> <li>3. Chapter Eleven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher-Made PowerPoint Presentations</li> <li>2. Test ExamPro Generator</li> <li>3. Electronic Worksheets in TeacherShared Folder</li> <li>4. Teacher-Made Web-Based Assessments</li> </ol>	<i>Merrill Integrated Math 1991</i> <ol style="list-style-type: none"> <li>1. Chapter Eleven lessons</li> <li>2. Chapter Eleven Practice Worksheets</li> <li>3. Chapter Eleven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher-Made PowerPoint Presentations</li> <li>2. Test ExamPro Generator</li> <li>3. Electronic Worksheets in TeacherShared Folder</li> <li>4. Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts of Probability.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 35		Week 36	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><b>The students will:</b></p> <p><b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.</p> <p><b>12.P.2</b> Identify arithmetic and geometric sequences and finite arithmetic and geometric series. Use the properties of such sequences and series to solve problems, including finding the general term and sum recursively and explicitly.</p>		<p><b>The students will:</b></p> <p><b>12.P.2</b> Identify arithmetic and geometric sequences and finite arithmetic and geometric series. Use the properties of such sequences and series to solve problems, including finding the general term and sum recursively and explicitly.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FIFTEEN</b> <b>SEQUENCES AND SERIES</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FIFTEEN</b> <b>SEQUENCES AND SERIES</b>	
<ol style="list-style-type: none"> <li>1. Introduction to Sequences</li> <li>2. Infinite Sequences</li> <li>3. Arithmetic Sequences</li> <li>4. Geometric Sequences</li> </ol>		<ol style="list-style-type: none"> <li>1. Introduction to Series</li> <li>2. Infinite Series</li> <li>3. Arithmetic Series</li> <li>4. Geometric Series</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>1. Critical Thinking Skills</li> <li>2. Problem Solving Skills</li> <li>3. Test Taking Skills</li> </ol>	
<b>Objectives</b> <ol style="list-style-type: none"> <li>1. To work with and find various sequential patterns.</li> <li>2. To use sequence notation to describe a pattern.</li> <li>3. To identify an arithmetic sequence and find the general term of that sequence.</li> <li>4. To identify a geometric sequence and find the common ratio and a missing term.</li> </ol>	<b>Essential Question</b> <p>How do you find the <math>n</math>th term of an arithmetic sequence without finding all of the terms prior to that term?</p>	<b>Objectives</b> <ol style="list-style-type: none"> <li>1. To find the sum of a given series and to use summation notation.</li> <li>2. To find the sum of a given infinite series.</li> <li>3. To find the sum of the terms of an arithmetic series.</li> <li>4. To find the sum of the terms of a geometric series.</li> </ol>	<b>Essential Question</b> <p>When can you find the sum of an infinite series?</p>
<b>Teacher Resources</b> <i>Merrill Integrated Math 1991</i> <ol style="list-style-type: none"> <li>1. Chapter Thirteen lessons</li> <li>2. Chapter Thirteen Practice Worksheets</li> <li>3. Chapter Thirteen Pre-Made Assessments</li> </ol>	<b>Media Resources</b> <ol style="list-style-type: none"> <li>1. Teacher-Made PowerPoint Presentations</li> <li>2. Test ExamPro Generator</li> <li>3. Electronic Worksheets in TeacherShared Folder</li> <li>4. Teacher-Made Web-Based Assessments</li> </ol>	<b>Teacher Resources</b> <i>Merrill Integrated Math 1991</i> <ol style="list-style-type: none"> <li>1. Chapter Thirteen lessons</li> <li>2. Chapter Thirteen Practice Worksheets</li> <li>3. Chapter Thirteen Pre-Made Assessments</li> </ol>	<b>Media Resources</b> <ol style="list-style-type: none"> <li>1. Teacher-Made PowerPoint Presentations</li> <li>2. Test ExamPro Generator</li> <li>3. Electronic Worksheets in TeacherShared Folder</li> <li>4. Teacher-Made Web-Based Assessments</li> </ol>
<b>Evaluation/Activities</b> <p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b>	<b>Evaluation/Activities</b> <p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts of Sequences and Series.</p>	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b>