

Portales Municipal Schools
CURRICULUM MAP

Subject:	Mathematics	May 2009	Grade Level: Algebra 2
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Calendar	Strand/Standard/ Benchmark	Performance Standard/ Essential Question	Suggested Student Activities/Assessments	Resources/Materials
1st Nine Weeks	<p>ALGEBRA, FUNCTIONS, AND GRAPH: Students will understand algebraic concepts and applications.</p> <p>C. Use mathematical models to represent and understand quantitative relationships.</p> <p>See also Geometry and Trigonometry Strand 3.C.2</p> <p>See also Data Analysis and Probability 5.B.4</p>	<p>Mastery 2.C.1. Model real-world phenomena using linear and quadratic equations and linear inequalities</p> <p>Mastery 2.C.4. Express the relationship between two variables using an equation and a graph:</p> <ul style="list-style-type: none"> • graph a linear equation and linear inequality in two variables • solve linear inequalities and equations in one variable • solve systems of linear equations in two variables and graph the solutions • use the graph of a system of equations in two variables to help determine the solution <p>Mastery 2.C.6. Evaluate numerical and algebraic absolute value expressions.</p>	<p><u>Supply and Demand</u> http://illuminations.nctm.org/LessonDetail.aspx?id=L382 Students create and solve a system of linear equations in a real world setting. (All resources available on website.) Assessment: Write a brief paragraph analyzing other potential applications for supply and demand. (Comm., Con., Prob. Sol.)</p> <p><u>Crop Rotation and Matrices</u> Students will use matrices to explore the real-world science application of planning crop rotation. Assessment: Students will write a brief summary containing the results of their investigations of various matrix arrangements of different sizes. They will predict future pattern arrangements using matrices. (Con., R&P, Prob. Sol., Comm.)</p> <p><u>Absolute Value Equations and Inequalities</u> Students will work with a partner to determine how the solution of an absolute value equation or inequality is derived on a number line. Assessment: Write a brief summary comparing the solutions of the inequalities and determine a pattern. Must include the number lines as evidence. (Comm., Prob. Sol)</p>	<p>(McDougal Littell Algebra 2 Textbook, Section 1.5 pg. 34-40; Section 2.6 pg. 113-122)</p> <p><u>Graphing Calculator Activity</u> McDougal Littell Algebra 2 Textbook pg. 194 Use Matrix Operations</p> <p><u>Crop Rotation and Matrices</u> Teacher Link www.thefutureschannel.com/pdf/algebra/crop_rotation.pdf Student Link www.thefutureschannel.com/pdf/algebra/crop_rotation_student.pdf (McDougal Littell Algebra 2 Textbook Section 3.8, pg. 210-217)</p> <p>(McDougal Littell Algebra 2 Textbook Section 1.6 pg. 41-47; Section 1.7 pg. 51-58) 13 Index Cards</p> <p><u>Absolute Value Equations</u> http://www.purplemath.com/modules/solveabs.htm Explains absolute value equations.</p>

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1st Nine Weeks	<p>ALGEBRA, FUNCTIONS, AND GRAPH: Students will understand algebraic concepts and applications.</p> <p>A. Represent and analyze mathematical situations and structures using algebraic symbols.</p> <p>ALGEBRA, FUNCTIONS, AND GRAPH: Students will understand algebraic concepts and applications.</p> <p>B. Understand patterns, relations, functions, and graphs.</p>	<p>Mastery 2.A.11. Simplify square roots and cube roots with monomial radicands that are perfect squares or perfect cubes (e.g., $9a^2x^4$).</p> <p>Mastery 2.A.14. Factor polynomials, difference of squares and perfect square trinomials, and the sum and difference of cubes.</p> <p>Mastery 2.B.1. Distinguish between the concept of a relation and a function.</p> <p>Mastery 2.B.12. Use the quadratic formula and factoring techniques to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.</p> <p>Mastery 2.B.13. Apply quadratic equations to physical phenomena (e.g., the motion of an object under the force of gravity).</p>	<p><u>Algebra Tiles and Completing the Square</u> Students will use algebra tiles to model the process of completing the square. Assessment: Students will write a brief description of how the pattern of the algebra tiles contributes to finding the value c that needs to be added to $x^2 + bx$ to form a perfect square trinomial. (R&P, Prob. Sol., Comm., Rep.)</p> <p><u>Quadratic Softball</u> Animated game on the internet. Allows students to apply quadratics to the game of softball. Assessment: Write a brief paragraph evaluating other real-life applications for quadratic equations (parabolas). (Comm., Con., Prob. Sol.)</p>	<p>(McDougal Littell Algebra 2 Textbook pg.283, McDougal Little Algebra 2 Resource Book pg. 77, and Activity Support Master) Algebra Tiles (McDougal Littell Algebra 2 Textbook Section 4.7 pg. 284-291)</p> <p><u>Quadratic Factoring</u> http://argyll.epps.ca/jreed/math9/strand2/2210.htm This is a good interactive website that will allow students to explore quadratic factoring using virtual algebra tiles.</p> <p>(McDougal Littell Algebra 2 Textbook Section 4.3 pg. 252-258; Section 4.4 pg. 259-265)</p> <p><u>Quadratic Softball</u> http://www.classzone.com/books/algebra_2_2007_na/animations/alg207_ch04_pg287.htm McDougal Littell Classzone.com (McDougal Littell Algebra 2 Textbook Section 4.10 pg. 309-315)</p> <p><u>Solve Quadratic Equation</u> http://www.quia.com/ba/22461.html An interactive game of Battleship that involves solving quadratic equations. (McDougal Littell Algebra 2 Textbook Activity Modeling Data with Quad. Func. pg. 308)</p> <p><u>Graphing Calculator Activity</u> McDougal Littell Algebra 2 Textbook pg. 244 Find Max and Min of Values of Quadratics</p>

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2nd Nine Weeks	<p>ALGEBRA, FUNCTIONS, AND GRAPH: Students will understand algebraic concepts and applications.</p> <p>A. Represent and analyze mathematical situations and structures using algebraic symbols.</p>	<p>Mastery 2.A.7. Know, explain, and use equivalent representations for the same real number including:</p> <ul style="list-style-type: none"> • integers • decimals • percents • ratios • scientific notation • numbers with integer exponents • inverses (reciprocal) • prime factoring 	<p><u>Logarithmic Equations</u> Students will use the puzzle tiles provided by the teacher from website to practice solving logarithmic equations. They can do this in pairs or alone. Assessment: Students will show their completed puzzle to the teacher who will check it against the key. Each group will make a new puzzle consisting of a minimum of 16 pieces. (Comm., Rep.)</p> <p><u>Earthquake Math</u> After viewing a short 5 minute video about earthquakes, the teacher will give students a one page handout and discuss how logarithms are used in the Richter scales to measure magnitude of earthquakes. Assessment: Students will be provided an activity worksheet wherein they will be asked to compare, contrast, and calculate and test predictions. (Comm., Con., Rep., Prob. Sol.)</p>	<p><u>Logarithmic Equations</u> http://www.purplemath.com/modules/logs.htm (McDougal Littell Algebra 2 Textbook Section 7.6 pg. 515-522) Teacher Resource: http://library.thinkquest.org/20991/alg2/log.html Basics on logarithms</p> <p><u>Earthquake Math</u> Video: http://www.teachersdomain.org/resource/ess05/sci/ess/earthsys/thrusfault/.html Handout: http://mathcentral.uregina.ca/beyond/articles/earthquakes/richter.html Student Activity Worksheet: http://www.greenleecds.com/rgbest/LogQuake.pdf Teacher(Key) Activity Worksheet: http://www.greenleecds.com/rgbest/quakekey.pdf Extra Cool Earthquake Facts http://earthquake.usgs.gov/learnin/g/facts.php (McDougal Littell Algebra 2 Textbook Section 7.7 pg. 529-536)</p>

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2nd Nine Weeks	<p>ALGEBRA, FUNCTIONS, AND GRAPH: Students will understand algebraic concepts and applications.</p> <p>A. Represent and analyze mathematical situations and structures using algebraic symbols.</p>	<p>Mastery 2.A.14. Factor polynomials, difference of squares and perfect square trinomials, and the sum and difference of cubes.</p> <p>Mastery 2.A.17. Use the four basic operations (+, -, x, /):</p> <ul style="list-style-type: none"> • linear expressions • polynomial expressions • rational expressions 	<p><u>Conjecturing with Logarithms</u> Students will group into pairs or groups of three, and using a set of cards supplied by the teacher, to make correct mathematical statements about logs. The equations will be recorded on the chalkboard by the teacher, grouping similar equations together. Assessment: Students will formulate a written general statement that summarizes the pattern found in the groups of similar questions. They must justify their assertions. (Comm., Prob. Sol., R&P)</p>	<p><u>Conjecturing with Logarithms</u> http://www-prod.pen.k12.va.us/Div/Winchester/jhhs/math/lessons/algebra/log.html</p> <p>(McDougal Littell Algebra 2 Textbook Section 7.4 pg. 499-505; Section 7.5 pg. 507-513)</p> <p><u>Graphing Calculator Activity</u> McDougal Littell Algebra 2 Textbook pg. 514 Graph Logarithmic Functions</p>
	<p>ALGEBRA, FUNCTIONS, AND GRAPH: Students will understand algebraic concepts and applications.</p> <p>B. Understand patterns, relations, functions, and graphs.</p>	<p>Mastery 2.B.9. Understand symmetry of graphs.</p>	<p><u>Name the Special Function or Function Family</u> Students will use the interactive website to differentiate between graphs and identify the parent function of associated with each graph. Assessment: Students will determine the correct parent functions of a set of graphs on a written quiz and justify each choice in a brief written statement. (Prob. Sol., R&P, Rep.)</p>	<p><u>Name the Special Function or Function Family</u> www.quia.com/cz/62659.html</p> <p>(McDougal Littell Algebra 2 Textbook Section 5.2 pg. 337-344; Section 6.5 pg. 452-459; Section 7.1 pg. 478-485; Section 7.2 pg. 486-491)</p>

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2nd Nine Weeks	<p>ALGEBRA, FUNCTIONS, AND GRAPH: Students will understand algebraic concepts and applications.</p> <p>A. Represent and analyze mathematical situations and structures using algebraic symbols.</p>	<p>Mastery 2.A.3. Evaluate the numerical value of expressions of one or more variables that are:</p> <ul style="list-style-type: none"> • polynomial • rational • radical <p>Mastery 2.A.13. Solve:</p> <ul style="list-style-type: none"> • formulas for specified variables • radical equations involving one radical 	<p><u>Square Root Review Puzzle</u> Students will use the tile pieces acquired from the website to simplify radical expressions. They may play alone or in groups. Assessment: Students will complete the puzzle with a partner. The teacher will use the key to check each group's puzzle answer. Then each group will create a new puzzle set with a minimum of eight tiles. (Comm., Prob. Sol.)</p>	<p><u>Square Root Review Puzzle</u> http://www-prod.pen.k12.va.us/Div/Winchester/jhhs/math/lessons/algebra/radical.html</p> <p>Cardboard or Foam board to make puzzle tiles</p> <p>(McDougal Littell Algebra 2 Textbook Section 6.6 pg. 452-459)</p> <p><u>Graphing Calculator Activity</u> McDougal Littell Algebra 2 Textbook pg. 581 Verify Operations with Rational Expressions</p>

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3rd Nine Weeks	<p>DATA ANALYSIS AND PROBABILITY: Students will understand how to formulate questions, analyze data, and determine probabilities.</p> <p>B. Select and use appropriate statistical methods to analyze data.</p>	<p>Mastery 5.B.3. For univariate data, be able to display the distribution and describe its shape using appropriate summary statistics, and understand the distinction between a statistic and a parameter:</p> <ul style="list-style-type: none"> • construct and interpret frequency tables, histograms, stem and leaf plots, and box and whisker plots • calculate and apply measures of central tendency (mean, median, and mode) and measures of variability (range, quartiles, standard deviation) • compare distributions of univariate data using back-to-back stem and leaf plots and parallel box and whisker plots 	<p><u>Take Me Out to the Ballgame</u> Students will find the greatest baseball hitter of all time by using statistical data. From the data, the best ten years for various famous baseball hitters will be determined. The class will be divided into six groups and each group will investigate a selected group of hitters during the best ten years of their careers. Groups will be assigned tasks as follows: Group 1: Find average home runs. Group 2: Find average runs batted in. Group 3: Find batting average. Group 4: Find Average number of runs Group 5: Find the statistical variance within the hitting averages. Group 6: Find the standard deviation for the home runs. Assessment: All groups will display their findings in a graphical representation and give an oral presentation from all six groups, the class will assess who is the best baseball hitter of all time and justify their decision. Student work and presentations will be graded using a rubric supplied by the teacher. (Comm., Prob. Sol., Con., R&P, Rep.)</p>	<p><u>Take Me Out to the Ballgame</u> Teacher Resources: Teacher information/Lesson Plan http://warrensburg.k12.mo.us/webquest/baseball/ Student Resources: Computer lab/internet for student research</p> <p>(McDougal Littell Algebra 2 textbook Section 11.4, pg. 766-774)</p> <p><u>Graphing Calculator Activity</u> McDougal Littell Algebra 2 Textbook pg. 750 Calculate One-Variable Statistics</p>

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3rd Nine Weeks	<p>DATA ANALYSIS AND PROBABILITY: Students will understand how to formulate questions, analyze data, and determine probabilities.</p> <p>D. Understand and apply basic concepts of probability.</p>	<p>Mastery 5.D.2. Understand the concept of probability as relative frequency.</p> <p>Mastery 5.D.3. Use simulations to compute the expected value and probabilities of random variables in simple cases.</p>	<p><u>Probability: The Study of Chance</u> Students will work in pairs (A & B) with the basic principles of probability through playing a game of “Rock, Paper, Scissors.” Outcomes will be charted, students will determine range, mean, median and mode for the data, and construct a tree diagram to determine the possible outcomes. Assessment: Students will answer questions about the game (i.e. how many outcomes, probability A will win any round, etc.) and write a brief summary analyzing and justifying their answers as to what the probability numbers mean for a favorable outcome or possible outcomes, whether the game is fair and whether both players have an equal probability of winning any round. (R&P, Comm., Prob. Sol., Con.)</p>	<p><u>Probability: The Study of Chance</u> Teacher Resources: Teacher lesson plan: www.lessonplanspage.com/MathProbabilityChance.htm</p> <p>(McDougal Littell Algebra 2 Textbook: Section 10.5 pg. 717-723)</p>

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3 rd Nine Weeks	<p>ALGEBRA, FUNCTIONS, AND GRAPH: Students will understand algebraic concepts and applications.</p> <p>B. Understand patterns, relations, functions, and graphs.</p>	<p>Mastery 2.B.13. Apply quadratic equations to physical phenomena (e.g., the motion of an object under the force of gravity).</p>	<p><u>Radio Telescopes</u> Students will practice building an equation for a radio telescope dish using the interactive website. Assessment: Students will write a brief paragraph analyzing at least three different ways parabolas are used in real life. (Con., Comm., Prob. Sol.)</p>	<p><u>Radio Telescopes</u> Teacher/Student Resource: www.classzone.com/books/asgebra_a_2_2007_na/animations/alg207_ch09_pg625.htm (Refers fo the VLA (Very Large Array) near Socorro, NM)</p> <p>(McDougal Littell Algebra 2 Textbook Section 9.2 pg 620-625)</p> <p><u>Teacher Resources illustrating Conic Sections</u> http://www.coolmath.com/algebra/Algebra2/index.html#Algebra_2:_Analytic_Geometry_(Conic_Sections) This website gives a visual representation of how conics are created. http://math.about.com/library/blconic.htm This website gives examples of conics used or shown in real life applications.</p> <p>“101 Uses of a Quadratic Equation” A fun and humorous article about application and history of quadratics and links quadratics to other conics. http://plus.maths.org/issue29/features/quadratic/index-gifd.html</p> <p><u>Graphing Calculator Activity</u> McDougal Littell Algebra 2</p>

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				Textbook pg. 633 Graphing Equations for Circles
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3rd Nine Weeks	<p>ALGEBRA, FUNCTIONS, AND GRAPH: Students will understand algebraic concepts and applications.</p> <p>D. Analyze changes in various contexts.</p>	<p>Mastery 2.D.1. Analyze the effects of parameter changes on these functions:</p> <ul style="list-style-type: none"> • linear (e.g., changes in slope or coefficients) • quadratic (e.g., $f[x-a]$ changes coefficients and constants) • exponential (e.g., changes caused by increasing $x[x + c]$ or $[ax]$) • polynomial (e.g., changes caused by positive or negative values of a, or in a constant c) 	<p><u>Conic Sections</u> (Who Wants To Be A Millionaire?) Students will play an interactive game on the website that is based on the TV game show “Who Wants to Be a Millionaire?” They will answer questions concerning distinguishing characteristics of conic sections. (Can be played in pairs or small groups.) www.quia.com/rr/81110.html Assessment: Students will write a paragraph summarizing the characteristics of the equations of lines and the four conic sections. (Comm., Rep.)</p> <p><u>Transforming Parabolas</u> Students will use the interactive website to explore the vertex form of the equation of a parabola, $y = a(x - h)^2 + k$, and the role of the constants a, h, and k in this equation. http://hotmath.com/util/hm_flash_movie.html?movie=/learning_activities/interactivities/transform_parabola.swf&return_to=undefined&title=Transforming%20Parabolas Assessment: At the conclusion of the computer activity, students will write a brief summary of their conclusions about the causes of parabolic transformations and justify their assertions. (Rep., Comm., R&P)</p>	<p><u>Conic Sections</u> Teacher/Student Resource: www.quia.com/rr/81110.html</p> <p>(McDougal Littell Algebra 2 Textbook Section 9.6 pg. 650-657)</p> <p><u>Transforming Parabolas</u> Resources: website http://hotmath.com/util/hm_flash_movie.html?movie=/learning_activities/interactivities/transform_parabola.swf&return_to=undefined&title=Transforming%20Parabolas</p> <p>(McDougal Littell Algebra 2 Textbook Section 9.2 pg. 620-625)</p>

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4th Nine Weeks	<p>GEOMETRY AND TRIGONOMETRY: Students will understand geometric concepts and applications.</p> <p>D. Use visualization, spatial reasoning, and geometric modeling to solve problems.</p>	<p>Mastery 3.D.1. Solve real-world problems using congruence and similarity relationships of triangles (e.g., find the height of a pole given the length of its shadow).</p> <p>Mastery 3.D.5. Understand and use elementary relationships of basic trigonometric functions defined by the angles of a right triangle (e.g., 'What is the radius of a circle with an inscribed regular octagon with the length of each side being exactly 2 feet?').</p> <p>Mastery 3.D.6. Use trigonometric functions to solve for the length of the second leg of a right triangle given the angles and the length of the first leg. (e.g., 'A surveyor determines that the angle subtended by a two-foot stick at right angles to his transit is exactly one degree. What is the distance from the transit to the base of the measuring stick?').</p> <p>Mastery 3.D.7. Know and use angle and side relationships in problems with special right triangles (e.g., 30-, 45-, 60-, and 90-degree triangles).</p>	<p><u>Collect and Model Trigonometric Data</u> Students will work in pairs to use a Calculator Based Laboratory to model the sound waves produced by musical instruments with sine functions. Assessment: Students will write a brief paragraph analyzing why a note is modeled by different sine functions when played on different instruments. (Prob. Sol., R.&P., Comm., Con., Rep.)</p> <p><u>Sine Cosine Game</u> Students will work in pairs to complete a worksheet activity that will be supplied by the teacher from the website. Students will match expressions involving either sine or cosine functions from one column to actual decimal approximations of the expressions in the other column. The activity can be conducted in two different ways: one, without use of calculator, they will graph a sinusoid first and use it to correctly do the matching, or two, without prior knowledge of trig graphs, use a calculator to do the matching, graph results and correctly predict graph behavior. Assessment: Students will turn in the completed worksheet activity with a brief paragraph assessing the knowledge needed to do the activity and analyzing the difficulties they encountered and how to overcome them. (Prob. Sol, R&P, Comm., Rep.)</p>	<p>McDougal Littell Algebra 2 Text pg. 948 Musical instrument(s) Calculator Based Laboratory Graphing calculators</p> <p>(McDougal Littell Algebra 2 Text Section 14.5 pg's 941-947)</p> <p><u>Sine Cosine Game</u> http://www.pen.k12.va.us/Div/Winchester/jhhs/math/lessons/trig/sincosg06.html</p> <p>(McDougal Littell Algebra 2 Textbook Section 14.1 pg. 908-914) Use after this section for 1st activity variation, OR Before this section for 2nd activity variation.</p> <p><u>Heart Rate and Sine Curves:</u> (uses CBL and Gr. calc.) http://www.nsa.gov/teachers/hs/trig06.pdf</p> <p><u>Exploring Trig Functions</u> With Geometer's Sketchpad http://www.teacherlink.org/content/math/activities/skpv4-trig/home.html</p> <p><u>Graphing Calculator Activity</u> McDougal Littell Algebra 2 Textbook pg. 881 Explore the Law of Sines</p>

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4 th Nine Weeks	<p>ALGEBRA, FUNCTIONS, AND GRAPH: Students will understand algebraic concepts and applications.</p> <p>A. Represent and analyze mathematical situations and structures using algebraic symbols.</p>	<p>Mastery 2.A.13. Solve:</p> <ul style="list-style-type: none"> • formulas for specified variables • radical equations involving one radical 	<p><u>Sequences Puzzle – Geometric Sequences Puzzle</u> Students will be provided the tow puzzles, in worksheet form, by the teacher. The students may work alone or in groups to solve the puzzle(s). Assessment: Students will turn in the completed puzzles. They will then create a smaller version puzzle of their own with a minimum of 5 sequences and exchange with another student. (Prob. Sol., Comm.)</p> <p><u>Fibonacci Numbers in Nature (Series)</u> Students will examine the Fibonacci numbers through an interactive activity on the classzone.com website that helps them practice recursive rules with sequences and functions and makes connections to real world examples. Assessment: At the conclusion of the interactive activity, students will work in pairs to research, via the internet, other examples of Fibonacci numbers in real life. Each student will then write a brief summary providing a minimum of three examples found, justifying their choices by detailing through words or pictures the Fibonacci pattern involved. (Prob. Sol., R&P, Comm, Con, Rep)</p> <p><u>Fibonacci Numbers in Nature (Series)</u> Continued</p>	<p><u>Sequences Puzzle – Geometric Puzzle #1:</u> http://www-prod.pen.k12.va.us/Div/Winchester/jhhs/math/lessons/algebra/seq1.htm</p> <p>Puzzle #2 http://www.vak12ed.edu/Div/Winchester/jhhs/math/lessons/algebra/seq2.html</p> <p><u>Graphing Calculator Activity</u> McDougal Littell Algebra 2 Textbook pg. 801 Work with Sequences</p> <p><u>Fibonacci Numbers in Nature (Series)</u> Student resource: McDougal Littell http://www.classzone.com/books/algebra_2_2007_na/animations/alg207_ch12_pg832.htm</p> <p>(McDougal Littell Algebra 2 Textbook Section 12.5 pg. 827-833)</p> <p>Teacher Resource: www.unm.edu/~abqteach/math_cus/01-03-10.htm This website was created by an Albuquerque teacher who developed a unit exploring mathematical patterns, especially the Fibonacci sequence. Various examples of Fibonacci in nature are discussed.</p> <p>Teacher Resource:</p>

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				http://www.mcs.surrey.ac.uk/Personal/R.Knott/Fibonacci/fibnat.htm Lots of Fibonacci activities!!
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Process Standards are cited at the end of each assessment as follows:

- Problem Solving (Prob. Sol.)
- Reasoning and Proof (R&P)
- Communication (Comm.)
- Connections (Con.)
- Representation (Rep.)

Resources

- Teacher/Student Resource: Math for Morons Like Us <http://library.thinkquest.org/20991/home.html>
(This is a good web site for new teachers or teachers who might need a little refreshing on a particular problem. This site covers the areas from Pre-Algebra up to Calculus. Students may also find this site helpful.)
- Algebra Games/Activities/Lessons: <http://www.coolmath.com/algebra/>
- Algebra 2 Games: <http://www.quia.com/shared/search>
- Really Cool Math Websites! Cool Algebra Sites! Cool Geometry Sites! Even Cool Discrete Math, Trigonometry and Calculus Sites! Cool Math Puzzles and Cool Math Brain Teasers Sites! Cool Math Web Quest Sites! Cool Math Humor! Cool Elementary, Middle School, and High School Math Teacher Resources! <http://cte.jhu.edu/techacademy/web/2000/heal/siteslist.htm>
- Online Graphing Calculators: http://www.webgraphing.com/?goog=free_online_graphing&gclid=CPPn8OmQ3IwCFQIpFQod1g_scw
- Lots of math resources: <http://www.homeschoolmath.net/>
- Math humor/jokes: <http://www.math.utah.edu/~cherk/mathjokes.html>
- Lots of math resources (SAT/ACT test prep, AP, math tutoring, MATH CARTOONS): www.charlottesmathtutor.com