

Course: NC Math 2 – 90 Day Pacing Guide

Day	Lesson	Day	Lesson
1	Intro to Course – Syllabus, Virtual Locker, Menu Tweaking	46	Operations with Rational, Fractional Exponents
2	Review – Solving and Graphing Linear Equations	47	Rational Functions (incl. pt. transformations, DNF)
3	Function Notation and Domain & Range	48	Rational Equations (incl. square roots)
4	Proving Geometric Ideas with Rectilinear Coord. Systems	49	Mathematical Proof: Linear, Geo. Systems and Rational Vols.
5	Geometric Transformations – Translations	50	Unit # 3 Project – Murder Mystery Investigation
6	Geometric Transformations – Reflections	51	Review
7	Geometric Transformations – Rotations	52	Unit # 3 Test – Translations and Rotations
8	Geometric Transformations – Combinations	53	Character of Quad Graphs on, above, below, on axes
9	Symmetries of Figures (HSG.P3.1) & Quads	54	Graphing Quadratics in Standard Form
10	Unit # 1 Project – Geometry Challenges	55	Transformations of Quadratic Functions
11	Review	56	Vertex Method, Standard Form (incl. completing the square)
12	Unit # 1 Test – Geometric Transformations	57	Systems of Linear & Quadratics – Graphically Only
13	Reasoning and Conditional Statements	58	Unit # 3 Project – Graphing Real World Quadratics
14	Proving Equations Algebraically (incl. Two Column Proofs)	59	Review
15	Angle Relationships and Parallel Lines	60	Unit # 3 Test – Graphing Quadratics
16	Proving Angle Relationships (including Proof of Thm.)	61	Multiplying Quadratic Expressions (incl. w. bin.
17	Triangle Thm. Part 1 – Angles, Two & Three Sides	62	Factoring Quadratic Expressions (incl. a trinomial)
18	Triangle Thm. Part 2 – Triangles, Two & Two Angles, Sides	63	Quadratic Equations – Solving by Factoring & Bin. Trin.
19	Proving Triangle Theorems	64	Solving Imaginary Number (incl. complex, conjugate)
20	Unit # 2 Project – Geometric Proofs	65	Quadratic Eqs. – Solving by Formula (incl. discriminant)
21	Review	66	Quadratic Equations – Any All Methods (incl. sum and
22	Unit # 2 Test – Angles and Triangles	67	Quadratic Applications (Word Problems) (DNF)
23	Triangle Congruency – ASA, SAS, SSS, SAS, HL	68	Quadratic Inequalities – Graphically & Algebraically
24	Proofs with Triangle Congruency (incl. Intro to Flow Proofs)	69	Unit # 2 Project – Graph & Solve Quadratic Domain
25	Proofs with Corresponding Parts and Congruent (CPCTC)	70	Review
26	Geometric Transformations – Dilations	71	Unit # 2 Test – Solving Quadratics
27	Triangle Similarity and Proportions in Triangles	72	The Fundamental Counting Principles
28	Proofs with Triangle Similarity	73	Permutations and Combinations
29	Unit # 3 Project – Triangle Art with Paper	74	Basic Probability (Theoretical, Experimental & Geometry)
30	Review	75	Multiplying Binom. (incl. change in degree, max, min, degree)
31	Unit # 3 Test – Triangle Congruency and Similarity	76	Fact Trinom. (incl. binomial, sum, difference, sum of squares)
32	Right Triangle Similarity	77	Conditional Probability (incl. Venn Diagrams)
33	Pythagorean Theorem and its Converse	78	Review
34	Special Right Triangles: 45-45-90, 30-60-90	79	Unit # 3 Project – Make Your Probability Game
35	Special Right Triangles: 30-60-90 Triangles	80	Unit # 3 Quiz and Test on Unit 3: Probability
36	Alt. Angles Trig – 3 Sides, Trig Ratios (incl. word problems)	81	Review for Exams
37	Alt. Angles Trig – 4 Sides, Trig Ratios (incl. word problems)	82	Review for Exams
38	Right Triangle Trig – Angles 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 Mode
42	Unit # 4 Test – Right Triangles and Trigonometry	87	Exams – Teacher Mode
43	Law of Exponents	88	Exams – Teacher Mode
44	Simplifying, Add, and Subtracting Radicals	89	Exams – Teacher Mode
45	Multiplying and Dividing (rationalizing) Radicals	90	Exams – Teacher Mode

** Important Notes:

1.) Unit Quizzes should be done after the topics are covered for that Unit... if so when-As Reviews (then When Up & Give credit) take a whole class period if do When-Up as a class... this will all depend on type of students have in the class

2.) When 2-Hours should include extra topics or more complex problems such as the following

Unit # 1 – Reflections about various lines like $y = x + 1$, $y = x + 2$, 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 perimeter

Unit # 5 – Solving Radical Inequalities

Unit # 6 – More Complex Problems

Unit # 7 – Solving Systems of Linear & Quadratic Algebraically

Unit # 8 – Binomial Probability

Math Ii Pacing Guide Nc

Cynthia Johnson,Drew Johnson



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 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 Resources in Education ,1998 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

Mathematics Instruction for Students With Disabilities John F. Cawley, Louise J. Cawley, 2014-05-22 This special issue focuses on mathematics for students with disabilities particularly on the topic of division The articles discuss a number of curricula and instructional practices that have direct and meaningful implications for the classroom They also serve as a foundation for the development of research into effective intervention practices As a whole this issue provides an opportunity to extract selected features of instruction from the articles found herein and to contrast the effectiveness of two distinct instructional approaches constructivism and direct explicit instruction

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

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 *Research Review for School Leaders* William G. Wraga, Peter S. Hlebowitsh, Founding Editor Tanner, Daniel Tanner, 2012-08-06 The *Research Review for School Leaders* Volume III is specifically designed as a practical resource for school leaders whose schedules preclude opportunities to locate and review key research on every issue they must address It places comprehensive current and accessible reviews of educational research at their fingertips and is organized to make the research and practices it summarizes useful to them in their professional endeavors This is the third volume of the Review Although the title has changed its purpose and substance is continuous with the work of the earlier volumes The first Annual Review of Research for School Leaders 1996 summarized research on the status of public schooling interdisciplinary curriculum and educational applications of computers The second volume 1998 addressed the topics of middle level education the extracurriculum mathematics education reform and drop outs The present Volume III offers educational leaders reviews of research on five timely educational issues citizenship education multicultural education gifted and talented education classroom assessment and scheduling A basic premise of this volume is that to make sound decisions professionals need to be up to date on current research related to the problems with which they grapple A second premise is that research cannot simply be imposed in a formulaic way on a local setting the nature of the particular problem to be solved will always bear upon the relevance of research to a specific context Thus this volume is envisioned as a helpful resource for school leaders as they engage in important discussions of the research with teachers school board members parents and other interested parties as they collaboratively seek effective resolutions to local educational problems *Becoming Literate in Mathematics and Science*, 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

Research in Education, 1969 *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

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web trama oltre la porta è una raccolta di quattro storie brevi legate da un filo comune tutti e quattro i protagonisti si ritroveranno per un motivo o per l'altro a soggiornare nel misterioso hotel che fa da cornice alle storie

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web nina giovane italiana da tempo emigrata in marocco nasconde un terribile segreto il suo patrigno è in carcere con l'accusa di aver ucciso sua madre che in realtà si era suicidata quando aveva scoperto la relazione tra l'uomo e nina

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web aug 11 2021 9 4k views 1 year ago beyond obsession aka oltre la porta is a classic 1982 drama by liliana cavani also director of francesco with mickey rourke and ripley's game with john malkovich co

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web oltre la porta è un film del 1982 diretto da liliana cavani trama il patrigno di nina è in carcere a marrakech in marocco accusato dell'omicidio della madre della ragazza l'uomo in realtà è innocente ma nina che conosce la verità lo vuole in carcere per poterlo dominare spetterà a un giovane americano portare a galla la verità

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web a young american man matthieu falls in love with nina and marries her but is soon abandoned by her when she goes to live with her stepfather who has meanwhile come out of prison old depressed and at the complete mercy of his stepdaughter

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