



Manhattan Center for Science and Math High School
Mathematics Department Curriculum

Content/Discipline

Algebra 1

Semester 2: Marking Period 1 - Unit 8

Polynomials and Factoring

Topic and Essential Question

- **How do perform operations on polynomial functions**
- **How to factor different types of expressions**
- **When factoring what numbers do we need to find?**
- **Can you factor expressions with more than one variable?**

Unit/Topics

- What are polynomials and how do we classify them?
- How do we add and subtract polynomials?
- How do we multiply polynomials?
- What are special products of polynomials?
- What is prime factorization? How do we factor polynomials?
- How do we factor trinomials?
- How do we factor trinomials where $a \neq 1$?
- How do we factor using special products?
- How do we factor polynomials completely?
- How do we factor polynomials completely? (Day 2)
- Review
- Test

SWBAT/Objectives

- Students will be able to add/subtract polynomials
- Students will be able to multiply polynomials
- Students will be able to use prime factorization
- Students will be able to identify GCF
- Students will be able to factor quadratic trinomials
- Students will be able to apply multiple types of factoring

Vocabulary/Key Terms

Binomial, trinomial, polynomial, quadratic, standard form, leading coefficient, FOIL, difference of two squares, GCF, prime factorization, expression, factor, factoring, perfect-square trinomial

Assessments:**Formative Assessments:**

Homework assignments
 Quizzes
 Exit Tickets

Summative Assessment / Performance Task:

Hanger project
 Unit 9 Test

Common Core Standards:

A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients
A.SSE.1b Interpret complicated expressions by viewing one or more of their parts as a single entry
A.SSE.2 Use the structure of an expression to identify ways to rewrite it
A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression
A.APR.1 Understand that polynomials form a system of analogous to the integers, namely, they are closed under the operations of addition, subtraction and multiplication; add, subtract, and multiply polynomials

Differentiated Instruction:

choice of homework problems, choice on exit ticket, heterogeneous grouping

ELLs:

ELL – use of dictionaries, translated assessments, translated handouts, visuals/graphic organizer that reinforce spoken word

SWDs:

SWD – small group instruction, modified assessments, skeleton – note handouts, mnemonic strategies, computer assisted instruction, peer mediation

High-Achievers:

Higher Achieving - Challenge and bonus questions, accelerate pacing

Resources/Books

Explorations in CORE Math for Common Core
 Big Ideas Textbook

Homework:

(8.1) What are polynomials and how do we classify them?

HW #1: pp. 362-364/ #5 – 12, 13 – 20

(8.2) How do we add and subtract polynomials?

HW #2: pp. 362 – 364/ #23 – 40 (evens), 55, 57

(8.3) How do we multiply polynomials?

HW #3: pp. 369 – 371/ #21 – 30, 35 – 40

(8.4) What are special products of polynomials?

HW #4: pp. 375 /# 3 – 10, 11, 13, 15 – 19, 31, 39, 40

(8.5) What is prime factorization? How do we factor polynomials using the GCF?

HW #5: pp. 381 – 383/ #25 – 30, 49 – 52

(8.6) How do we factor trinomials?

HW #6: pp. 389 – 391 / #3 – 5, 11 – 14, 20 – 24

(8.7) How do we factor trinomials where $a \neq 1$?

HW #7: pp. 395 – 397/ #3, 5, 7, 11, 14, 16, 18, 20, 24, 37, 38

(8.8) How do we factor using special products?

HW #8: pp. 401 – 403/ #2, 3 – 5, 15 – 21, 23, 25*, 43

(8.9) How do we factor polynomials completely?

HW #9: pp. 407 – 409/ #1, 11 – 22 (*evens*), 37, 39

(8.10) How do we factor polynomials completely (Day 2)

HW #10: pp. 407 – 409/ #2, 11 – 22 (*odds*), 35a, 40

Review

Test



Manhattan Center for Science and Math High School

Mathematics Department Curriculum

Content/Discipline

Algebra 1

Semester 2: Marking Period 1 – Unit 9

Graphing Quadratic Functions

Topic and Essential Question

- What are characteristics of quadratic functions?
- Transformations on the standard quadratic function
- How do different transformations affect the parabola?
- When is each type of form of a quadratic equation necessary?
- Can we compare growth rates of each type of function we have studied?

Unit/Topics

- What are the characteristics of quadratic functions? How do we graph quadratic functions?
- How does the value of c affect the graph of a quadratic function?
- How can we find the vertex of the graph of $f(x) = ax^2 + bx + c$?
- How can we describe the graph of a quadratic in vertex form?
- What are characteristics of the graph $f(x) = (x - p)(x - q)$?
- How can we compare the growth rates of linear, exponential, and quadratic functions?
- Review
- Test

SWBAT/Objectives

- Students will be able to identify characteristics of a quadratic function
- Students will be able to graph quadratic equations from standard form
- Students will be able to determine how the value of a coefficient affects a quadratic function
- Students will be able to find the vertex of a quadratic function
- Students will be able to graph quadratic equations from vertex form

Vocabulary/Key Terms

Quadratic function, vertex, axis of symmetry, parabola, standard form, vertex form, zeros, translation, maximum, minimum, intercept form, average rate of change

Assessments:

Formative Assessments:

Homework assignments
Quizzes
Exit Tickets

Summative Assessment / Performance Task:

Unit 10 Test
Revolution K12

Common Core Standards:	<p>CED.A.2 Graph equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales</p> <p>SSE.B.3a Factor a quadratic to reveal the zeros of the function it defines</p> <p>APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial</p> <p>IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship</p> <p>IF.C.7a Graph... quadratic functions and show intercepts, maxima, and minima</p> <p>IF.B.3 Identify the effect on the graph of replacing $f(x)$ by $kf(x)$, $f(x)+k$, $f(x+k)$ 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</p> <p>IF.C.8a Use the process of factoring in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret in terms of a context</p> <p>IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically...)</p> <p>IF.B.6 Calculate and interpret the average rate of change of a function over a specified interval. Estimate the rate of change from a graph.</p> <p>LE.A.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or as a polynomial function</p>
Differentiated Instruction:	choice of homework problems, choice on exit ticket, heterogeneous grouping
ELLs:	<i>ELL</i> – use of dictionaries, translated assessments, translated handouts, visuals/graphic organizer that reinforce spoken word
SWDs:	<i>SWD</i> – small group instruction, modified assessments, skeleton – note handouts, mnemonic strategies, computer assisted instruction, peer mediation
High-Achievers:	<i>Higher Achieving</i> - Challenge and bonus questions, accelerate pacing
Resources/Books	Explorations in CORE Math for Common Core Big Ideas Textbook

Homework: (9.1) What are the characteristics of quadratic functions? How do we graph quadratic functions?
HW #11: pp. 423 #1 – 4, 5, 9, 21 – 23, 33, 34

(9.2) How does the value of c affect the graph of a quadratic function?
HW #12: pp. 429 #3, 5, 7, 9, 11, 18

(9.3) How can we find the vertex of the graph of $f(x) = ax^2 + bx + c$?
HW #13: pp. 436 #3, 5, 7, 9, 13, 14, 19, 21, 22

(9.4) How can we describe the graph of a quadratic in vertex form?
HW #14: pp. 446 #31 – 34, 35 – 38, 39, 41

(9.5) What are characteristics of the graph $f(x) = (x - p)(x - q)$?
HW #15: pp. 455 #7, 9, 11, 21, 22, 31 – 36

(9.6) How can we compare the growth rates of linear, exponential, and quadratic functions?
HW #16: pp. 465 #4, 9 – 11, 15 – 18, 23, 24, 36

Review

Test



Manhattan Center for Science and Math High School

Mathematics Department Curriculum

Content/Discipline

Algebra 1

Semester 2: Marking Period 2 - Unit 10

Solving Quadratic Equations

Topic and Essential Question

- **How can we apply our skills of polynomials and factoring to solving quadratic equations?**
- **Applying operations over radical expression**
- **Determining an appropriate method to solve a quadratic equation**

Unit/Topics

- How do we use the zero product property to solve quadratic equations?
- How do we solve quadratic equations by graphing?
- How do we solve quadratic equations using square roots?
- How do we solve quadratic equations by completing the square?
- How do we solve quadratic equations using the quadratic formula?
- Practice solving quadratic equations
- How do we solve quadratic-linear systems by graphing?
- How do we solve quadratic-linear systems algebraically?
- How do we solve verbal problems involving quadratic equations?
- Review
- Test

SWBAT/Objectives

- Students will be able to solve one step linear equations
- Students will be able to apply the zero product property to quadratics
- Students will be able to simplify radical expressions
- Students will be able to solve quadratic equations using radicals
- Students will be able to apply completing the square method to solve quadratics
- Students will be able to apply the quadratic formula to solve quadratics
- Students will be able to determine which method is appropriate to solve a quadratic equation
- Students will be able to solve quadratic-linear systems by graphing
- Students will be able to solve quadratic-linear systems using the substitution method
- Students will be able to translate word problems leading to quadratic equations
- Students will be able to translate word problems leading to quadratic systems of equations

Vocabulary/Key Terms	Radical expression, simplest form, radicand, perfect cube, like radicals, quadratic equation, x -intercept, root, zero of a function, square root, completing the square, perfect square trinomial, coefficient, vertex form, quadratic formula, discriminant	
Assessments:	<u>Formative Assessments:</u> Homework assignments Quizzes Exit Tickets Informal questioning	<u>Summative Assessment / Performance Task:</u> Unit test Pool Complex Task
Common Core Standards:	<p>HSN-RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents</p> <p>HSN-RN.B.3 Explain...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.</p> <p>HSN-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y=f(x)$ and $y=g(x)$ are the solutions to the equation $f(x)=g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values,...include cases where $f(x)$ and $g(x)$ and/or $g(x)$ are linear, polynomial.. functions</p> <p>HSF-IF.C.7a Graph linear and quadratic functions and show intercepts</p> <p>HSF-IF.C.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context</p> <p>HSA-CED.A.1 Create equations...in one variable and use them to solve problems.</p> <p>HSA.CED.A.4 Rearrange formulas to highlight a quantity a quantity of interest, using the same reasoning as in solving equations</p> <p>HSA.REI.B.4a Use the method of completing the square to transform any equation in x into an equation of the form $(x - p)^2=q$ that has the same solutions</p> <p>HSA.REI.B.4b Solve quadratic equations by inspection (eg., for $x^2=49$), taking square roots,...as appropriate to the initial form of the equation</p> <p>HSA-SSE.B.3b Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines</p>	
Differentiated Instruction:	choice of homework problems, choice on exit ticket, heterogeneous grouping	
ELLs:	<i>ELL</i> – use of dictionaries, translated assessments, translated handouts, visuals/graphic organizer that reinforce spoken word	
SWDs:	<i>SWD</i> – small group instruction, modified assessments, skeleton – note handouts, mnemonic strategies, computer assisted instruction, peer mediation	
High-Achievers:	<i>Higher Achieving</i> - Challenge and bonus questions, accelerate pacing	
Resources/Books	Explorations in CORE Math for Common Core Big Ideas Textbook	

Homework:

(10.1) How do we use the zero product property to solve quadratic equations?

HW #17: pp. 389/ #30 – 38 even
pp. 401/ #27 – 30

(10.2) How do we solve quadratics equations by graphing?

HW #18: pp. 494/ #6, 8, 10, 12, 13, 16, 17, 18, 37, 38

(10.3) How do we solve quadratic equations using square roots?

HW #19: pp. 501/ #10, 12, 14, 19, 21, 22, 31, 33, 45 – 47

(10.4) How do we solve quadratic equations by completing the square?

HW #20: pp. 511/ #5, 7, 11 – 14, 17, 18, 21, 23, 47, 48

(10.5) How do we solve quadratic equations using the quadratic formula?

HW #21: pp. 521/ #5, 6, 7, 12 – 17, 45, 49, 54

(10.5b) Practice solving quadratic equations!

HW #22 : pp. 501/ #9, 11, 13
pp. 511/ #6, 8, 24
pp. 521/ #2, 25 – 30

(10.6) How do we solve quadratic-linear systems by graphing?

HW #23: pp. 530/ #2, 3 – 6, 7 – 11

(10.7) How do we solve quadratic-linear systems algebraically?

HW #24: pp. 530/ #13 – 18, 52, 56

(10.8) How do we solve verbal problems involving quadratic equations?

HW #25: Handout

Review

Test



Manhattan Center for Science and Math High School
Mathematics Department Curriculum

Content/Discipline

Algebra 1

Semester 2: Marking Period 2 – Unit 11

Non-Linear Functions

Topic and Essential Question

- How do we translate equation-solving skills to solving radical equations?
- How can we perform the four basic operations over radicals?
- What are some of the characteristics of the graph of a square root function?
- How can you describe a function that is represented by more than one equation?

Unit/Topics

- How do we add and subtract radicals?
- How do we simplify radical expressions using multiplication and division?
- What are characteristics of the graph of a square root function?
- How can we describe the transformations on the graph of a square root function?
- How can we solve equations that contain square roots?
- How can we solve equations that contain square roots? (Day 2)
- What is a piece-wise function?
- How do we read and evaluate piece-wise functions?
- Review
- Test

SWBAT/Objectives

- Students will be able to add radical expressions
- Students will be able to subtract radical expressions
- Students will be able to multiply radical expressions
- Students will be able to divide radical expressions
- Students will be able to graph square root functions
- Students will be able to determine the transformation on a square root function given its graph
- Students will be able to determine the transformations on a square root function given its equation
- Students will be able to solve equations that contain square roots
- Students will be able to solve radical equations that require factoring
- Students will be able to graph piecewise functions on a given domain
- Students will be able to read piece-wise graphs
- Students will be able to evaluate piece-wise functions

Vocabulary/Key Terms	Radical, radical expression, simplest radical form, like radicals, square root function, radical function, radical equation, point of origin, horizontal shift, vertical shift, x-axis reflection, y-axis reflection, piecewise function	
Assessments:	<u>Formative Assessments:</u> Homework assignments Quizzes Exit Tickets	<u>Summative Assessment / Performance Task:</u> Unit 12 Test Revolution K12
Common Core Standards:	<p>CED.A.1 Create equations and inequalities in one variable and use them to solve problems</p> <p>CED.A.2 Graph equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales</p> <p>REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane</p> <p>RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents</p> <p>RN.B.3 Explain 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</p> <p>IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship</p> <p>IF.B.6 Calculate and interpret the average rate of change of a function over a specified interval. Estimate the rate of change from a graph.</p> <p>IF.C.7b Graph square root functions</p> <p>IF.C.7b Graph piecewise-defined functions, including step functions and absolute value functions</p> <p>IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions)</p>	
Differentiated Instruction:	choice of homework problems, choice on exit ticket, heterogeneous grouping	
ELLs:	<i>ELL</i> – use of dictionaries, translated assessments, translated handouts, visuals/graphic organizer that reinforce spoken word	
SWDs:	<i>SWD</i> – small group instruction, modified assessments, skeleton – note handouts, mnemonic strategies, computer assisted instruction, peer mediation	
High-Achievers:	<i>Higher Achieving</i> - Challenge and bonus questions, accelerate pacing	
Resources/Books	Explorations in CORE Math for Common Core Big Ideas Textbook	

Homework:

(11.1) How do we add and subtract radicals?

HW #26: pp. 485/ #13 – 16, 75 – 80

(11.2) How do we simplify radical expressions using multiplication and division?

HW #27: pp. 485/ #21 – 24, 47, 48, 83, 84, 88

(11.3) What are characteristics of the graph of a square root function?

HW #28: pp. 548 /#5 – 13 odd, 20 – 26 even

(11.4) How can we describe the transformations on the graph of a square root function?

HW #29: pp. 548 /#27 – 31 odd, 35, 37 – 40

(11.5) How can we solve equations that contain square roots?

HW #30: pp. 564 /#3, 5, 7, 9, 15, 17, 18, 28, 31

(11.6) How can we solve equations that contain square roots? (Day 2)

HW #31: pp. 564 /#1, 4, 6, 49 – 52, 59, 65 – 67

(11.7) How can we describe the transformations on the graph of an absolute value function?

HW #32: pp. 160/ #2, 5 – 10, 23 – 26, 45, 49

(11.8) What is a piece-wise function?

HW #33: pp. 222 /#15 – 20, 22

(11.9) How do we read and evaluate piece-wise functions?

HW #34: pp. 222 /#3 – 13 odd, 21, 23, 24, 25, 50a

Review

Test



Manhattan Center for Science and Math High School
Mathematics Department Curriculum

Content/Discipline

Algebra 1

Semester 2: Marking Period 3 - Unit 12

Statistical Analysis

Topic and Essential Question

- How can you describe the variation of a data set?
- Determining the best method to represent a set of data
- Interpreting and analyzing sets of data
- How can we use different types of statistical representations to analyze sets of data?
- How can we characterize the basic shape of a distribution?

Unit/Topics

- How do we distinguish between different types of data?
- How do we compute measures of central tendency for a given set of data?
- How do we display data using a box – and – whisker plot?
- How do we represent data graphically?
- How do we interpret cumulative frequency histograms to find percentiles, quartiles, and medians?
- How can we use a histogram to characterize the basic shape of a distribution?
- What is standard deviation and how do we find it?
- How can we use a scatterplot and line of fit to make conclusions about data?
- How do we find an equation of linear regression?
- How can we create residual plots?
- Review
- Test

SWBAT/Objectives

- Students will be able to determine if data is qualitative or quantitative.
- Students will be able to determine if a sample is biased or unbiased.
- Students will be able to determine if data is univariate or bivariate.
- Students will be able to determine the central tendency of a given data set
- Students will be able to find the five number summary of a given data set
- Students will be able to graph a five number summary using a box and whisker plot
- Students will be able to determine the interquartile range of a box and whisker plot
- Students will be able to analyze data based on a box and whisker plot

- Students will be able to interpret different representations on sets of data
- Students will be able to find and analyze the standard deviation of a set of data
- Students will be able to determine the linear regression and correlation coefficient of a data set
- Students will be able to graph a residual plot and analyze the results

Vocabulary/Key Terms

measure of center, mean, median, mode, outlier, measure of variation, range, standard deviation, box-and-whisker plot, quartile, five-number summary, interquartile range, histogram, frequency table, qualitative data, quantitative data, bivariate data, univariate data, bias

Assessments:

Formative Assessments:

Homework assignments
Quizzes
Exit Tickets

Summative Assessment / Performance Task:

Unit test
Statistics Research Project

Common Core Standards:

HSS-ID.A.1 Represent data with plots on the real number line (...box plots and histograms)
HSS-ID.A.2 Use statistical 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
HSS-ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers)
HSS-ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data
S-IC.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each

Differentiated Instruction:

choice of homework problems, choice on exit ticket, heterogeneous grouping

ELLs:

ELL – use of dictionaries, translated assessments, translated handouts, visuals/graphic organizer that reinforce spoken word

SWDs:

SWD – small group instruction, modified assessments, skeleton – note handouts, mnemonic strategies, computer assisted instruction, peer mediation

High-Achievers:

Higher Achieving - Challenge and bonus questions, accelerate pacing

Resources/Books

Explorations in CORE Math for Common Core
Big Ideas Textbook

Homework:

- (12.1) How do we distinguish between different types of data?
HW #35: Handout
- (12.2) How do we compute measures of central tendency for a given set of data?
HW #36: pp. 590/ #5 – 8, 11 – 13, 17, 29
- (12.3) How do we display data using a box – and – whisker plot?
HW #37: pp. 597/ #3 – 7, 9 – 12
- (12.4) How do we represent data graphically?
HW #38: Handout
- (12.5) How do we interpret cumulative frequency histograms to find percentiles, quartiles, and medians?
HW #39: Handout
- (12.6) How can we use a histogram to characterize the basic shape of a distribution?
HW #40: pp. 604/ #2, 3, 7, 9, 15
- (12.7) What is standard deviation and how do we find it?
HW #41: pp. 590/ #4, 19 – 22, 36
- (12.8) How can we use a scatterplot and line of fit to make conclusions about data?
HW #42: pp. 199/ #7, 9 – 12, 13, 16, 18
pp. 207/ #21, 22
- (12.9) How do we find an equation of linear regression?
HW #43: pp. 206/ #11 – 14, 15, 16, 26
- (12.10) How can we create residual plots?
HW #44: pp. 206/ #1, 5 – 8, 9

Review

Test



Manhattan Center for Science and Math High School

Mathematics Department Curriculum

Content/Discipline

Algebra 1

Semester 2: Marking Period 3 - Unit 13

Patterns and Sequences

Topic and Essential Question

- **Connecting knowledge of linear and exponential functions to sequences and patterns**
- **How can you use a geometric or arithmetic sequence to describe a pattern?**
- **How can you define a sequence recursively?**

Unit/Topics

- What is an arithmetic sequence?
- How do we solve arithmetic sequences problems?
- What are geometric sequences?
- How do we solve geometric sequences problems?
- How do we define sequences using recursive formula?
- Practice with Patterns
- Review
- Test

SWBAT/Objectives

- Students will be able to determine whether a sequence is geometric, arithmetic or neither
- Students will be able to find an nth term of a given sequence
- Students will be able to create an explicit formula for a given sequence
- Students will be able to create a recursive formula for a given sequence
- Students will be able to convert between recursive and explicit rules

Vocabulary/Key Terms

Common difference, Common ratio, Explicit formula, Recursive formula, Arithmetic sequence, Geometric sequence, Term, Sequence

Assessments:

Formative Assessments:

Homework assignments

Quizzes

Exit Tickets

Summative Assessment / Performance Task:

Unit test

Pattern Task

Series and Sequences Project

Common Core Standards:

IF.A.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers

BF.A.1a Determine an explicit expression, a recursive process, or steps for calculation from a context

BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms

LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs

Differentiated Instruction:	choice of homework problems, choice on exit ticket, heterogeneous grouping
ELLs:	<i>ELL</i> – use of dictionaries, translated assessments, translated handouts, visuals/graphic organizer that reinforce spoken word
SWDs:	<i>SWD</i> – small group instruction, modified assessments, skeleton – note handouts, mnemonic strategies, computer assisted instruction, peer mediation
High-Achievers:	<i>Higher Achieving</i> - Challenge and bonus questions, accelerate pacing
Resources/Books	Explorations in CORE Math for Common Core Big Ideas Textbook

- Homework:**
- (13.1) What is an arithmetic sequence?
HW #45: pp. 214/ #1, 3, 4, 5 – 8, 11 – 14, 23, 24, 33 – 36
 - (13.2) How do we solve arithmetic sequence problems?
HW #46: pp. 214/ #32, 46, 47, 42, 53
 - (13.3) What are geometric sequences?
HW #47: pp. 336/ #3 – 6, 19 – 21, 25 – 27
 - (13.4) How do we solve geometric sequence problems?
HW #48: pp. 336/ #33, 37, 37, 43, 50, 51
 - (13.5) How do we define sequences using a recursive formula?
HW #49: pp. 344/ #7 – 10, 15, 16, 23, 25, 29, 30
 - (13.6) Practice with Sequences
HW #50: Handout

Review

Unit 13 Test