Curriculum Map
Name of Teacher: Br. Hassan
Subject : Algebra

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	
Unit Name or Theme	Unit1: -Solving Linear Equations -Solving Linear Inequalities -Rate of Change and Slope -Writing Linear Equations -Graphing Linear Inequalities -Solving Systems of Equations	Unit2: -Functions and Continuity -Linearity and Symmetry -Extrema and End behavior -Sketching graphs of functions -Graphing special functions -Transformation of functions -Solving equations by graphing	Unit 3: -Graphing Quadratic Functions -Solving Quadratic Equations by Graphing -Complex Numbers -Solving Quadratic Equations by Factoring -Solving Quadratic Equations by Completing the Square -The Quadratic Formula and the Discriminant -Quadratic Inequalities	Unit 4 -Operations with Polynomials -Powers of Binomials -Dividing Polynomials -Graphing Polynomial Functions	Unit 4, 5 -Analyzing Graphs of Polynomial Functions -Solving Polynomial Equations -The Remainder and Factor Theorem -Roots and Zeros -Operations with Functions -Composition of Functions -Inverse Functions and Relations	Unit Name or Theme

| Enduring Understandings and Performance Indicators | SWBAT:
-Translate verbal expressions into algebraic expressions and equations, and vice versa.
-Solve equations using the properties of equality.
-Solve one-step & multi step inequalities
-Find rate of change & determine slope of a line.
-Write an equation of a line given the slope and a point on the line
-Write an equation of a line parallel or perpendicular to a given line
-Graph linear inequalities and apply linear inequalities.
-Solve systems of linear equations graphically/algebraically.
-Solve systems of linear inequalities by graphing | SWBAT:
-Determine whether functions are one-to-one and/or onto.
-Determine whether functions are discrete or continuous.
-Identify linear and nonlinear functions by examining equations or graphs.
-Determine whether graphs of functions have line or point symmetry.
-Identify end behavior of graphs.
-Identify extrema of functions.
-Use the key features of functions to sketch graphs of linear functions.
- Use the key features of functions to sketch graphs of nonlinear functions.
-Graph and analyze piecewise-defined functions.
-Graph and analyze step and absolute value functions.
-Identify the effects on graphs of functions by replacing f(x) with f(x) + k and f(x − h) for positive and negative values.
-Identify the effects on graphs of functions by replacing $f(x)$ with $af(x)$, $f(ax)$, $-af(x)$, and $f(-ax)$.
-Find x- and y-intercepts.
-Solve equations by examining graphs of the related functions. | SWBAT:
• Graph quadratic functions.
• Find and interpret the maximum and minimum values of a quadratic function.
• Solve quadratic functions by graphing.
• Estimate solutions of quadratic equations by graphing.
• Perform operations with pure imaginary numbers.
• Perform operations with complex numbers.
• Write quadratic equations in standard form.
• Solve quadratic equations by factoring.
• Solve quadratic equations by using the Square Root Property.
• Solve quadratic equations by completing the square.
• Solve quadratic equations by using the Quadratic Formula.
• Use the discriminant to determine the number and type of roots of a quadratic equation.
• Graph quadratic inequalities in two variables.
• Solve quadratic inequalities in one variable. | SWBAT:
• Multiply, divide, and simplify monomials and expressions involving powers.
• Add, subtract, and multiply polynomials.
• Use Pascal's triangle to expand powers of binomials.
• Use the Binomial Theorem to expand powers of trinomials.
• Divide polynomials using long division.
• Divide polynomials using synthetic division.
• Evaluate polynomial functions.
• Identify general shapes of graphs of polynomial functions. | SWBAT:
• Graph polynomial functions and locate their zeros.
• Find the relative maxima and minima of polynomial functions.
• Factor polynomials.
• Solve polynomial equations by factoring.
• Evaluate functions by using synthetic substitution.
• Determine whether a binomial is a factor of a polynomial by using synthetic substitution.
• Determine the number and type of roots for a polynomial equation.
• Find the zeros of a polynomial function.
• Perform arithmetic operations with functions.
• Apply arithmetic operations with functions.
• Perform compositions of functions.
• Apply compositions of functions.
• Find the inverse of a function or relation.
• Determine whether two functions or relations are inverses. | Enduring Understandings and Performance Indicators |

	• How can you translate verbal expressions into algebraic expressions and equations? • Is it possible to solve systems of linear equations or systems of inequalities graphically? • How do you find the maximum and minimum values of a function over a region? • How can you use what you have learned to solve one-step and multistep inequalities? • In what way could you use linear programming to solve real-world optimization problems? • How do you find the rate of change? • What method would you use to determine the slope of a line? • How do you write an equation of a line given the slope and a point on the line? • In what way can you graph linear inequalities? • Can you determine the coordinates of the vertices of a region formed by the graph of a system of inequalities?	-How do you know a relation is a function? -What is the difference between a one-to-one function and an onto function? - What is the difference between the graph of a discrete relation and that of a continuous relation? -How can you use algebra to show that $4x − 5y = 16$ is a linear function? -How to find the b in the equation $f(x) =mx+b$, given a point? -How do we show that an equation is non linear algebraically? - How to identify symmetry? -How do you find the end behavior of a function? - Is there a difference to finding end behavior of linear function than nonlinear functions? -How to find the extrema from the graph? -What are some key features that you can use to help you sketch a graph? -What is the difference between a linear function and a nonlinear function? -What are some different types of nonlinear functions that you have seen? -How can you use intercepts to sketch the graph of a linear function? -What is the difference between a continuous function and a piecewise function? -Are all step functions piecewise functions? -Explain the difference in writing the domain and range for a piecewise function compared to a continuous function? -Can a step function have two data points the same in the range? -How is a parent graph related to a parent function?	How to tell from graph is the quad equation has two solutions/one solution/ no solution? How to tell the solution of quad from table How to estimate the solution from using calc? How to use desmos to show soluton (estimates) of quad equation How to solve real world quadratic equations? What is a complex number? Why learn complex numbers? How to simply square roots into complex numbers? What a complex plane, What imaginary part? What is the complex part? How to add complex numbers? How to subtract complex numbers? How are complex numbers are used in real life in circuits ? How to simplify multiplication of complex numbers? How to simplify i^n? How is multiplication of complex numbers relate to foiling method of binomials? How to divide complex numbers? What is a conjugate? When does a quad equation have complex solutions? How to find complex solutions of quad equations of the form $ax^2+b = 0$? What the process of completing the square? How does it help solve quad equations? What is a perfect square? What is the zero product property? How to write a quad equation	• Look at the exponent laws in the Concept Summary. Which ones are similar? • Which exponent law do you find the easiest? Which one do you find the hardest to understand? Why? How to operate with exponents? • What do you notice about Pascal's triangle? Discuss the structure of it. x on one side of the inequality? • After studying the structure of Pascal's triangle, try writing it out without looking in your textbook. What strategies help you? • Write out the Binomial Theorem. What strategies can you use to help you remember and make sense of this theorem? • When can you use the Binomial Theorem and not Pascal's triangle? • What do you do before performing long division on a polynomial if the terms are not organized in descending order? For example, what would you do with $8x + 9x2 + 7 + 14x3$ before dividing it by $x + 2$? • Is it possible to do long division on a polynomial that does not include all of the terms in descending order? For example, one that includes an x3- and an x2- but no x-term. If it is possible, explain what you must do? • What strategies do you use to make sure that you remember to subtract the polynomial you multiply through when doing long division, instead of adding it?	• How can you determine where the function crosses the x-axis? • What is the difference between a relative maximum and an extreme maximum? • What is a turning point? • What do you think you will know about a polynomial when it is completely factored? • Expand $(a + b)3$. What is the resulting polynomial? • How can you simplify $a3 + 3a2b + 3ab2 + b3$? • In division, what does a remainder of zero tell you? • In synthetic division, how would you write the quotient when the remainder is R ? • If x - r is a factor of polynomial P (x), how does that help you rewrite P (x) in factored form? • Suppose that you have a list of all the zeros, $\{x1, x2, x3\}$, of a polynomial function, $p(x)$. What is the degree of $p(x)$? • Suppose that you have a list of all the zeros, $\{x1, x2, x3, x4, x5\}$, of a polynomial function, $p(x)$. What are the factors of $p(x)$? If one of the factors of $p(x)$ is $a + \sqrt{b}$, what must be true? • What can you say about the sum or difference of two linear functions, what about quadratics? • In general, how do you determine the domain of a function? • What is the domain of any polynomial function? • When you divide two functions, how do you determine the domain of the resulting function? • How is $[f \circ g](x)$ different from $[g \circ f](x)$? • How is evaluating an expression like f [g(5)] similar to working with the order of operations? • How do you find the inverse of a function? • Why are some inverses of functions not functions?	Essential Questions

Activities/Content					Activities/Content
-Group problem solving -Solo silence problem solving -Warm Up for connecting ideas - Questions to stimulate the concepts where they rise -Practice guided examples by students.	-Practice guided examples -Solo problem solving 3/5 mins -Warm Up to connect ideas -Q & A to rise and stimulate understanding? -Why you are learning this activity	-Practice guided examples -Solo problem solving 3/5 mins -Warm Up to connect ideas -Q & A to rise and stimulate understanding? -Why you are learning this activity	-Practice guided examples -Solo problem solving 3/5 mins -Warm Up to connect ideas -Q & A to rise and stimulate understanding? -Why you are learning this activity	-Practice guided examples -Solo problem solving 3/5 mins -Warm Up to connect ideas -Q & A to rise and stimulate understanding? -Why you are learning this activity	
Assessment Strategies Formative & Summative	-Summary of lesson (What did you learn) -Quiz -Homework -In class Q&A check understanding -Exit tickets	Summary of lesson (What did you learn) -Quiz -Homework -In class Q&A check understanding -Exit tickets -Extra practice, ask individual students to answer and give steps and reasons	Summary of lesson (What did you learn) -exam -Homework -In class Q&A check understanding -Exit tickets -Extra practice, ask individual students to answer and give steps and reasons	Summary of lesson (What did you learn) -exam -Homework -In class Q&A check understanding -Exit tickets -Extra practice, ask individual students to answer and give steps and reasons	Summary of lesson (What did you learn) -exam -Homework -In class Q&A check understanding -Exit tickets -Extra practice, ask individual students to answer and give steps and reasons	**Assessment Strategies Formative & Summative**
Time Frame	3 Weeks	4 weeks	4 weeks	3 weeks	4 weeks	**Time Frame**
Resources	-McGraw Hill Book 2018 -algebra2.flippedmath.com -ENGAGENY -KuftaSoftware Algebra 2	-McGraw Hill Book 2018 -algebra2.flippedmath.com -ENGAGENY -KuftaSoftware Algebra 2 -Algebraflipped.com	-McGraw Hill Book 2018 -algebra2.flippedmath.com -ENGAGENY -KuftaSoftware Algebra 2 -Algebraflipped.com	-McGraw Hill Book 2018 -algebra2.flippedmath.com -ENGAGENY -KuftaSoftware Algebra 2 -Algebraflipped.com	-McGraw Hill Book 2018 -algebra2.flippedmath.com -ENGAGENY -KuftaSoftware Algebra 2 -Algebraflipped.com	**Resources**
Textbook (Chapter/pages)	Textbook Pages: 5, 13, 21, 29, 35, 43	Textbook Pages 85, 95, 103, 111, 119, 125, 133	Textbook Pages 151, 163, 173, 179, 191, 199, 209	Textbook Pages 229, 237, 243, 253	Textbook Pages 263, 275, 287, 293, 315, 323, 329	**Textbook (Chapter/pages)**

	February	**March**	**April**	**May**	**June**	
Unit Name or Theme	Unit 5, 6: - Operations with Functions -Graphing Cube Root Functions - Solving Radical Equations - Graphing Exponential Functions - Solving Exponential Equations and Inequalities - Geometric Sequences and Series - Logarithms and Logarithmic Functions	Unit 6, 7: -Modeling Data - Properties of Logarithms -Common Logarithms -Natural Logarithms -Solving Logarithmic -Equations and Inequalities -Using Logarithms to Solve Exponential Problems -Multiplying and Dividing Rational Expressions -Adding and Subtracting Rational Expressions -Graphing Reciprocal Functions	Unit 7, 8 -Graphing Rational Functions -Variation Functions -Solving Rational Equations and Inequalities -Random Sampling -Using Statistical Experiments -Population Parameters -Distributions of Data -Normal Distributions -Using Probability to Make Decisions	Unit 9 -Trigonometric Functions in Right Triangles - Angles and Angle Measure - Trigonometric Functions of General Angles -Circular and Periodic Functions -Graphing Trigonometric Functions -Translations of Trigonometric Graphs	Unit 10 and Finals review -Trigonometric Identities -Verifying Trigonometric Identities. -Final exam review and concepts review	Unit Name or Theme

	SWBAT: • Graph square root functions. • Analyze square root functions. • Graph cube root functions. • Analyze cube root functions • Solve equations containing radicals. • Solve inequalities containing radicals. • Graph exponential growth functions. • Graph exponential decay functions. • Solve exponential equations. • Solve exponential inequalities. • Use geometric sequences. • Find sums of geometric series. • Evaluate logarithmic expressions. • Graph logarithmic functions.	SWBAT: • Find equations of best fit for data modeled by exponential and logarithmic functions. • Choose the best model for a data set. • Simplify and evaluate expressions using the properties of logarithms. • Solve logarithmic equations using the properties of logarithms. • Solve exponential equations and inequalities using common logarithms. • Evaluate logarithmic expressions using the Change of Base Formula. • Evaluate expressions involving the natural base and natural logarithm. • Solve exponential equations and inequalities using natural logarithms. • Solve logarithmic equations. • Solve logarithmic inequalities. Use logarithms to solve problems involving exponential growth and decay. • Use logarithms to solve problems involving logistic growth. • Simplify rational expressions. • Simplify complex fractions • Determine the LCM of polynomials. • Add and subtract rational expressions. • Determine properties of reciprocal functions. • Graph transformations of reciprocal functions.	SWBAT: • Graph rational functions with vertical and horizontal asymptotes. • Graph rational functions with oblique asymptotes and point discontinuity. • Recognize and solve direct and joint variation problems. • Recognize and solve inverse and combined variation problems. • Solve rational equations. • Solve rational inequalities. • Distinguish among sample surveys, experiments, and observational studies. • Make inferences about population parameters based on random samples of the population. • Collect and analyze data by conducting simulations of reallife situations. • Use data to compare theoretical and experimental probabilities. • Use data from sample surveys to estimate population means or proportions. • Develop margins of error by using simulation models. • Use the shapes of distributions to select appropriate statistics. • Use the shapes of distributions to compare data. • Use the Empirical Rule to analyze normally distributed variables. • Apply the standard normal distribution and z-values.	SWBAT: • Find values of trigonometric functions. • Use trigonometric functions to find side lengths and angle measures of right triangles. • Draw and find angles in standard position. • Convert between degree measures and radian measures. • Find values of trigonometric functions for general angles. • Find values of trigonometric functions by using reference angles. • Find values of trigonometric functions based on the unit circle. • Use the properties of periodic functions to evaluate trigonometric functions. • Describe and graph the sine, cosine, and tangent functions. • Describe and graph other trigonometric functions. • Graph horizontal translations of trigonometric graphs and find phase shifts. • Graph vertical translations of trigonometric graphs.	SWBAT: • Use trigonometric identities to find trigonometric values. • Use trigonometric identities to simplify expressions. • Verify trigonometric identities by transforming one side of an equation into the form of the other side. • Verify trigonometric identities by transforming each side of the equation into the same form. • Project discussion about trigonometry •Review sessions for key concept -Polynomials -Rational exps -Logs/Exponential functions -Sin/cos curves	

What are the domain and range of the parent square root function?

How do you find the domain of a square root function that has been transformed in the plane?

How do you restrict the domain of $f(x) = x^2$ so that the inverse is the square root function?

What is the domain and range of a cube root function?

How do you find the point where the curvature of the cube root function changes—the inflection point—if the function has been transformed in the plane?

Is a cube root function that has been transformed in the plane also a function? Explain.

What are two ways to know that there are no real solutions to a radical equation?

Why does the square root of a number have two solutions?

Describe what the graph of a square root function usually looks like.

How do you determine whether the function y = bx is increasing or decreasing?

How do you determine the equation for the horizontal asymptote?

How is solving an exponential equation similar to solving a linear equation?

What must be true in order to use the Property of Equality for Exponential Equations?

If both sides of an exponential equation do not have the same base, can the equation be solved? Explain.

How is a geometric sequence similar to an arithmetic sequence?

• How can real-world data be modeled by exponential growth and exponential decay functions?

• How do you find equations of best fit for data modeled by exponential and logarithmic functions?

• Given a data set, how do you choose the best model?

• How do you solve exponential equations and inequalities using common logarithms?

• How do you evaluate logarithmic expression using the Change of Base Formula?

• How do you solve logarithmic equations and inequalities?

• How do you use logarithms to solve problems involving logistic growth?

• State a similarity between dividing polynomials and multiplying fractions.

• How do you keep your work organized?

• For what values is a quotient of rational expressions undefined? Why is the expression undefined for these values?

• What is the lowest common denominator

$$\frac{1}{2}, \frac{3}{8}, and \frac{3}{4}$$

for ?

• Rewrite the fractions using the LCD so that they can be more easily added together.

• Add the fractions.

• What is the next step?

• A rational expression cannot have a denominator equal to 0. How does this help determine the asymptote of a hyperbola?

• What is the domain of a hyperbola?

• What kind of function has a hyperola as its reciprocal?

• Is it possible for a hyperbola to have more than one undefined value? Explain.

• Can the vertical asymptote cross the y-axis?
• Can the horizontal asymptote cross the x-axis?
• How do you find the zeros of the problem?
• How do you find the asymptote?
• How can a graph illustrate the relationship between two values?

• What variable must stay the same to create a direct variation?

• What is the first step in solving a proportion?

• How do you solve a rational equation or rational inequality?**.**

• What is an extraneous solution?

• What is an important step in solving rational equations or rational inequalities that model real world situations?

• How does the sample differ in an experiment compared to a survey or observational study?**.**

• Why is it important for a sample to be random?**.**

• How do you find a sample proportion?

• How do you use a sample proportion to find the corresponding population parameter?

• How do you design a simulation?

• How do you design a simulation that uses random numbers to generate data?

• Why is a bar graph a good way to report the findings after conducting a simulation?

• How do you determine the average response of a population survey?

• What do the population mean and population proportion have in common?

• Why do you multiply by 100 for the margin of error formula?

• How do you tell which side is the hypotenuse?
• Which is the side opposite θ ?
• Which is the side adjacent θ ?
• What information are you given?
• How do you determine which trigonometric function to apply?
• Draw the diagram you see on the first page of this lesson. Where do you always find the initial side of an angle in standard position?

• Where do you find the terminal side of the angle?

• What is between the initial side and the terminal side of the angle?

• Which is the positive direction for an angle in standard position?

• Which is the negative direction for an angle in standard position?

• What are the base and height of the triangle called in the Pythagorean Theorem for triangles?

• What are the base and height of the triangle called in the Pythagorean Theorem for the radius of circle**s?**

• What is the hypotenuse called in the Pythagorean Theorem for triangles?

• What is the hypotenuse called in the Pythagorean Theorem for the radius of a circle?

• Write the Pythagorean Theorem for triangles.

• Write the Pythagorean Theorem for the radii of circles.

• Have students copy the unit circle from this lesson. As they work through, ask them to make note of any patterns they see. Ask the following guiding questions:

• What pattern do you notice in the sine values for 30, 150, 210, and 330 degrees?

• What pattern do you notice in the sine and cosine values for 45, 135, 225, and 315 degrees?

• In what quadrant are all values positive?

• In what quadrant are all values negative?

• Do you think you will be able to remember and compare the lesson's graphs better by drawing them in a concept diagram, or a chart?

• Use two colors. Draw a sine graph and its image that results from a phase shift. Write the equation that causes the shift. What are some interesting features of the graph?

• How are the Pythagorean identities derived using the unit circle?
• How can you explain the cofunction identities using a right triangle?
• How would you check to see if *x* = 5 is a solution to 5*x* − 4 = 20? Is *x* = 5 a solution? Why or why not?

• To verify identities, what could you do?

• If the sides are not equal, what do you know?

	Column 1	Column 2	Column 3	Column 4	Column 5	
Activities/Content	-Practice guided examples -Solo problem solving 3/5 mins -Warm Up to connect ideas -Q & A to rise and stimulate understanding? -Why you are learning this activity	-Practice guided examples -Solo problem solving 3/5 mins -Warm Up to connect ideas -Q & A to rise and stimulate understanding? -Why you are learning this activity	-Practice guided examples -Solo problem solving 3/5 mins -Warm Up to connect ideas -Q & A to rise and stimulate understanding? -Why you are learning this activity	-Practice guided examples -Solo problem solving 3/5 mins -Warm Up to connect ideas -Q & A to rise and stimulate understanding? -Why you are learning this activity	-Practice guided examples -Solo problem solving 3/5 mins -Warm Up to connect ideas -Q & A to rise and stimulate understanding? -Why you are learning this activity	**Activities/Content**
Assessments (Formative and Summative)	Summary of lesson (What did you learn) -exam -Homework -In class Q&A check understanding -Exit tickets -Extra practice, ask individual students to answer and give steps and reasons	Summary of lesson (What did you learn) -exam -Homework -In class Q&A check understanding -Exit tickets -Extra practice, ask individual students to answer and give steps and reasons	Summary of lesson (What did you learn) -exam -Homework -In class Q&A check understanding -Exit tickets -Extra practice, ask individual students to answer and give steps and reasons	Summary of lesson (What did you learn) -exam -Homework -In class Q&A check understanding -Exit tickets -Extra practice, ask individual students to answer and give steps and reasons	-Summary -Homework -Exit tickets -Final project -Quiz	**Assessments (Formative and Summative)**
Textbook (Chapters/pages)	Textbook Pages: 339, 345, 353, 373, 383, 391, 397	Textbook Pages: 405, 417, 423, 431, 437, 445, 467, 477, 483	Textbook Pages: 491, 501, 509, 531, 539, 545, 551, 567, 573	Textbook Pages: 595, 605, 613, 621, 627, 635	Textbook: 653, 663	**Textbooks (Chapters/pages)**
Time Frame	4 Weeks	4 Weeks	4 Weeks	4 Weeks	2 weeks	**Time Frame**
Resources	-McGraw Hill Book 2018 -algebra2.flippedmath.com -ENGAGENY -KuftaSoftware Algebra 2 -Algebraflipped.com	-McGraw Hill Book 2018 -algebra2.flippedmath.com -ENGAGENY -KuftaSoftware Algebra 2 -Algebraflipped.com	-McGraw Hill Book 2018 -algebra2.flippedmath.com -ENGAGENY -KuftaSoftware Algebra 2 -Algebraflipped.com	-McGraw Hill Book 2018 -algebra2.flippedmath.com -ENGAGENY -KuftaSoftware Algebra 2 -Algebraflipped.com	-McGraw Hill Book 2018 -algebra2.flippedmath.com -ENGAGENY -KuftaSoftware Algebra 2 -Algebraflipped.com	**Resources**

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Name of Teacher
Subject _____

	September	October	November	December	January	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators	Students will be able to:					Enduring Understandings and Performance Indicators
Essential Questions						Essential Questions
Activities/Content						Activities/Content

Assessment Strategies Formative & Summative					Assessment Strategies Formative & Summative
Time Frame					Time Frame
Resources					Resources
Textbook (Chapter/pages)					Textbook (Chapter/pages)

	FEBRUARY	**MARCH**	**APRIL**	**MAY**	**JUNE**	
Unit Name or Theme						Unit Name or Theme

Enduring Understandings and Performance Indicators	Essential Questions	Activities/Content	Assessments (Formative and Summative)	Textbooks (Chapters/pages)

Resources					Resources

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Name of Teacher
Subject _____

	September	**October**	**November**	**December**	**January**	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators	Students will be able to:					Enduring Understandings and Performance Indicators
Essential Questions						Essential Questions

Activities/Content	Assessment Strategies Formative & Summative	Time Frame	Resources	Textbook (Chapter/pages)
Activities/Content	Assessment Strategies Formative & Summative	Time Frame	Resources	Textbook (Chapter/pages)

	FEBRUARY	MARCH	APRIL	MAY	JUNE	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators						Enduring Understandings and Performance Indicators
Essential Questions						Essential Questions
Activities/Content						Activities/Content
Assessments (Formative and Summative)						Assessments (Formative and Summative)

Textbook (Chapters/pages)					Textbooks (Chapters/pages)
Resources					Resources

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Enduring Understandings and Performance Indicators	Students will be able to:					Enduring Understandings and Performance Indicators

Essential Questions	Activities/Content	Assessment Strategies Formative & Summative	Time Frame	Resources
Essential Questions	Activities/Content	Assessment Strategies Formative & Summative	Time Frame	Resources

Textbook (Chapter/pages)					Textbook (Chapter/pages)

	FEBRUARY	MARCH	APRIL	MAY	JUNE	
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Enduring Understandings and Performance Indicators						Enduring Understandings and Performance Indicators
Essential Questions						Essential Questions
Activities/Content						Activities/Content

Assessments (Formative and Summative)						Assessments (Formative and Summative)
Textbook (Chapters/pages)						Textbooks (Chapters/pages)
Resources						Resources

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Enduring Understandings and Performance Indicators	Essential Questions	Activities/Content	Assessment Strategies Formative & Summative	Time Frame
Students will be able to:				

Resources					Resources
Textbook (Chapter/pages)					Textbook (Chapter/pages)

	FEBRUARY	**MARCH**	**APRIL**	**MAY**	**JUNE**	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators						Enduring Understandings and Performance Indicators
Essential Questions						Essential Questions

Activities/Content	Assessments (Formative and Summative)	Textbooks (Chapters/pages)	Resources

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	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators	Students will be able to:					Enduring Understandings and Performance Indicators
Essential Questions						Essential Questions
Activities/Content						Activities/Content
Assessment Strategies Formative & Summative						Assessment Strategies Formative & Summative

Time Frame					Time Frame
Resources					Resources
Textbook (Chapter/pages)					Textbook (Chapter/pages)

	FEBRUARY	MARCH	APRIL	MAY	JUNE	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators						Enduring Understandings and Performance Indicators

Essential Questions					Essential Questions
Activities/Content					Activities/Content
Assessments (Formative and Summative)					Assessments (Formative and Summative)
Textbook (Chapters/pages)					Textbooks (Chapters/pages)
Resources					Resources

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Essential Questions						Essential Questions
Activities/Content						Activities/Content
Assessment Strategies Formative & Summative						Assessment Strategies Formative & Summative

Time Frame					Time Frame
Resources					Resources
Textbook (Chapter/pages)					Textbook (Chapter/pages)

	FEBRUARY	MARCH	APRIL	MAY	JUNE	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators						Enduring Understandings and Performance Indicators

Essential Questions	Activities/Content	Assessments (Formative and Summative)	Textbooks (Chapters/pages)	Resources

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					Time Frame
Time Frame					
Resources					Resources
Textbook (Chapter/pages)					Textbook (Chapter/pages)

	FEBRUARY	**MARCH**	**APRIL**	**MAY**	**JUNE**	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators						Enduring Understandings and Performance Indicators

Essential Questions	Activities/Content	Assessments (Formative and Summative)	Textbook (Chapters/pages)	Resources

Curriculum Map
Name of Teacher
Subject _____

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators	Students will be able to:					Enduring Understandings and Performance Indicators
Essential Questions						Essential Questions
Activities/Content						Activities/Content
Assessment Strategies Formative & Summative						Assessment Strategies Formative & Summative

Time Frame					Time Frame
Resources					Resources
Textbook (Chapter/pages)					Textbook (Chapter/pages)

	FEBRUARY	MARCH	APRIL	MAY	JUNE	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators						Enduring Understandings and Performance Indicators

Essential Questions	Activities/Content	Assessments (Formative and Summative)	Textbooks (Chapters/pages)	Resources

Curriculum Map
Name of Teacher
Subject _____

	September	October	November	December	January	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators	Students will be able to:					Enduring Understandings and Performance Indicators
Essential Questions						Essential Questions
Activities/Content						Activities/Content
Assessment Strategies Formative & Summative						Assessment Strategies Formative & Summative

Time Frame					Time Frame
Resources					Resources
Textbook (Chapter/pages)					Textbook (Chapter/pages)

	FEBRUARY	MARCH	APRIL	MAY	JUNE	
Unit Name or Theme						Unit Name or Theme
Enduring Understandings and Performance Indicators						Enduring Understandings and Performance Indicators

Essential Questions	Activities/Content	Assessments (Formative and Summative)	Textbooks (Chapters/pages)	Resources