

MATHEMATICS

Integrated Geometry

Curriculum

Grade 11/12

Vineland Public Schools
Vineland, New Jersey

2007-2008

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Integrated Geometry

Course Description

The Integrated Geometry course is a second year in a three year integrated mathematics program that replaces the traditional Algebra-Geometry-Advanced Algebra/Trigonometry-Pre-Calculus sequence. Each course features interwoven strands of algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics. These three courses provide a common core of broadly useful mathematics for all students. They were developed to prepare students for success in college, in careers, and in daily life in contemporary society.

The curriculum builds upon the theme of mathematics used for common sense problem solving. Through investigations of real-life contexts, students develop a rich understanding of important mathematics that makes sense to them and, in turn, enables them to make sense out of new situations and problems.

The mathematical content in this second course is the mathematics that all eleventh students should have the opportunity to learn. The organization of the student text differs in several other ways from traditional text books. There are no boxed-off definitions, “worked out” examples, or content summaries. Students learn mathematics by doing mathematics. Concept images are developed as students complete investigations and later concept definitions appear. Topics included for study will be algebraic equations, inductive and deductive reasoning, parallel lines, properties of triangles and polygons, trigonometric ratios, the study of circles, and the area and volume of geometric figures. This course provides the student with in-depth learning of mathematical skills and concepts mandated by the New Jersey Core Curriculum Content Standards. This course builds upon the NJ CCS skills obtained in the fourth and eighth grade core objectives.

Instruction will be in a combination of teacher presentations, discussions, activities, classroom exercises, and student led discovery. Recommended time lines are included with each topic allowing sufficient classroom time for the completion of supplemental activities, exercises, and projects, as well as instruction.

Course Goals

In accordance with New Jersey Core Curriculum Content Standards for Mathematics, this course will provide successful completion of all relevant Standards in section 4. All students will use mathematical applications to gather and organize information and to solve problems. All students will develop an understanding of the nature and impact of mathematical concepts as they relate to the individual, society, and the environment.

These goals are to promote:

1. Exposure to a variety of learning environments that will be conducive to our multicultural society.(NJCC4.5C)
2. An increase in student self-esteem and confidence in his/her mathematical ability.(NJCC4.5C)
3. The value of mathematics and make student aware of its use in various careers.(NJCC4.5C)
4. Communication of mathematical thinking to peers and teachers both orally and in writing.(NJCC4.5B1)
5. The use of reasoning to support their mathematical conclusions and problem solutions.(NJCC4.5D2)
6. Learning of Integrated Geometry through problem solving, inquiry, and discovery.(NJCC4.5A1)
7. Understanding how mathematical ideas interconnect and build on one another to produce a coherent whole.(NJCC4.5C6)
8. Apply Integrated Geometry in practical situations and in other disciplines. (NJCC4.5C4)
9. Use of technology as a problem solving tool and investigate properties of functions and their graphs. (NJCC4.5F3, F4)
10. The use of symbolic and graphical representations to communicate their mathematical thinking.(NJCC4.5E1)
11. The use of graphing calculators as a problem-solving tool.(NJCC4.5F3)
12. The use of variety of problem solving techniques and strategies to solve problems. (NJCC4.5A3)
13. A variety of problem solving techniques and strategies to solve Problems.(NJCC4.5A3)

NJ MATH STANDARDS

STANDARD 4.1 (NUMBER AND NUMERICAL OPERATIONS) ALL STUDENTS WILL DEVELOP NUMBER SENSE AND WILL PERFORM STANDARD NUMERICAL OPERATIONS AND ESTIMATIONS ON ALL TYPES OF NUMBERS IN A VARIETY OF WAYS.

4.1 Number and Numerical Operations

- A. Number Sense
- B. Numerical Operations
- C. Estimation

STANDARD 4.2 (GEOMETRY AND MEASUREMENT) ALL STUDENTS WILL DEVELOP SPATIAL SENSE AND THE ABILITY TO USE GEOMETRIC PROPERTIES, RELATIONSHIPS, AND MEASUREMENT TO MODEL, DESCRIBE AND ANALYZE PHENOMENA.

4.2 Geometry and Measurement

- A. Geometric Properties
- B. Transforming Shapes
- C. Coordinate Geometry
- D. Units of Measurement
- E. Measuring Geometric Objects

STANDARD 4.3 (PATTERNS AND ALGEBRA) ALL STUDENTS WILL REPRESENT AND ANALYZE RELATIONSHIPS AMONG VARIABLE QUANTITIES AND SOLVE PROBLEMS INVOLVING PATTERNS, FUNCTIONS, AND ALGEBRAIC CONCEPTS AND PROCESSES.

4.3 Patterns and Algebra

- A. Patterns and Relationships
- B. Functions
- C. Modeling
- D. Procedures

STANDARD 4.4 (DATA ANALYSIS, PROBABILITY, AND DISCRETE MATHEMATICS)
ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE CONCEPTS AND
TECHNIQUES OF DATA ANALYSIS PROBABILITY, AND DISCRETE MATHEMATICS, AND
WILL USE THEM TO MODEL SITUATIONS, SOLVE PROBLEMS, AND ANALYZE AND
DRAW APPROPRIATE INTERFERENCES FROM DATA.

4.4 Data Analysis, Probability, and Discrete Mathematics

- A. Data Analysis (Statistics)
- B. Probability
- C. Discrete Mathematics—Systemic Listing and Counting
- D. Discrete Mathematics—Vertex-Edge Graph and Algorithms

STANDARD 4.5 (MATHEMATICAL PROCESSES) ALL STUDENTS WILL USE
MATHEMATICAL PROCESSES OF PROBLEM SOLVING, COMMUNICATION, CONNECTIONS,
REASONING, REPRESENTATIONS, AND TECHNOLOGY TO SOLVE PROBLEMS AND
COMMUNICATE MATHEMATICAL IDEAS.

4.5 Mathematical Processes

- A. Problem Solving
- B. Communication
- C. Connections
- D. Reasoning
- E. Representations
- F. Technology

Detailed Course of Study/Topical Outline

I. Unit five: Patterns in Space and Visualization

- A. The Shape of Things
- B. The Size of Things
- C. The Shape of Plane Figures
- D. Looking Back
- E. Mini Algebra Unit-Exponents

II. Unit seven: Probability

- A. Simulating Chance Situations
- B. Estimating Expected Values and Probabilities
- C. Simulation and the Law of Large Numbers
- D. Looking Back
- E. Mini Algebra Unit-Exponential Growth/Decay

III. Unit four: Graph Models

- A. Careful Planning
- B. Managing Conflicts
- C. Mini Algebra Unit-Polynomials

IV. Unit one: Matrix Models

- A. Building and Using Matrix Models
- B. Multiplying Matrices
- C. Matrices and Systems of Linear Equations
- D. Looking Back
- E. Mini Algebra Unit-Additional Polynomials

V. Unit two: Patterns of Location, Shape, and Size

- A. A Coordinate Model of a Plane
- B. Coordinate Models of Transformations
- C. Transformation, Matrices, and Animations
- D. Looking Back

Pacing Chart

Unit 5	DAY	STANDARD	PATTERNS IN SPACE AND VISUALIZATION	Class work, Homework, Assessment
Lesson 1			The Shape of Things	
Invest 1			Designing and Testing Columns	
5.1.1	1 and 2	4.2A1	To use plane-and space-shapes to model real-life situations.	C: TATS, pg 326 and Problems 1 & 2 pg. 327
	3, 4, and 5	4.2E2	To classify, construct, and sketch models of space-situations.	C: Problem 3 pg. 328 and Checkpoint pg. 328 H: On Your Own pgs. 328-329
Invest 2			Recognizing and Constructing Space-Shapes	
5.1.2	6	4.2A3, 4.5C5, 4.2A4	To identify and explain different kinds of symmetry for plane and space shapes.	C: Problems 1-3 pgs. 329-331 H: Problem 4 pg. 331
	7	4.2A3, 4.5C5, 4.2A4		C: Problems 5 & 6 pg. 332 and Checkpoint pg. 332 H: On Your Own pg. 332
	8 and 9			C: Problem 8A pg. 333
	10 and 11			C: Problem 8b-e, 9 pg. 334 and Checkpoint pg. 334 H: On Your Own pg. 334
	12	4.2A1, 4.3B4, 4.3A1		C: M 1 & 2 pg. 335 H: O 4 abc pg. 337
	13			REVIEW for Quiz
	14		Quiz Assessment Could use:	QUIZ

			Book p.174 questions 1a,1c; p.171 questions 1a, 2a	
Invest 3			Visualizing and Sketching Space-Shapes	
5.1.3	15	4.2A2	To use visualization to interpret and reason about plane and space situations.	C: See student book-Teacher's edition doesn't match Problem 1 pg. 341
	16	4.2A2	To develop an understanding of the essential characteristics of a space-shape that make it a prism or a pyramid.	C: Problem 2 pg. 342 and introduce Problem 3 pg. 343
	17	4.2A2		C: Continue Problem 3 p. 343 a,b,c
	18	4.2A2	To develop an understanding of cross section and reflection (bilateral, plane) symmetry of space-shapes.	C: Problem 4 pg. 344 and Checkpoint pg. 344 H: On Your Own pg. 344
	19	4.2A2		C: M 4 pg. 348 and O 3 pg. 349-350 H: M 3a & 3b pg. 347
	20	4.2A2		C : Review homework
	21			Quiz : Assessment Book p.172 # 3 p.175 #3
Lesson 2		4.2A1-3	The Size of Things	
Invest 1			Describe Size	
5.2.1	22	4.2D2, 4.2E2	To use geometric shapes and their properties to make sense of situations involving data, change, chance and discrete structures.	C: Think about this situation pg. 355 Problems 1 & 2 pg. 356
	23		Review Area/Perimeter formulas practice	
	24	4.2D2, 4.2E2	To develop and use formulas to	C: Problems 3-5

			find perimeter and area of plane shapes.	pgs. 356-358 and Checkpoint pg. 358 H: On Your Own pg. 359
	25	4.3A3, 4.3D1, 4.2E2, 4.2A4		C : Problems 6,7,8 pgs. 359-360
	26	4.5F4		C: Problem 9 pgs. 360-361 and Checkpoint pg. 361 H: On Your Own pg. 361
Invest 2			Television Screens and Pythagoras	
5.2.2	27	4.2E1		C: Problem 1 pg. 362
	28	4.2E1	To develop and use the Pythagorean theorem to find lengths.	C: Problems 2 & 3 pgs. 363-364
	29		Supplement Pyt. Thm. practice	
	30	4.2E1		C: Problems 4, 5, 6 pgs. 364-365 and Checkpoint pg. 366 H: On Your Own pg. 366
Invest 3			Size Measures of Space-Shapes	
5.2.3	31	4.2A1, 4.2D1, 4.2E2	To develop and use formulas to compute surface area and volume of space-shapes.	C: Problems 1,2,and 3 Pgs. 373-374
	32	4.2A1, 4.2D1, 4.2E2		C: Problems 4& 5 pgs. 374-375 H: Problem 6 pg. 375
	33	4.2A1, 4.2D1, 4.2E2		C: Problems 7,8, 9 pgs. 375-376 and Checkpoint p. 376 H: On Your Own p.376

	34		REVIEW	
	35	4.2A1, 4.2D1, 4.2E2		Quiz
Lesson 3		4.2A1-3	The Shapes of Plane Figures	
Invest 1			Polygons and Their Properties	
5.3.1	36	4.2A3, 4.3B4, 4.3A3	To classify polygonal plane-shapes, including special quadrilaterals.	C: TATS pg. 383 and Problem 1 pg. 384
	37	4.2A3, 4.5C6, 4.3A3		C: Problems 2 & 3 pgs 385 and Checkpoint pg. 385 H: On Your Own pg. 386
	38	4.2A1, 4.2A4, 4.2A3		C: Problems 4 & 5 pgs. 386-387
	39	4.2B4, 4.2A1, 4.2A4, 4.2A3	To recognize line and rotational symmetry in plane-shapes.	C: Problem 6 pgs. 387-388 and Checkpoint pg. 389 H: On Your Own Pg. 389
Invest 2			Patterns with Polygons	
5.3.2	40	4.2A3, 4.2B1, 4.2B3		C: Problems 1 & 2 pg. 390
	41	4.2A3, 4.2B1, 4.2B3	To identify regular polygons that will tile a plane.	C: Problems 3 & 4 pgs. 390-391 and Checkpoint pg. 391 H: On Your Own pg. 391
	42	4.2B4	To investigate the use of regular polygons in tessellations	C: Problem 5 pgs. 391-392
	43	4.2A2	To interpret and draw nets for space-shapes.	C: Problems 6 & 7 pg. 393 - 394 and Checkpoint pg. 394 H: On Your Own pg. 394
Invest 3 and 4			Symmetry Patterns in Planes	
5.3.4	44	4.5C5, 4.2B1		C: Problems 1 & 2 pgs. 402-403
	45	4.2B1		C: Problems 3 & 4

				pgs. 403-404 and Checkpoint pg. 404 H: On Your Own pg. 404
	46	4.2B1, 4.2B3		C: Problems 1 & 2 pgs. 405-406
	47	4.2B1, 4.2B3		C: Problems 3 & 4 pg. 407 and Checkpoint pg. 407 H: On Your Own p.407
	48		REVIEW	
	49		Unit 5 assessment	
Algebra Mini Unit	1	4.3	Exponents (Chapter8) Sec 8.1	C. Problems 1-21 on pg. 453 H. Problems 22-62 evens
	2	4.3	Zero and Negative Exponents, Sec 8.2	C. Problems 14-29 on pg. 459 H. Problems 30-45 all
	3	4.3	Algebra Assessment	

Unit 7	DAY	STANDARD	SIMULATION MODELS	Class work, Homework, Assessment
Lesson 1			Simulating Chance Situations	
Invest 1			How Many Children?	
	1		To explore the idea of independent events; To display the results of a simulation in a frequency table; to simulate situations where the probability of a success is 0.5	Pg 485: #1
	2			Pg 486: #2, 3
	3			Pg 488: #5, 6 (group discussion for 6)
	4			Pg 489: checkpoint & OYO
	5			REVIEW
	6			QUIZ
Lesson 2			Estimating Expected Values and Probabilities	
Invest 1			Simulation Using a Table of Random Digits	
	7		To use random digits to simulate probabilistic situations; To explore the nature of random digits	Pg 499: #1, 2
	8			Pg 500: #4a, brief discuss b and c, d, e (compile class data), f
	9			Pg 501: #4 h, I, checkpoint
	10			Pg 502: OYO
	11			REVIEW
	12			QUIZ
Invest 2			Simulation Using a Random Number Generator	
	13		To use random digits to simulate probabilistic situations; To explore the nature of random digits	Pg 505: OYO Pre-activity: Students take out a blank sheet of paper and tell them they are going to take a quiz w/o problems only don't ask any questions. Four

				choices for each question (a, b, c, d). Have an answer sheet generated beforehand.
Lesson 3			Simulation and the Law of Large Numbers	
Invest 1			How Many Games Should You Play?	
	14		To understand the Law of Large Numbers; to have more practice with simulations	Pg 513: #1, 2, 3
	15			Pg 513: #4 and Pg 515: #8
	16			Pg 516: #9, 10
	17			Pg 517: Checkpoint and Pg 518: OYO
	18			REVIEW
	19			QUIZ
Lesson 4			Looking Back	
	20		To review the major objectives of the unit	Pg 526: #1
	21			Pg 528: Checkpoint & OYO
	22			REVIEW
	23			REVIEW
	24			REVIEW
	25		TEST	
Algebra Mini Unit	1	4.3	Division Properties of Exponents, Sec 8.3	C. Problems 1-18 on pg. 466 H. Problems 19-44 all
	2-3	4.3	Exponential Growth and Decay, Sec 8.5 & 8.6	C. Problems 6-13 on pg. 480 Problems 10-13 pg. 488 H. Problems 14-22 On pg. 480 Problems 17-25 on pg. 488, 489
	4	4.3	Algebra Assessment	
			Optional Assessment-Take home pg. 497	Problems 1-20, 32-35 on pg. 497

Unit 4	DAY		GRAPH MODELS	
Lesson 1		4.4D1-2	Careful Planning	
Invest 1			Planning Efficient Routes	
4.1.1	1 and 2		To investigate the meaning of “efficient routes”- in this case, routes that use each edge exactly once.	Pg. 250-253: 1-7 and Checkpoint for HW?
Invest 2			Making a Circuit	
4.1.2	3		To investigate criteria for existence of Euler circuits and paths.	p254: OYO p254-256: #1-4
	4		To investigate algorithms for finding Euler circuits and paths.	P257: 5,6, checkpoint P258: OYO and Modeling #1
Invest 3			Tracing Figures From One Point to Another	
4.1.3	5 and 6			265 -267: 1 to 4 and Checkpoint 268: 5, checkpoint, OYO
Invest 4			Graphs and Matrices	
4.1.4	7		To represent a graph with a matrix, and make connections to Euler paths and circuits. To investigate Eulerizing a graph, that is, finding the fewest number of edges that must be retraced in the case that a graph does not have a Euler path.	Problems 1-3 pgs. 269-271 and Checkpoint H: On Your Own
	8		Assessment	
Lesson 2		4.4D1-2	Managing Conflicts	
Invest 1			Building a Model	
4.2.1	9		To build graph models to represent situations involving conflicts.	pg. 278: 1 to 4
	10			p 279-280: #5-10
	11		To color the vertices of a graph so that adjacent vertices have different colors.	p 281: 11, checkpoint, Review
	12		Assessment	
Algebra Mini Unit	1	4.3	Polynomials, Ch.10 Adding and Subtracting Polynomials, Sec 10.1	C. Problems 7-20 on pg. 579, 580 H. Problems 22-54 E

	2	4.3	Multiplying Polynomials, Sec 10.2	C. Problems 5-17 on pg. 587, 588 H. Problems 18-46 E
	3	4.3	Special Products, Sec 10. 3	Problems 15-38 on pg. 593
	4	4.3	Solving in Factored Form, Sec 10.4	C. Problems 1-17 on pg. 600 H. Problems 19-39 A
	5	4.3	Algebra Assessment	
			Optional Assessment-take home test on pg. 637	Problems 1-13, 20-34 on pg. 637

Integrated Geometry Pacing Chart
 “Contemporary Mathematics in Context”
 Unit 1: Matrix Models

	Standard	Lesson Objectives	Activities/Assignments
Unit 1		Matrix Models	
Lesson 1		Building and Using Matrix Models	
Invest 1 Day 1		There’s No Business Like Shoe Business	Pgs 3-4: 1,2,4
Day 2		To use matrices as a tool for organizing and displaying data	Pg 5: Checkpoint and On Your Own (collect & check for student comprehension)
Invest 2 Day 3		Analyzing Matrices To analyze matrices in a variety of contexts	Pgs 6-7: 1-3
Day 4			Pg 8: 5, 6, 7
Day 5			Pg 9 Checkpoint and On Your Own
Invest 3 Day 6		Combining Matrices To operate informally on matrices in a variety of ways	Pgs 10-11: 1,2,3
Day 7 and 8			Review Percents Pgs 11-12: 4,5
Day 9			Pg 12: 6 and Checkpoint
Day 10			Pg 13: On Your Own
Day 11			Review (Possibly Pg 16-17: M 2,3)
Day 12			Assessment
Lesson 2		Multiplying Matrices	
Invest 1 Day 13		Brand Switching To use matrix multiplication as a mathematical model that is helpful in making decisions	Pg 27-28: 1-3
Day 14			Pg 28: 4,5
Day 15			Pg 30: Checkpoint and On Your Own
Day 16		Matrix addition, subtraction & scalar multiplication	Activity needed (algebra 2 Section 4.1)
Invest 2 Day 17		More Matrix Multiplication To use matrix multiplication as a mathematical model that is helpful in making decisions	Pg 31-32: 1
Day 18			Pgs 32-34: 2-3
Day 19			Pg 35 Checkpoint and On Your Own
Day 20			Review
Day 21			Assessment
Invest 3		The Power of a Matrix	
Day 22		To connect matrices to graph models; to introduce digraphs	P 36: 1-3
Day 23			Pg 39: 7-9
Day 24			Supplemental Worksheets

Day 25			Pg 40: Checkpoint a only and OYO a – c only and Review for Assessment
Day 26			Assessment
Lesson 3		Matrices and Systems of Linear Equations	(Do NOT do inverse matrices)
Invest 1 Day 27		Smart Promotions, Smart Solutions	Review & Pgs 60:1 60-61:2-4a
Day 28		To represent linear equations with systems of equations and matrices	Pg 63: On Your Own
Invest 2 Day 29		Comparing Solution Methods & Supplemental Solving Systems of Equations	Pgs 65: 7, Checkpoint a-c only, On Your Own
Day 30-31		Solving Systems of Linear Equations By substitution & elimination	Need <u>contextual problem solving</u> activities from Algebra 1 (Mc D & Little) Chapter 7
Day 32			Review
Day 33			Assessment
Day 34			Review for Unit Test
Day 35			Unit 1 Test
Algebra Mini Unit Day 1		Factoring a Quadratic Trinomial, Sec 10.5, 10.6	Problems 12-40 E on pg. 607 Problems 15-31 O on pg. 614
Day 2		Factoring Special Products, Sec 10.7	Problems 12-46 evens
Day 3		Factoring using the Distributive Property	C. Problems 6-20 on pg. 629 H. Problems 21-41 O
Day 4		Algebra Assessment	
		Optional Assessment-take home test on pg. 637	Problems 1- 13, 20 – 34 on pg. 637

Integrated Geometry Pacing Chart
“Contemporary Mathematics in Context”
Unit 2: Patterns of Location, Shape and Size

	Stand.	Lesson Objectives	Activities/Assignments
Lesson 1	4.5 A-F	A Coordinate Model of a Plane	
Day 1 Invest 1	4.2 A 3	Plotting polygons and Computing Distances	Pg 81-83: 1-4 with GEOXPLORE software If software not available, only 3 and 4
Day 2	4.2 B 1 4.2 E 1		Pg 85: 5, 6, p84 checkpoint, on your own
Day 3	4.2 B 1 4.2 E 1		Pg 85-86: 8 Checkpoint, on your own
Day 4 Invest 2	4.2 A 3	Things are not Always What They Seem to Be	Pg 87-90: 1, 2
Day 5	4.2 A 3		Pg 88-89: 3, 4, 5 with GEOXPLORE If software not available, only 4 and 5
Day 6	4.2 A 1 4.2 A 3 4.2 C 1		Pg 89-90: #6 checkpoint, OYO
Day 7 Invest 3	4.3 C 1 4.3 D 2	Families of Lines	Pg 97: 1 ab Supplement: writing equations given 2 pts
Day 8			Pg 98: 2 Supplement: Linear Equation Skills
Day 9			Pg 99-100: 3, 4, review systems
Day 11			Pg 101: On your own and review
Day 11			Assessment
Lesson 2	4.2 B 1 4.3 C 1	Coordinate Models of Transformations	
Day 12 Invest 1		Modeling Rigid Transformations	Pg 111: 1,2,4,5
Day 13			Pg 114: 6,7, OYO
Day 14			Pg 117-118: 9-11, Chkpt, OYO
Day 15 Invest 2		Modeling Size Transformations	Pg 126-127: 1-2
Day 16			Pg 128-129: 4-5

Day 17			Review
Day 18			Quiz
Day 19			Review
Day 20			Unit Test

PROFICIENCY

Satisfactory student achievement in each of the proficiencies listed in this curriculum shall be determined by student attainment of the 70% district passing-standard. Such proficiency shall be measured by a multiplicity of evaluation techniques and activities that include, but are not restricted to the following:

1. Teacher-made tests/quizzes
 2. Class participation
 3. Homework Assignments
 4. Reports and Projects
 5. Oral reports and presentations
 6. Notebook/Journal
 7. Cooperative group project/activities
- Grading will be as follows:

Tests: 30%

Quizzes: 25%

Alternative Assessments: 25%

Class Performance/Homework: 20%

A minimum of 2 tests, 2 quizzes, and 2 alternative assessments will be given in a marking period.

Final Assessment: 1/9 of students' overall grade for the year.

TEXTBOOK(S) AND SUPPLEMENTAL/RESOURCE MATERIALS

A. Textbooks

<p><u>Contemporary Mathematics in Context – Course 2 – Part A</u></p> <p>Author: <i>Hirsch, Coxford, et al.</i></p> <p>Publisher: Glencoe/McGraw-Hill</p> <p><i>Copyright:</i> 2003</p> <p><u>Contemporary Mathematics in Context – Course 1 – Part B</u></p> <p>Author: <i>Hirsch, Coxford, et al.</i></p> <p>Publisher: Glencoe/McGraw-Hill</p> <p><i>Copyright:</i> 2003</p>	<p><u>Contemporary Mathematics in Context – Course 2 – Part B</u></p> <p>Author: <i>Hirsch, Coxford, et al.</i></p> <p>Publisher: Glencoe/McGraw-Hill</p> <p><u>Algebra I</u></p> <p>Author: <i>Larson, Boswell, Kandold, Stiff</i></p> <p>Publisher: McDougal Littell</p> <p><i>Copyright:</i> 2001</p> <p><i>Copyright:</i> 2003</p>
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B. Supplemental/Resource Materials

1. New Jersey Department of Education, Academic and Professional Standards: Curriculum and Instruction, <http://www.nj.gov/njded/aps/cccs/>.
2. NJ Department of Education, NJPEP: Virtual Academy, <http://www.njpep.org/index.html>
3. Teacher Resource Manual
4. Teacher Assessment Guide
5. RAP's – Review and Practice Manuals

C. TI -83 Plus Graphing Calculator/Scientific Calculators