

Course: NC Math 2 – 90 Day Pacing Guide

Day	Lesson	Day	Lesson
1	Intro to Course – Syllabus, Virtual Locker, Math Timeline	46	Operations with Rational (Fractional) Exponents
2	Review – Solving and Graphing Linear Equations	47	Radical Functions (start pt. transformations, DfR)
3	Function Notation and Domain & Range	48	Radical Equations (just square roots)
4	Proving Geometric Ideas with Rectangular Coord System	49	Variation (direct, inverse, joint, mixed) and Radical WPs
5	Geometric Transformations – Translations	50	Unit # 5 Project – Murder Mystery Investigation
6	Geometric Transformations – Reflections	51	Review
7	Geometric Transformations – Rotations	52	Unit # 5 Test – Exponents and Radicals
8	Geometric Transformations – Combinations	53	Character of Quad Graphs (just vertex, Δb , Δc , Δd , and Δe)
9	Symmetries of Figures (Reg Polygons & Quads)	54	Graphing Quadratics in Standard Form
10	Unit # 1 Project – Desmos Challenges	55	Transformations of Quadratic Functions
11	Review	56	Vertex to/from Standard Form (using completing sq)
12	Unit # 1 Test – Geometric Transformations	57	Systems of Linear & Quadratics – Graphically Only
13	Reasoning and Conditional Statements	58	Unit # 6 Project – Graphing Real World Quadratics
14	Proving Equations Algebraically using Two Column Proofs	59	Review
15	Angle Relationships and Parallel Lines	60	Unit # 6 Test – Graphing Quadratics
16	Proving Angle Relationships including Parallel Lines	61	Multiplying Quadratic Expressions (FOIL vs Box)
17	Triangle Thms Part I – Moves, Prop & Angle Summ	62	Factoring Quadratic Expressions (OCR & Sum-Prod)
18	Triangle Thms Part II – Triangle Sum & Ang, Ext Angles, Medians	63	Quadratic Equations – Solve by Factoring & Sq Pts
19	Proving Triangle Theorems	64	Intro to Imaginary Numbers (simplify, operations, powers)
20	Unit # 2 Project – Desmos Puzzles	65	Quadratic Eqs – Solve by Formula (solved, discriminant)
21	Review	66	Quadratic Equations – Rev All Methods (solved, test)
22	Unit # 2 Test – Angles and Triangles	67	Quadratic Applications/Word Problems (WPs)
23	Triangle Congruency – ASA, AAS, SAS, SSS, HL	68	Quadratic Inequalities – Graphically & Algebraically
24	Proofs with Triangle Congruency (w/ Intro to Flow Proofs)	69	Unit # 7 Project – Graph & Solve Quadratics Demo
25	Proofs with Corresponding Parts are Congruent (CPCTC)	70	Review
26	Geometric Transformations – Dilations	71	Unit # 7 Test – Solving Quadratics
27	Triangle Similarity and Proportions in Triangles	72	The Fundamental Counting Principle
28	Proofs with Triangle Similarity	73	Permutations and Combinations
29	Unit # 3 Project – Triangle Art with Report	74	Basic Probability (Theoretical vs Experimental & Geometry)
30	Review	75	Multiply Rule – AND (Interp vs Depend), tree diagrams
31	Unit # 3 Test – Triangle Congruency and Similarity	76	Add Rule – OR (exclusive vs inclusive, venn diagram)
32	Right Triangle Similarity	77	Conditional Probability (include branching mechanisms)
33	Pythagorean Theorem and its Converse	78	Review
34	Special Right Triangles: 45-45-90 Triangles	79	Unit # 8 Project – Make Own Probability Game
35	Special Right Triangles: 30-60-90 Triangles	80	Unit # 8 Quiz and Test in this Unit – Probability
36	Rt Triangle Trig – 3 Basic Trig Ratios (include using of 3 triangles)	81	Review for Exams
37	Rt Triangle Trig – Inverse Trig Ratios (include using of 3 triangles)	82	Review for Exams
38	Right Triangle Trig – Angle of Elevation & Depression	83	Review for Exams
39	Unit # 4 Project – Right Triangle Trig Children's Book	84	Review for Exams
40	Unit # 4 Project Continued	85	Review for Exams
41	Review	86	Exams – Teacher Made
42	Unit # 4 Test – Right Triangles and Trigonometry	87	Exams – Teacher Made
43	Law of Exponents	88	Exams – Teacher Made
44	Simplify, Add, and Subtracting Radicals	89	Exams – Teacher Made
45	Multiplying and Dividing (rationalization) Radicals	90	Exams – Teacher Made

*** Important Notes:

- 1.) Unit Quizzes should be done after the topics are covered for that Quiz... if do Warm-Up Reviews then Warm-Up & Quiz could take a whole class period if do Warm-Up as a class... this will all depend on type of students have in the class.
- 2.) Math 2 Honors should include extra topics or more complex problems such as the following:
 - Unit # 1 – Reflections about various lines like $y = -x$, $y = \frac{1}{2}x$, etc.
 - Unit # 2 – More Complex Problems/Proofs
 - Unit # 3 – More Complex Problems/Proofs
 - Unit # 4 – Include Problems that are more multi-step to solve for a particular part/info
 - Unit # 5 – Solving Radical Inequalities
 - Unit # 6 – More Complex Problems
 - Unit # 7 – Solving System of Linear & Quadratic Algebraically
 - Unit # 8 – Binomial Probability

Math Ii Pacing Guide Nc

Todd A. Kettler

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

Math II Pacing Guide Nc:

Curriculum and Teaching Dialogue Chara Haeussler Bohan, John L. Pecore, Franklin S. Allaire, 2020-08-01 Curriculum and Teaching Dialogue is a peer reviewed journal sponsored by the American Association for Teaching and Curriculum The purpose of the journal is to promote the scholarly study of teaching and curriculum The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings The journal is published annually in two volumes and includes traditional research papers conceptual essays as well as research outtakes and book reviews Publication in CTD is always free to authors *Schoolwide Action Research for Professional Learning Communities* Karl H. Clauset, Dale W. Lick, Carlene U. Murphy, 2008-05-15 Discover how Whole Faculty Study Groups WFSGs use collaborative action research to involve an entire professional learning community in improving staff and school performance

Transform Your Math Class Using Asset-Based Teaching for Grades 6-12 Michael D. Steele, Joleigh Honey, 2024-07-19 Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what's missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment Transform Your Math Class Using Asset Based Teaching for Grades 6-12 provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the importance of using language instructional routines and systemic structure that positively impact student engagement their math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book Introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development **Exemplary Science in Grades 9-12** Robert Eugene Yager, 2005 Essay titles reveal the range of programs and creativity this book encompasses The book ends with a summary chapter on successes and continuing challenges in meeting the Standards visions for improving high school science

Mathematics Benchmarking Report, 2001 **Parent's Guide to the North Carolina Tests, 4th and 5th Grades**

Cynthia Johnson,Drew Johnson,2000 Features all the essential facts and expert advice parents need to help prepare their children for the North Carolina tests *Curriculum Development Library* ,1980 *The Mathematics Lesson-Planning Handbook, Grades 6-8* Lois A. Williams,Beth McCord Kobett,Ruth Harbin Miles,2018-12-28 Your blueprint to planning Grades 6 8 math lessons that lead to achievement for all learners When it comes to planning mathematics lessons do you sometimes feel burdened Have you ever scrambled for an activity to engage your students that aligns with your state standards Do you ever look at a recommended mathematics lesson plan and think This will never work for my students The Mathematics Lesson Planning Handbook Your Blueprint for Building Cohesive Lessons Grades 6 8 walks you step by step through the process of planning focused research based mathematics lessons that enhance the coherence rigor and purpose of state standards and address the unique learning needs of your individual students This resource deepens the daily lesson planning process for middle school teachers and offers practical guidance for merging routines resources and effective teaching techniques into an individualized and manageable set of lesson plans The effective planning process helps you Identify learning intentions and connect goals to success criteria Select resources and worthwhile tasks that make the best use of instructional materials Structure lessons differently for traditional and block middle school schedules Anticipate student misconceptions and evaluate understanding using a variety of formative assessment techniques Facilitate questioning encourage productive struggle and close lessons with reflection techniques This author team of seasoned mathematics educators make lesson planning practical and doable with a useful lesson planning template and real life examples from Grades 6 8 classrooms Chapter by chapter the decision making strategies empower teachers to plan mathematics lessons strategically to teach with intention and confidence and to build purposeful rigorous coherent lessons that lead to mathematics achievement for all learners Adult and Continuing Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources,2014-03-31 Beyond the undergraduate and graduate levels education has traditionally ceased when students enter the workforce as professionals in their respective fields However recent trends in education have found that adult students beyond the traditional university age often benefit greatly from returning to further their education Adult and Continuing Education Concepts Methodologies Tools and Applications investigates some of the most promising trends in furthering education and professional development in a variety of settings and industries With an extensive array of chapters on topics ranging from non traditional students to online and distance education for adult learners this multi volume reference book will provide students educators and industry professionals with the tools necessary to make the most of their return to the classroom Getting Started with Rigorous Curriculum Design Larry Ainsworth,2013 School districts are now successfully implementing the Rigorous Curriculum Design process to redesign their curricula to fulfill the promise of the Common Core and prepare students for success on the coming national assessments Each chapter of Getting Started With Rigorous Curriculum Design will provide educators with collective wisdom

insights and ideas to enrich and expand understandings they may not have yet come to on their own Modern Curriculum for Gifted and Advanced Academic Students Todd A. Kettler, 2021-09-03 *Modern Curriculum for Gifted and Advanced Academic Students* addresses the need for advanced curriculum design in an age of national standards and 21st century learning innovations The text and its authors work from the assumption that the most advanced learners need a qualitatively different design of learning experiences in order to develop their potential into outstanding achievement answering the question How should we design learning experiences for our most advanced academic students in the foundational curriculum areas This book provides the most contemporary thinking about how to design in depth courses of study in the foundational curriculum areas with a high degree of complexity and advanced content The book includes chapters articulating specific design components like creative thinking critical thinking and authentic research but also subject specific chapters in mathematics language arts science and social studies to demonstrate application of those design components Visioning Onward Christine Mason, Paul Liabenow, Melissa Patschke, 2020-01-22 The step by step guide to defining your vision and making it reality As a leader it s your job to look beyond the present and envision a brighter future for your school Choosing the right path however can be a challenge This inspirational resource is your guide By following its one of a kind iterative visioning process you ll sharpen your vision into a road map for transformative change tailored to the needs of your learning community Features include Key strategies and tools for building a shared vision Practical implementation ideas Case studies from exemplary schools Common trends at the heart of impactful positive change Thought provoking vignettes Turn vision into reality possibilities into plans and create an environment that strengthens engagement provides safe and nurturing learning opportunities and produces students with the skills knowledge and disposition to be successful in life Resources in Education ,1998 *Setting a New Agenda for Student Engagement and Retention in Historically Black Colleges and Universities* Prince, Charles B. W., Ford, Rochelle L., 2016-06-27 As more Americans are attending college historically black colleges and universities HBCUs are now in a position where they must directly compete with other institutions While other colleges and universities might have more resources and stronger infrastructures HBCUs provide better opportunities to meet the needs of students of color *Setting a New Agenda for Student Engagement and Retention in Historically Black Colleges and Universities* explores the innovations that HBCUs can enact to better serve and prepare the next generation of African American leaders and to be more competitive in the higher education landscape As students need different forms of support throughout their academic career it becomes necessary to engage them through mentorship programming and classroom management This book is a valuable resource for educators and administration at HBCUs sociologists policy makers and students studying education science and administration **Becoming Literate in Mathematics and Science** ,2001 **Leading Technology-Rich Schools** Barbara B. Levin, Lynne Schrum, 2015-04-25 This timely book shows how award winning secondary schools and districts are successfully using technology and making

systemic changes to increase student engagement improve achievement and re invigorate the teaching and learning process Through in depth case studies we see how experienced school and district leaders use technology in curricular administrative and analytical ways to meet the needs of 21st century learners educators and communities These cases reveal important details addressed by the leadership of these schools and districts that go beyond what they did with technology to include changes in school culture curriculum and teaching uses of assessment data financial considerations infrastructure and involvement with the community Book Features Successful models from schools districts experienced with using technology as a lever for school improvement Case studies from diverse schools districts across the country that show what works and how it works A cross case analysis that makes it easy to compare individual schools and identify common practices Barbara B Levin is a Professor in the Department of Teacher Education and Higher Education and Director of the Teachers Academy at the University of North Carolina at Greensboro Lynne Schrum is Dean College of Education and Human Services West Virginia University Barbara B Levin and Lynne Schrum offer their readers the distinct advantage of compressing into a single volume what it took me decades to learn They not only present the big ideas of effective school leadership but bring them alive through case studies that illustrate how those ideas manifest themselves in leaders day to day behaviors I encourage you to use the ideas and practices you find here to leverage technology to create schools in which all students and adults thrive From the Foreword by Dennis Sparks Emeritus Executive Director National Staff Development Council Learning Forward Prepublication Reviews In Leading Technology Rich Schools the authors present a fascinating and exciting set of case studies that provide great insight into the ways leaders can support high level innovation in schools Importantly their focus is on technology that enhances learning and teaching rather than technology as an expensive school ornament A must read for those who study and practice educational leadership Jeffrey S Brooks Associate Professor and Educational Leadership Program Coordinator School of Education Iowa State University author of Black School White School Racism and Educational Mis leadership This book is a precious gift for the vast majority of administrators who desperately need concrete examples of how to create facilitate and sustain technology infused learning environments Scott McLeod Associate Professor and Founding Director CASTLE University of Kentucky These rich illustrations of technology leadership in secondary schools show how a number of complex variables must come together to produce the key outcome of positioning educational technology as a support to teaching and learning Examples of leadership practices that coordinate team members for interdependent work and invite teachers involvement should prove to be a valuable resource to practitioners and also provide insight to policymakers for how they can create supportive conditions for such work Sara Dexter Associate Professor Department of Leadership Foundations and Policy Curry School of Education University of Virginia Leading Technology Rich Schools is a key advance in understanding how technology can best be integrated in today s schools These case studies of effective practice are sure to become required reading for those in leadership positions who are using technology for school

improvement Glen L Bull Samuel Braley Gray Professor of Education Curry School of Education University of Virginia The rubber meets the road in this well researched book with detailed stories of exemplary schools and school leaders that have leveraged technology as a key tool to make significant reforms stick Through these vivid case studies Levin and Schrum illuminate a dynamic and complex set of lessons learned to help all school leaders undertake transformations of their schools L Michael Golden CEO Educurious **Atlanta** ,2003-05 Atlanta magazine s editorial mission is to engage our community through provocative writing authoritative reporting and superlative design that illuminate the people the issues the trends and the events that define our city The magazine informs challenges and entertains our readers each month while helping them make intelligent choices not only about what they do and where they go but what they think about matters of importance to the community and the region Atlanta magazine s editorial mission is to engage our community through provocative writing authoritative reporting and superlative design that illuminate the people the issues the trends and the events that define our city The magazine informs challenges and entertains our readers each month while helping them make intelligent choices not only about what they do and where they go but what they think about matters of importance to the community and the region ENC Focus ,2001 **The Block Scheduling Handbook** J. Allen Queen,2003 Every teacher and principal should use this book to assure a successful block scheduling initiative Dr Martin Eaddy Superintendent Lincoln County Schools A comprehensive and ready to use handbook that has all the components for success any school needs to get a block scheduling programme up and running Offers step by step guidance for all schools Education as Cultural Construction Pablo del Río,Amelia Álvarez,1994 Languages English with extended summary in Spanish Spanish with extended summary in English This volume brings together diverse contributions on culture and education undertaken on the basis of the sociocultural approach The book gives the reader some thematic variety and conceptual diversity that are difficult to find in any other current selection allowing the reader to have direct access with no other restrictions than that of the quantity of articles s he is faced with to what is the essence of the socio cultural paradigm in today s world very diverse answers to very different cultural situations in different parts of the world provided by groups of researchers and practitioners in education who come from theoretical traditions that are sometimes divergent and even opposing and who concur in the search for the roots of development and learning in the cultural and educational contexts Idiomas Engl s con resumen extenso en espa ol Espa ol con resumen extenso en ingl s Este volumen re ne diversas aportaciones sobre la cultura y la educaci n realizadas desde la perspectiva sociocultural El libro le ofrece al lector una variedad tem tica y una diversidad conceptual dif cilmente accesibles en cualquier otro tipo de selecci n al uso permiti ndole acceder directamente sin otros l mites que los impuestos por la propia afluencia de trabajos a lo que constituye la esencia del paradigma sociocultural en el mundo de hoy respuestas muy diversas a situaciones culturales muy distintas en todo el mundo realizadas por grupos de investigadores y trabajadores de la educaci n que a n proviniendo de tradiciones te ricas a veces divergentes y hasta

enfrentadas coinciden en buscar en los entornos culturales y educativos las raíces del desarrollo y el aprendizaje

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