



TERM 1

Term 1 Dates	MS College and Career Readiness Standards Unit Focus: Expressions, Polynomials, & Equations
August 6-9	N-RN.3, N-Q1,Q2,Q3 (5 days) RN.3 Explain why: x the sum or product of two rational numbers is rational; x the sum of a rational number and an irrational number is irrational; and x the product of a nonzero rational number and an irrational number is irrational. N.Q1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.* N.Q2 Define appropriate quantities for the purpose of descriptive modeling.* N.Q3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*
August 12-16	SSE-1,2 (5 days) SSE.1 Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P. SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
August 19-23	REI.1,3 and CED.1 (5 days) REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
August 26-30	IF.6 and CED 4 (5 days) CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R.* IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*
September 3-6	F.LE.2 and IF 5 (5 days) F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*



	IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*
September 9-13	APR.1 (4 days) 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.
September 16-20	IF.1,2,3 (4 days) IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. IF.3 Recognize that sequences are functions whose domain is a subset of the integers.
September 23-27	Review and reinforce unit standards (data-based).
Sept. 30 - Oct. 4	Review and reinforce unit standards (data-based).
October 7-11	BMA/1 st 9-Week Assessment



TERM 2

Term 2 Dates	MS College and Career Readiness Standards Unit Focus: Solving Systems: Equations & Inequalities
October 15-18	REI.5 (4 days) Given a system of two equations in two variables, show and explain why the sum of equivalent forms of the equations produces the same solution as the original system.
October 22-25	REI.6 (5 days) Solve systems of linear equations algebraically, exactly, and graphically while focusing on pairs of linear equations in two variables.
Oct. 28 - Nov. 1	CED.2 (5 days) Create equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
November 4-8	CED.3 (5 days) 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.
November 11-15	REI.10 (5 days) 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).
November 18-22	REI.11 (5 days) 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, quadratic, absolute value, and exponential functions.*
December 2-6	REI.12 (5 days) 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.
December 9-12	Review and reinforce unit standards (data-based).
December 16-20	BMA/2 nd 9-Week Assessment



TERM 3

TERM 3	
Term 3 Dates	MS College and Career Readiness Standards Unit Focus: Quadratics & Exponentials
January 6-10	SSE.3 (3 days) 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.
January 13-17	APR.3 (5 days) 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 (limit to 1st- and 2nd degree polynomials).
January 21-24	IF.4,7 (4 days) IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph functions (linear and quadratic) and show intercepts, maxima, and minima. b. Graph square root and piecewise-defined functions, including absolute value functions.
January 27-31	IF.8,9 (5 Days) IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
February 3-7	REI.4 (5 days) Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions.



February 10-14	BF.1,3 (5 days) BF.1 Write a function that describes a relationship between two quantities.* a. Determine an explicit expression or steps for calculation from a context. BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
February 18-21	F-LE.1,2(5 days) F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.* a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*
February 24-28	Review and reinforce unit standards (data-based).
March 3-7	BMAs/3rd 9 Week Assessments



TERM 4

Term 1 Dates

MS College and Career Readiness Standards

Unit Focus: Statistics

March 17-21	S.ID.1,2 (5 Days) S.ID.1 Represent and analyze data with plots on the real number line (dot plots, histograms, and box plots).* S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*
March 25-28	S.ID.3, 5 (4 Days) S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).* S.ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*
March 31 - April 4	S.ID.6, 7 (5 Days) S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.* a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. 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. S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*
April 7-11	Data-based MAAP Review.
April 14-17	Data-based MAAP Review.
April 22-25	Data-based MAAP Review.
April 28- May 16	MAAP Assessments