**First Nine Weeks**

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| **Sequence** | **Standard Description** | **Resources** | **Assessment** |
| **Week 1 - 2 (Q1)**  **8/24/15 - 9/2/15** | **Unit 1: Constructing Graphs and Multiple Representations in the Real World**  [**MAFS.912.N-Q.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5519)  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.  [**MAFS.912.N-Q.1.2**](http://www.cpalms.org/Public/PreviewIdea/Preview/1509)  Define appropriate quantities for the purpose of descriptive modeling.  [**MAFS.912.A-CED.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5554) Calculator: Neutral  Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions.  [**MAFS.912.A-CED.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5555)Calculator: Neutral  Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.  [**MAFS.912.A-CED.1.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5556)Calculator: Neutral  ~~Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and~~ interpret solutions as viable or nonviable options in a modeling context.*For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*  [**MAFS.912.F-IF.2.5**](http://www.cpalms.org/Public/PreviewStandard/Preview/5574)Calculator: Neutral  Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-­‐hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.  [**MAFS.912.F-BF.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5579) Calculator: Neutral  Write a function that describes a relationship between two quantities.  a. Determine an explicit expression, a recursive process, or steps for calculation from a context.   1. ~~Combine standard function types using arithmetic operations.~~ *~~For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.~~* 2. ~~Compose functions.~~ *~~For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.~~*   [**LAFS.910.SL.1.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/6110)  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  **Standards of Mathematical Practices**  SMP 1 Make sense of problem and preserve in solving them  SMP 4 Model with mathematics  SMP 5 Use appropriate tools strategically  SMP 6 Attend to precision  SMP 8 Look for and express regularity in repeated reasoning. | **Textbook:** Sections 1-1, 1-2, 1-7, 1-8, 1-9, 4-2, 4-6,  **CPALMS Lessons:**  **Key Vocabulary:**  Domain, Range, independent variable, dependent variable, discrete, continuous, scale, symbolic representation, numerical representation, concrete representation, verbal representation, graphical representation, equivalent representation, function  **Conceptual Knowledge:**  \*Scale and Intervals of Graphs  \*Domain and Range  \*Independent and Dependent Variables  \*Discrete and Continuous Data  \*Multiple Representations  \*Distributive Property  **Skills**:  ~Using data to construct graphs with varying intervals and determine which is appropriate.  ~Distinguish between independent and dependent variables.  ~Identify the domain and range.  ~Simplify expressions by using order of operations.  ~Create representations of relationships among quantities using concrete models, tables, graphs equations and verbal descriptions. | [**EOC ITEM SPECIFICATIONS**](http://fsassessments.org/wp-content/uploads/2015/03/Algebra-1-Test-Item-Specifications1.pdf)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/123104)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/56281)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/56358)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/59143)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/60559) |
| **Week 2 - 4(Q1)**  **9/3/15 - 9/16/15** | **Unit  2: Functions**  [**MAFS.912.A-CED.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5554)Calculator: Neutral  Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions.  [**MAFS.912.A-CED.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5555) Calculator: Neutral  Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.  [**MAFS.912.A-REI.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5560)Calculator: Neutral  Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.  [**MAFS.912.F-IF.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5570) Calculator: Neutral  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 to the input *x.* The graph of *f* is the graph of the equation *y=f(x)*.  [**MAFS.912.F-IF.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5571) Calculator: Neutral  Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.  [**MAFS.912.F-IF.1.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5572) Calculator: Neutral  Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-­‐1) for n≥ 1.*  [**MAFS.912.F-IF.2.4**](http://www.cpalms.org/Public/PreviewStandard/Preview/5573)  Calculator: No  For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity*.  [**MAFS.912.F-IF.2.5**](http://www.cpalms.org/Public/PreviewStandard/Preview/5574)  Calculator: Neutral  Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-­‐hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function*.  [**MAFS.912.F-IF.3.9**](http://www.cpalms.org/Public/PreviewStandard/Preview/5578)Calculator: No  Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables or by verbal descriptions).  For example, given a graph of one quadratic function and on algebraic expression for another, say which has the larger maximum.  **Standards of Mathematical Practices**  SMP 3 Construct viable arguments and critique the reasoning of others  SMP 6 Attend to precision | [**Algebra Nation**](http://www.algebranation.com/)  **Textbook:** 4-1, 4-2, 4-3, 4-4, 4-6, 4-7  **CPALMS Lessons:**  [**Picture This**](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/28701)  912.F-IF.1.1 **-** [**Introduction to Functions**](http://www.cpalms.org/Public/PreviewResourceLesson/Preview/51404)  **Key Vocabulary:**  Function, function notation, input, output, independent variable, dependent variable, recursive definition, sequence, term  **Conceptual Knowledge:**  \*Functional Relationships  \*Function Notation  \*Independent Variables  \*Dependent Variables  **Skills**:  ~Evaluate functions using order of operations.  ~Construct tables and graphs of linear functions  ~Compare and contrast functional and nonfunctional relationships  ~Distinguish between independent and dependent variables | [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/55561)  [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/55307)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/56313)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/66648)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/56659)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/60573)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/69139) |
| **Week 4 - 5 (Q1)**  **9/17/15 - 9/24/15** | **Unit 3: Exploring Rate of Change in Motion Problems**  [**MAFS.912.N-Q.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5519)  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.  [**MAFS.912.N-Q.1.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5521)  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  [**MAFS.912.F-IF.2.4**](http://www.cpalms.org/Public/PreviewStandard/Preview/5573)Calculator: No  For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity*.  [**MAFS.912.F-IF.2.6**](http://www.cpalms.org/Public/PreviewStandard/Preview/5575)Calculator: Neutral  Calculate and interpret the average rate of change of a function (presented symbolically or as a graph) over a specified interval. Estimate the rate of change from a graph.  [**LAFS.910.RST.3.7**](http://www.cpalms.org/Public/PreviewStandard/Preview/6220)  Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.  **Standards of Mathematical Practices**  SMP 4 Model with mathematics  SMP 5 Use appropriate tools strategically  SMP 6 Attend to precision | **Textbook:** 5-1,  **CPALMS Lessons:**  **Key Vocabulary:**  Rate of change, speed, steepness, horizontal, vertical  **Conceptual Knowledge:**  \*Rate of change  \*Constant Rates  \*Motion Graphs  **Skills**:  ~Demonstrate an understanding that speed is an example of rate.  ~Compare different constant rates and find rates from tables and graphs.  ~Show the effect a change in speed has on a graph. | [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/56665) |
| **Week 5 - 7 (Q1)**  **9/25/15 - 10/05/15** | **Unit 4: Exploring Rate of Change in other situations**  [**MAFS.912.N-Q.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5519)  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.  [**MAFS.912.F-IF.2.4**](http://www.cpalms.org/Public/PreviewStandard/Preview/5573)Calculator: No  For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity*.  [**MAFS.912.F-IF.2.6**](http://www.cpalms.org/Public/PreviewStandard/Preview/5575) Calculator: Neutral  Calculate and interpret the average rate of change of a function (presented symbolically or as a graph) over a specified interval. Estimate the rate of change from a graph.  [**MAFS.912.F-LE.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5584) Calculator: No  Distinguish between situations that can be modeled with linear functions and with exponential functions.   1. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. 2. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. 3. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.   [**LAFS.910.SL.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/6108)  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.   1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.   **Standards of Mathematical Practices**  SMP 1 Make sense of problem and preserve in solving them  SMP 6 Attend to precision  SMP 7 Look for and make use of structure  SMP 8 Look for and express regularity and repeated reasoning. | **Textbook:** 5-1, 5-2,  **Key Vocabulary:**  Inverse variation, proportional relationships, non-constant rate of change, direct variation, constant of proportionality  **Conceptual Knowledge:**  \*Rate of change  \*Direct Variation  \*Identify different types of functions  **Skills**:  ~Calculate rates of change using first differences.  ~Identify proportional relationships and key features of direct variation.  ~Classify functions based on their rates of change. | [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/69333) |
| **Week 7 - 9 (Q1)**  **10/6/15 - 10/20/15** | **Unit 5: Moving Beyond Slope Intercept Form**  [**MAFS.912.F-IF.2.6**](http://www.cpalms.org/Public/PreviewStandard/Preview/5575) Calculator: Neutral  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.  [**MAFS.912.F-IF.3.7**](http://www.cpalms.org/Public/PreviewStandard/Preview/5576) Calculator: Neutral  Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Graph linear and quadratic functions and show intercepts, maxima, and minima.  [**MAFS.912.F-BF.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5579) Calculator: Neutral  Write a function that describes a relationship between two quantities. Determine an explicit expression, a recursive process, or steps for calculation from a context. Combine standard function types using arithmetic operations.  [**MAFS.912.F-BF.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5581) Calculator: Neutral  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.  [**MAFS.912.F-LE.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5584) Calculator: No  Distinguish between situations that can be modeled with linear functions and with exponential functions.  a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.  b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.  c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.  [**MAFS.912.F-LE.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5585) Calculator: Neutral  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).  [**MAFS.912.F-LE.2.5**](http://www.cpalms.org/Public/PreviewStandard/Preview/5588) Calculator: No  Interpret the parameters in a linear or exponential function in terms of a context.  [**MAFS.912.S-ID.3.7**](http://www.cpalms.org/Public/PreviewStandard/Preview/5647) Calculator: Neutral  Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.  [**LAFS.910.SL.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/6109)  Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  [**LAFS.910.WHST.2.4**](http://www.cpalms.org/Public/PreviewStandard/Preview/6235)  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Standards of Mathematical Practice:**  SMP 1 Make sense of problem and preserve in solving them. .  SMP 6 Attend to precision.  SMP 7 Look for and make use of structure | **Textbook:** 5-3, 5-4, 5-5, 5-6,  **Key Vocabulary:**  Slope, y-intercept, x-intercept, zero of a function, parallel, perpendicular, slope intercept, standard form, point-slope form  **Conceptual Knowledge:**  \*Slope  \*x and y intercepts  \*Slope intercept form  \*standard form  \*point slope form  **Skills**:  ~Calculate and interpret slope in a given situation  ~Identify lines as parallel and perpendicular according to their slope.  ~Identify and interpret x and y intercepts in a given situation.  ~Find and use the equations of lines in slope intercept form, standard form and point-slope form | [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/68766)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/68326)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/68611)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/69183)  [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/69248)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/59833)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/56672)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/56723)  [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/60545) |
| ***End of First Nine Weeks Exam*** | | | |
| ***Professional Day*** | | | |

**Second Nine Weeks**

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| **Sequence** | **Standard Description** | **Resources** | **Assessment** |
| **Week 1 - 2 (Q2)**  **10/26/15 - 11/5/15** | **Unit 6: Solving Linear Equations and Inequalities**  [**MAFS.912.A-CED.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5554)Calculator: Neutral  Create equations and inequalities in one variable  and use them to solve problems. Include equations arising from linear  and  quadratic functions, and simple rational, absolute, and exponential functions.  [**MAFS.912.A-CED.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5555) Calculator: Neutral  Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels  and scales.  [**MAFS.912.A-CED.1.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5556) Calculator: Neutral  Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.  [**MAFS.912.A-CED.1.4**](http://www.cpalms.org/Public/PreviewStandard/Preview/5557) Calculator: Neutral  Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.  [**MAFS.912.A-REI.1.1** Calculator: No](http://www.cpalms.org/Public/PreviewStandard/Preview/5558)  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.  [**MAFS.912.A-REI.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5560) Calculator: Neutral  Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.  [**MAFS.912.A.REI.4.10**](http://www.cpalms.org/Public/PreviewStandard/Preview/5567) Calculator: Neutral  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).  [**MAFS.912.A-REI.4.11**](http://www.cpalms.org/Public/PreviewStandard/Preview/5568) Calculator: Neutral  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.  [**MAFS.912.A-REI.4.12**](http://www.cpalms.org/Public/PreviewStandard/Preview/5569) Calculator: Neutral  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.  **Standards of Mathematical Practice:**  SMP 1 Make sense of problem and preserve in solving them.  SMP 3 Construct viable arguments and critique the reasoning of others.  SMP 4 Model with mathematics.  SMP 5 Use appropriate tools strategically.  SMP 6 Attend to precision. | **Textbook:** 2-2, 2-3, 2-4, 2-5, 3-1, 3-2, 3-3, 3-4,  CB 5-5, 6-5,  **CPALMS Lessons:**    **Key Vocabulary:**  Linear inequality in one,  Linear inequality in two, variables, equality, equations, inverse functions, inverse operation  **Conceptual Knowledge:**  \*Solving linear equations and inequalities  \*Inverse functions  \*Graphing inequalities in two variables  **Skills**:  ~Solving multi-step equations (including literal equations)  ~Checking the solution and justifying the solution to equations and inequalities  ~Find the inverse of linear functions  ~Graph inequalities in two variables to show the solution set | [**EOC ITEM SPECIFICATIONS**](http://fsassessments.org/wp-content/uploads/2015/03/Algebra-1-Test-Item-Specifications1.pdf)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/58767)    [**Formative Assessment**](http://www.cpalms.org/Public/PreviewResource/Preview/60554) |
| **Week 2 - 3 (Q2)**  **11/6/15 - 11/13/15** | **Unit 7: Systems of Linear Equations and Inequalities**  [**MAFS.912.A-CED.1.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5556) Calculator: Neutral  Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*  [**MAFS.912.A-REI.3.6**](http://www.cpalms.org/Public/PreviewStandard/Preview/5563) Calculator: Neutral  Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.  [**MAFS.912.A-REI.4.12**](http://www.cpalms.org/Public/PreviewStandard/Preview/5569) Calculator: Neutral  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.  **Standards of Mathematical Practice:**  SMP 1 Make sense of problem and preserve in solving them.  SMP 3 Construct viable arguments and critique the reasoning of others.  SMP 4 Model with mathematics.  SMP 5 Use appropriate tools strategically.  SMP 6 Attend to precision. | **Textbook:** 6-1, 6-4, 6-6  **CPALMS Lessons:**  **Key Vocabulary:**  System of equations and inequalities, system of linear equations and inequalities in two variables, solution, satisy the equation and inequality, no solution  **Conceptual Knowledge:**  \*Systems of Equation  \*Systems of Inequalities  \* Solution to Systems  **Skills**:  ~Write a system of equations and inequalities to model a situation  ~Solve a system of equations by making a table or a graph  ~Solve a system of inequality by graphing and finding the intersection  ~Check and interpret solutions of systems | **MFAS:** |
| **Week 4 (Q2)**  **11/16/15 - 11/20/15** | **Unit 8: Other Methods for Solving Systems**  [**MAFS.912.A-CED.1.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5556) Calculator: Neutral  Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.  [**MAFS.912.A-REI.3.5**](http://www.cpalms.org/Public/PreviewStandard/Preview/5562) Calculator: Neutral  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.  [**MAFS.912.A-REI.3.6**](http://www.cpalms.org/Public/PreviewStandard/Preview/5563) Calculator: Neutral  Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.  [**MAFS.912.A-REI.4.12**](http://www.cpalms.org/Public/PreviewStandard/Preview/5569) Calculator: Neutral  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.  Standards of Mathematical Practice:  SMP 1 Make sense of problem and preserve in solving them.  SMP 3 Construct viable arguments and critique the reasoning of others.  SMP 5 Use appropriate tools strategically.  SMP 6 Attend to precision.  SMP 7 Look for and make use of structure. | **Textbook:** 6-2, 6-3  **Key Vocabulary:**  System of equations in two variables, substitution, linear combination, dependent equations, independent equations, consistent equations, inconsistent equations  **Conceptual Knowledge:**  \*Solving systems using substitution  \*Solving systems using linear combination method  **Skills**:  ~Solving systems of equations algebraically  ~Checking and justifying solutions to systems of equations  ~Identifying which method is most effective in a given situation |  |
| **Week 5-7 (Q2)**  **11/23/15 - 12/7/15** | **Unit 9: Creating Linear models for Data**  [**MAFS.912.N-Q.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5519)  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.  [**MAFS.912.N-Q.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5520)  Define appropriate quantities for the purpose of descriptive modeling.  [**MAFS.912.N-Q.1.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5521)  Choose a level of accuracy appropriate to limitations on measurement  when  reporting quantities.  [**MAFS.912.F-IF.3.7**](http://www.cpalms.org/Public/PreviewStandard/Preview/5576)  Calculator: Neutral  Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.  a. Graph linear and quadratic functions and show intercepts, maxima, and minima.  b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.  c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.  d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.  e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.  [**MAFS.912.A-REI.4.10**](http://www.cpalms.org/Public/PreviewStandard/Preview/5567) Calculator: Neutral  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).  [**MAFS.912.F-IF.2.5**](http://www.cpalms.org/Public/PreviewStandard/Preview/5574) Calculator: Neutral  Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.  [**MAFS.912.F-BF.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5579) Calculator: Neutral  Write a function that describes a relationship between two quantities.  a. Determine an explicit expression, a recursive process, or steps for calculation from a context.  b.  Combine standard function types using arithmetic operations.  c.  Compose functions.  [**MAFS.912.F-BF.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5581) Calculator: Neutral  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.  [**MAFS.912.F-LE.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5585) Calculator:Neutral  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).  [**MAFS.912.S-ID.2.6**](http://www.cpalms.org/Public/PreviewStandard/Preview/5646) Calculator: Neutral  Represent data on two quantitative variables on a scatter plot, and  describe  how  the  variables are related.  a. 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, and exponential models.*  b. Informally assess the fit of a function by plotting and analyzing residuals.  Fit a linear function for a scatter plot that suggests a linear association.  **Standards of Mathematical Practice:**  SMP 1 Make sense of problem and preserve in solving them.  SMP 2 Reason abstractly and quantitatively.  SMP 3 Construct viable arguments and critique the reasoning of others.  SMP 4 Model with mathematics.  SMP 5 Use appropriate tools strategically.  SMP 8 Look for and express regularity and repeated reasoning. | **Textbook:** 5-7,  **Key Vocabulary:**  Positive correlation, negative correlation, tend line, parent function, transformation, line of best fit, regression, r-value  **Conceptual Knowledge:**  \*Write equations of a trend line from data  \*Assess whether data is approximately linear  \*Explain transformations from the parent function  \*Use technology to determine the line of best fit.    **Skills**:  ~Write equations of a trend line from data  ~Assess whether data is approximately linear  ~Explain transformations from the parent function  ~Use technology to determine the line of best fit |  |
| **Week 7-8 (Q2)**  **12/8/15 - 12/15/15** | **Unit 10: Descriptive Statistics**  [**MAFS.912.S-ID.1.1** Calculator: Neutral](http://www.cpalms.org/Public/PreviewStandard/Preview/5641)  Represent data with plots on the real number line (dot plots, histograms, and box plots).  [**MAFS.912.S-ID.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5642)Calculator: Neutral  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.  [**MAFS.912.S-ID.1.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5643)Calculator: Neutral  Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).  [**MAFS.912.S-ID.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5645)**.5** Calculator: Yes  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.  Standards of Mathematical Practice:  SMP 2 Reason abstractly and quantitatively.  SMP 4 Model with mathematics.  SMP 5 Use appropriate tools strategically.  SMP 6 Attend to precision.  SMP 7 Look for and make use of structure.  SMP 8 Look for and express regularity and repeated reasoning. | **Textbook:** 12-2, 12-3, 12-4, |  |
| ***End of Second Nine Week Exam*** | | | |
| ***Winter Break: December 19 - January 3*** | | | |
| ***Professional Day*** | | | |

**Third Nine Weeks**

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| **Sequence** | **Standard Description** | **Resources** | **Assessment** |
| **Week 1 - 3 (Q3)**  **1/5/16 - 1/22/15** | **Unit 11: Exponential Functions and Equations**  [**MAFS.912.N-RN.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5516)  Calculator: No  Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define https://lh3.googleusercontent.com/PKVz0Rp0FoXPhHv7HrHMTcUhSSNR_MSWlGb6xpJjpR4PEud63s8A_AaKtCHt2Y-rfRGQ2vGxsDE1uDI4Il6F-WYdetP1bu6Rwcnbznge9z_0LlbjtOJVzLq0q_NQBg2dVAAXRiEto be the cube root of 5 because we want https://lh3.googleusercontent.com/cIaLuNRyA4NM8LrwdqzgLJTLTAs8OVM746Nor4Is38OCEdeJ0ki_ZT9tdeBW9lRV93wB1un6gtRowbVmk9kr34lV6h9BfT_02RGg0LGLZFP0oKuctGLP39wNuEJo6yfx_lF4q7c= https://lh3.googleusercontent.com/GiAW8nlw22YUB6q33jwHEeGdLxpzpfHnKwoqhTxeAMi45ZKViPnB0pfedhz0GJC16DyhxN8ZHQEgFtyu924e5zMQuBg6oRj65C0ML0lR-8R_Q0WNVCYENSkaCVc96nwsvfntss4to hold, so https://lh6.googleusercontent.com/LJIumulzlv17ViC9LK6tGFr9aelgcJRObCFy1OA74PWpkysvTUr6UJOgOgNv-BboHdyXUVzcR3YPWOJ2YCruaPR2HEE-hmGoehIYxDze8PFvK0yoS0h5X02q8qPrHWfDqog6z5Mmust equal 5.  [**MAFS.912.N-RN.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5517)  Rewrite expressions involving radicals and rational exponents using the properties of exponents.  [**MAFS.912.A-CED.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5554)  Calculator: Neutral  Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic function s, and simple rational, absolute, and exponential functions.  [**MAFS.912.A-CED.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5555) Calculator: Neutral  Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.  [**MAFS.912.A-SSE.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5545)  Calculator: Neutral  Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.  a. Factor a quadratic expression to reveal the zeros of the function it defines.  b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.  c. Use the properties of exponents to transform expressions for exponential functions  [**MAFS.912.F-IF.3.7**](http://www.cpalms.org/Public/PreviewStandard/Preview/5576)  Calculator: Neutral  Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.  ~~a. Graph linear and quadratic functions and show intercepts, maxima, and minima.~~  ~~b.Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.~~  ~~c.Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.~~  ~~d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.~~  e. Graph exponential ~~and logarithmic functions,~~ showing intercepts and end behavior, ~~and trigonometric functions, showing period, midline, and amplitude, and using phase shift.~~  [**MAFS.912.F-BF.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5579)Calculator: Neutral  Write a function that describes a relationship between two quantities.  a. Determine an explicit expression, a recursive process, or steps for calculation from a context.  b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*  b. Compose functions. *For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.*  [**MAFS.912.F- LE.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5584)Calculator: No  Distinguish between situations that can be modeled with linear functions and with exponential functions.  a.Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.  b.Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.  c.Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.  [**MAFS.912.F-LE.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5585)  Calculator: Neutral  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).  [**MAFS.912.F-LE.1.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5586)  Calculator: No  Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically or (more generally) as a polynomial function.  [**MAFS.912.F-LE.2.5**](http://www.cpalms.org/Public/PreviewStandard/Preview/5588)  Calculator: Neutral  Interpret the parameters in a linear or exponential function in terms of a context.  [**MAFS.912.S-ID.2.6**](http://www.cpalms.org/Public/PreviewStandard/Preview/5646)  Calculator: Neutral  Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.  a.  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, and exponential models.*  b.   Informally assess the fit of a function by plotting and analyzing residuals. Fit a linear function for a scatter plot that suggests a linear association.  **Standards of Mathematical Practice:**  SMP 1 Make sense of problem and preserve in solving them.  SMP 5 Use appropriate tools strategically.  SMP 7 Look for and make use of structure.  SMP 8 Look for and express regularity and repeated reasoning. | **Textbook:** 7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7, 7-8  **CPALMS Lessons:**    **Key Vocabulary:**  Linear function, exponential function, y-intercept, constant rate of change, rational exponent, exponents  **Conceptual Knowledge:**  \*Exponential Functions  \*Exponential Growth  \*Exponential Decay  \*Rational Expressions  \*Exponents    **Skills**:  ~Recognize exponential patterns and represent them algebraically  ~Represent and analyze situations involving exponential growth and decay. | [**EOC ITEM SPECIFICATIONS**](http://fsassessments.org/wp-content/uploads/2015/03/Algebra-1-Test-Item-Specifications1.pdf)  **MFAS:** |
| **Week 4- 5 (Q3)**  **1/25/16 - 2/2/16** | **Unit 12: Graphs of Quadratic Functions**  [**MAFS.912.A-CED.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5555) Calculator: Neutral  Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.  [**MAFS.912.F-IF.3.7**](http://www.cpalms.org/Public/PreviewStandard/Preview/5576)  Calculator: Neutral  Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.  a.  Graph linear and quadratic functions and show intercepts, maxima, and minima.  ~~b.   Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.~~  ~~c.   Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.~~  ~~d.   Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.~~  e.   Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.  [**MAFS.912.F-BF.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5579)Calculator: Neutral  Write a function that describes a relationship between two quantities.  a. Determine an explicit expression, a recursive process, or steps for calculation from a context.  b.Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*  c. Compose functions.  [**MAFS.912.F-BF.2.**](http://www.cpalms.org/Public/PreviewStandard/Preview/5581)**3**  Calculator: Neutral  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.  **Standards of Mathematical Practice:**  SMP 4 Model with mathematics.  SMP 5 Use appropriate tools strategically. SMP 6 Attend to precision.  SMP 7 Look for and make use of structure.  SMP 8 Look for and express regularity and repeated reasoning. | **Textbook:** 9-1, 9-2,  **CPALMS Lessons:**  **Key Vocabulary:**  Quadratic function, parent function, general form, parabola, vertex, vertices, y-intercept  **Conceptual Knowledge:**  \*Quadratic parent function  \*Domain and Range of a quadratic function  \*y=ax2+c  **Skills**:  ~Identify and sketch the quadratic parent function  ~Determine the domain and range that make sense in given situations  ~Describe effects of changes of *a* & *c* on a graph | **MFAS:** |
| **Week 5 - 7(Q3)**  **2/3/16 - 2/19/16** | **Unit 13: Operations of Polynomials**  [**MAFS.912.A-SSE.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5543)Calculator: Neutral  Interpret expressions that represent a quantity in terms of its context.  a. Interpret parts of an expression, such as terms, factors, and coefficients.  b. Interpret complicated expressions by viewing one or more of their parts as a single entity.  [**MAFS.912.A-SSE.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5544)  Calculator: Neutral  Use the structure of an expression to identify ways to rewrite it.  [**MAFS.912.A-SSE.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5545) Calculator: Neutral  Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.  a.  Factor a quadratic expression to reveal the zeros of the function it defines.  b.  Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.  c. Use the properties of exponents to transform expressions for exponential functions.  [**MAFS.912.A-APR.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5547)  Calculator: No  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.  [**MAFS.912.A-APR.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5549) Calculator:Neutral  Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.  **Standards of Mathematical Practice:**  SMP 1 Make sense of problem and preserve in solving them.  SMP 2 Reason abstractly and quantitatively.  SMP 4 Model with mathematics.  SMP 7 Look for and make use of structure. | **Textbook:**8-1, 8-2, 8-3, 8-4, 8-5, 8-6, 8-7, 8-8  **CPALMS Lessons:**    **Key Vocabulary:**  Polynomial, monomial, binomial, trinomial, coefficient, terms, degree, distributive property, difference of squares  **Conceptual Knowledge:**  \*Type and degree of polynomials.  \*Operations on polynomials.  \*Factoring  \*Simplify radical expressions  **Skills**:  ~Classify polynomials by type and degree  ~Multiply monomials and binomials  ~Using the undoing process to apply factoring  ~Add, Subtract and multiply rational expressions | **MFAS:** |
| **Week 7 - 9 (Q3)**  **2/22/16 - 3/8/16** | **Unit 14: Modeling with Quadratic Functions**  [**MAFS.912.A-CED.1.2**](http://www.cpalms.org/Public/PreviewStandard/Preview/5555)  Calculator: Neutral  Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.  [**MAFS.912.A-SSE.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5545)Calculator: Neutral  Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.  a. Factor a quadratic expression to reveal the zeros of the function it defines.  b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.  c.  Use the properties of exponents to transform expressions for exponential functions.  [**MAFS.912.F-IF.2.4**](http://www.cpalms.org/Public/PreviewStandard/Preview/5573)Calculator: No  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.  [**MAFS.912.F-IF.3.7**](http://www.cpalms.org/Public/PreviewStandard/Preview/5576)Calculator: Neutral  Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.  a. Graph linear and quadratic functions and show intercepts, maxima, and minima.  ~~b.Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.~~  ~~c.Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.~~  ~~d.Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.~~  e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.  [**MAFS.912.F-IF.3.8**](http://www.cpalms.org/Public/PreviewStandard/Preview/5577)Calculator: Neutral  Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.  a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.  b.Use the properties of exponents to interpret expressions for exponential functions  [**MAFS.912.F-BF.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5579)Calculator: Neutral  Write a function that describes a relationship between two quantities.  a. Determine an explicit expression, a recursive process, or steps for calculation from a context.  b.  Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*  ~~c. Compose functions~~.  [**MAFS.912.F-BF.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5581)  Calculator: Neutral  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.  [**MAFS.912.S-ID.2.6**](http://www.cpalms.org/Public/PreviewStandard/Preview/5646)Calculator: Neutral  Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.                a. 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,*  *and exponential models.*              b.  Informally assess the fit of a function by plotting and analyzing residuals.              c.  Fit a linear function for a scatter plot that suggests a linear association.    [**LAFS.910.WHST.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/6233)  Write arguments focused on *discipline-specific content.*         a.Introduce precise claim(s), distinguish the claim(s) from alternate or opposing                     claims, and create an organization that establishes clear relationships among                     the claim(s), counterclaims, reasons, and evidence.   b.  Develop claim(s) and counterclaims fairly, supplying data and evidence for       each while pointing out the strengths and limitations of both claim(s) and       counterclaims in a discipline-appropriate form and in a manner that anticipates       the audience’s knowledge level and concerns.   c.  Use words, phrases, and clauses to link the major sections of the text,       create cohesion, and clarify the relationships between claim(s) and reasons,       between reasons and evidence, and between claim(s) and counterclaims.   d.  Establish and maintain a formal style and objective tone while attending to the        norms and conventions of the discipline in which they are writing.   e.  Provide a concluding statement or section that follows from or supports the       argument presented.  **Standards of Mathematical Practice:**  SMP 2 Reason abstractly and quantitatively.  SMP 4 Model with mathematics.  SMP 5 Use appropriate tools strategically.  SMP 6 Attend to precision.  SMP 7 Look for and make use of structure. | **Textbook:** 9-1, 9-2  **CPALMS Lessons:**  **Key Vocabulary:**  Quadratic function, parabola, vertex, axis of symmetry  **Conceptual Knowledge:**  \*Analyze graphs of quadratic functions  \*General form of quadratic functions  \*Convert a quadratic from general to vertex form  **Skills**:  ~Explain how *a*, *h*, & *k* affect the shape of the parabola  ~Describe shifts on a graph  ~Identify the vertex using a table  ~Completing the squareMAFS-912-F-IF.3.07.e | **MFAS:** |
| ***End Third Nine Week Exam*** | | | |
| ***Professional Day*** | | | |
| ***Spring Break: March 12 - March 20*** | | | |

**Fourth Nine Weeks**

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| **Sequence** | **Standard Description** | **Resources** | **Assessment** |
| **Week 1 - 3 (Q4)**  **3/21/16 - 4/1/16** | **Unit 15: Solving Quadratic Equations**  [**MAFS.912.A-CED.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/5554)  Calculator:Neutral  Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions.  [**MAFS.912.A-SSE.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5545) Calculator: Neutral  Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.  a. Factor a quadratic expression to reveal the zeros of the function it defines.  b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.  c.  Use the properties of exponents to transform expressions for exponential functions.  [**MAFS.912.A-APR.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5549) Calculator: Neutral  Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.  [**MAFS.912.A-REI.4.11**](http://www.cpalms.org/Public/PreviewStandard/Preview/5568)  Calculator: Neutral  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.  [**MAFS.912.A-REI.2.4**](http://www.cpalms.org/Public/PreviewStandard/Preview/5561) Calculator:Neutral  Solve quadratic equations in one variable.  a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)² = q that has the same solutions. Derive the quadratic formula from this form.  b. Solve quadratic equations by inspection (e.g., for x² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as *a ± bi* for real numbers a and b.  [**MAFS.912.F-IF.3.7**](http://www.cpalms.org/Public/PreviewStandard/Preview/5576)  Calculator:Neutral  Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.  ~~a. Graph linear and quadratic functions and show intercepts, maxima, and minima.~~  ~~b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.~~  c.Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.  ~~d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.~~  ~~e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.~~  **Standards of Mathematical Practice:**  SMP 1 Make sense of problem and preserve in solving them.  SMP 3 Construct viable arguments and critique the reasoning of others.  SMP 4 Model with mathematics.  SMP 5 Use appropriate tools strategically.  SMP 6 Attend to precision. | **Textbook:** 9-3, 9-4, 9-5, 9-6,  **CPALMS Lessons:**  **Key Vocabulary:**  Roots, solutions, x-intercepts, zeros  **Conceptual Knowledge:**  \*Quadratic functions  \*Solutions to quadratic functions  **Skills**:  ~Solve by graphing, factoring and completing the square  ~Identify and make connections among factors, roots, zeros and x-intercepts as solutions to quadratic functions | [**EOC ITEM SPECIFICATIONS**](http://fsassessments.org/wp-content/uploads/2015/03/Algebra-1-Test-Item-Specifications1.pdf)  **MFAS:** |
| **Week 3 - 4 (Q4)**  **4/6/16 - 4/12/16** | **Unit 16:The Quadratic Formula**  [**MAFS.912.N-RN.2.3**](http://www.cpalms.org/Public/PreviewStandard/Preview/5518)  Calculator: No  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.  [**MAFS.912.A-REI.2.4**  Calculator: Neutral](http://www.cpalms.org/Public/PreviewStandard/Preview/5561)  Solve quadratic equations in one variable.  a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)² = q that has the same solutions. Derive the quadratic formula from this form.  b.Solve quadratic equations by inspection (e.g., for x² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as *a ± bi* for real numbers a and b.  [**LAFS.910.WHST.1.1**](http://www.cpalms.org/Public/PreviewStandard/Preview/6233)  Write arguments focused on *discipline-specific content.*  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.  b.  Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from or supports the argument presented.  Standards of Mathematical Practice:  SMP 1 Make sense of problem and preserve in solving them.  SMP 4 Model with mathematics.  SMP 5 Use appropriate tools strategically.  SMP 6 Attend to precision.  SMP 7 Look for and make use of structure. | **Textbook:**  **CPALMS Lessons:**  **Key Vocabulary:**  Whole number, integer, rational number, irrational number, complex number, real number, roots, x-intercepts, solutions, zerod  **Conceptual Knowledge:**  \*Quadratic functions  \*Solutions to quadratic functions  \*Real Numbers  \*Identify the components of the quadratic formula  **Skills**:  ~Solving the quadratic formula  ~Identify and make connections among factors, roots, zeros, and x-intercepts as solutions to quadratic functions  ~Classify numbers as natural, whole, integer, rational, and irrational  ~Use discriminant to tell how many solutions | **MFAS:** |
| **Week 4 - 7 (Q4)**  **4/13/16 - 5/6/16** | **EOC REVIEW** |  |  |
| **Week 9 - 12 (Q4)**  **5/16/16 - 6/8/16** | **Connecting Algebra and Geometry** |  |  |
| ***End of Fourth Nine Weeks*** | | | |
| ***End of School Year*** | | | |