



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:
Algebra II

Purpose of Planning	Unit One Q1 W1-2	Unit Two Q1 W3-6	Unit Three Q1 W3 and Q1 W6	Unit Four Q1 W7 – Q2 W1	Unit Five Q2 W2-4
Unit Topic and Overview:	Expressions and Equations	Functions and Their Graphs	Inequalities	Linear Systems	Quadratic Functions and Their Graphs
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should be familiar with number operations, the order of operations (PEMDAS), and basic mathematical vocabulary.	Students will need to be familiar with equations, the coordinate plane, and previous vocabulary terms.	Students must be familiar with and comfortable using the reverse order of operations established in unit one, equations, and vocabulary.	Students should be familiar with placing data into a table, addition and subtraction, and the concept of substitution.	Students should have familiarity with formulas, graphing on a coordinate plane, the relationship between the input and the output, and previous vocabulary.
Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	In this unit, students will learn to identify patterns, differentiate between expressions and equations, and solve basic equations. They will also solve one-variable equations and absolute value equations. Essential Question: What are the steps to balancing an equation and isolating the variable?	Students will identify the difference between a relation and a function (specifically through the vertical line test), use the formula for direct variation to find the constant of variation, and graph linear functions. Essential Question: What is the relationship between two variables and how can they be represented graphically?	Students will solve inequalities and graph their solutions on a number line and a coordinate plane. Essential Question: How is the process of finding the solution to an equation similar to the process of finding the solution to an inequality?	At the end of this unit, students will solve linear systems of equations by graphing, substitution, elimination, and matrices, and systems of inequalities by graphing. Essential Question: What are the three ways to find the intersection point of two lines and how is each accomplished?	Students will use the vertex and standard forms of quadratic equations to graph parent functions and their transformations. Students will also find the factors of an equation in standard form. Essential Question: What are the common forms for writing quadratic functions and how are they translated to a graph?



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<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>
<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<ul style="list-style-type: none"> • Khan Academy • Class Website • Vocabulary and Formulas List • PowerPoint: Absolute Value Equations and Inequalities • Pearson SuccessNet • Teacher Facebook Page 	<ul style="list-style-type: none"> • Khan Academy • Class Website • Vocabulary and Formulas List • PowerPoint/Video Lectures (if available) • Pearson SuccessNet • Teacher Facebook Page 	<ul style="list-style-type: none"> • Khan Academy • Class Website • Vocabulary and Formulas List • PowerPoint/Video Lectures (if available) • Pearson SuccessNet • Teacher Facebook Page 	<ul style="list-style-type: none"> • Khan Academy • Khan Academy • Class Website • Vocabulary and Formulas List • PowerPoint: Substitution and Elimination • PowerPoint: Solving for Three Variables – Elimination • Pearson SuccessNet • Teacher Facebook Page 	<ul style="list-style-type: none"> • Khan Academy • Khan Academy • Khan Academy • Class Website • Vocabulary and Formulas List • PowerPoint/Video Lectures (if available) • Pearson SuccessNet • Teacher Facebook Page



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Bell work to reinforce and improve basic arithmetic skills or an SAT-type question • Review of previous day's homework assignment • Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed) • Teacher-assisted practice on the assigned homework • Discuss the steps to balancing an equation and isolating the variable. 	<ul style="list-style-type: none"> • Bell work to reinforce and improve basic arithmetic skills or an SAT-type question • Review of previous day's homework assignment • Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed) • Teacher-assisted practice on the assigned homework • Discuss the relationship between two variables and how they can be represented graphically. 	<ul style="list-style-type: none"> • Bell work to reinforce and improve basic arithmetic skills or an SAT-type question • Review of previous day's homework assignment • Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed) • Teacher-assisted practice on the assigned homework • Discuss the process of finding the solution to an equation and how it is similar to the process of finding the solution to an inequality. 	<ul style="list-style-type: none"> • Bell work to reinforce and improve basic arithmetic skills or an SAT-type question • Review of previous day's homework assignment • Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed) • Teacher-assisted practice on the assigned homework • Discuss the three ways to find the intersection point of two lines and how is each accomplished. 	<ul style="list-style-type: none"> • Bell work to reinforce and improve basic arithmetic skills or an SAT-type question • Review of previous day's homework assignment • Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed) • Teacher-assisted practice on the assigned homework • Discuss the common forms for writing quadratic functions and how they are translated to a graph.
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Algebra II**

<p>Assessments: *Types and Measurements of Mastery</p>	<ul style="list-style-type: none"> • Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book) • Bell work, homework, classwork • Summative quizzes every two to three sections • Summative test at the end of each chapter • 80% of students will achieve mastery of the course material on a formal unit assessment. 	<ul style="list-style-type: none"> • Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book) • Bell work, homework, classwork • Summative quizzes every two to three sections • Summative test at the end of each chapter • 80% of students will achieve mastery of the course material on a formal unit assessment. 	<ul style="list-style-type: none"> • Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book) • Bell work, homework, classwork • Summative quizzes every two to three sections • Summative test at the end of each chapter • 80% of students will achieve mastery of the course material on a formal unit assessment. 	<ul style="list-style-type: none"> • Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book) • Bell work, homework, classwork • Summative quizzes every two to three sections • Summative test at the end of each chapter • 80% of students will achieve mastery of the course material on a formal unit assessment. 	<ul style="list-style-type: none"> • Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book) • Bell work, homework, classwork • Summative quizzes every two to three sections • Summative test at the end of each chapter • 80% of students will achieve mastery of the course material on a formal unit assessment.
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Assignment: Find a pattern that occurs in nature or in your studies (human behavior, language, science, the arts, etc.)</p> <p>Multidisciplinary</p>	<p>Assignment: Use the website www.mapmyride.com to find the rate of change of a mountain pass or hill near your home.</p> <p>Physical Geography</p>	<p>Assignment: Suppose you used an oven thermometer while baking and discovered that the oven temperature varied between +5 and -5 degrees from the setting. If your oven is set to 350°, let t be the actual temperature.</p> <ol style="list-style-type: none"> 1. Write a compound inequality that represents the actual oven temperature. 2. Graph this inequality on a number line. 3. What is the definition of tolerance? 4. What is the tolerance of the oven? 5. Use the tolerance to write an inequality without absolute values. <p>Home Economics</p>	<p>Assignment: A trucking company can load its trucks with rectangular and cylindrical containers. A rectangular container has a volume of 100 ft³ and weighs 200 lbs. A cylindrical container has a volume of 200 ft³ and weighs 100 lbs. Let x denote the number of rectangular containers carried by a truck, and y the number of cylindrical containers.</p> <ol style="list-style-type: none"> 1. What constraint must be satisfied if each truck has room for at most 4200 cubic ft. of containers? 2. What constraint must be satisfied if each truck can carry a maximum of 4800 lbs? <p>Business/Economics</p>	<p>Assignment: Find the trajectory of a tennis ball with the following equation. The ball is contacted five feet behind the center of the baseline and on a line with the lowest point of the net. Will the ball be in?</p> <p>Physical Education</p>
<p>Honors Course Differentiation(s):</p>	<ul style="list-style-type: none"> • Additional questions on assignments • Additional questions on each quiz and test that require greater thought and skill to complete • Semester long project – Teaching PowerPoint (C3) 	<ul style="list-style-type: none"> • Additional questions on assignments • Additional questions on each quiz and test that require greater thought and skill to complete • Semester long project Teaching PowerPoint (C3) 	<ul style="list-style-type: none"> • Additional questions on assignments • Additional questions on each quiz and test that require greater thought and skill to complete • Semester long project Teaching PowerPoint (C3) 	<ul style="list-style-type: none"> • Additional questions on assignments • Additional questions on each quiz and test that require greater thought and skill to complete • Semester long project Teaching PowerPoint (C3) 	<ul style="list-style-type: none"> • Additional questions on assignments • Additional questions on each quiz and test that require greater thought and skill to complete • Semester long project Teaching PowerPoint (C3)



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Integrated Common Core or NGSSS Standards (List): *See Below for Links	<ul style="list-style-type: none"> • CCSS.Math.Content.HSA.SSE.A.1 • CCSS.Math.Content.HSA.REI.A.1 • CCSS.Math.Content.HSA.REI.B.3 	<ul style="list-style-type: none"> • CCSS.Math.Content.HSF.L.E.A.1.a • CCSS.Math.Content.HSF.L.E.A.1.b • CCSS.Math.Content.HSF.L.E.A.2 • CCSS.Math.Content.HSF.L.E.B.5 • CCSS.Math.Content.HSA.REI.D.10 • CCSS.Math.Content.HSA.REI.D.11 	<ul style="list-style-type: none"> • CCSS.Math.Content.HSA.CED.A.4 • CCSS.Math.Content.HSA.REI.B.3 	<ul style="list-style-type: none"> • CCSS.Math.Content.HSA.CED.A.1 • CCSS.Math.Content.HSA.CED.A.2 • CCSS.Math.Content.HSA.CED.A.3 • CCSS.Math.Content.HSA.REI.C.5 • CCSS.Math.Content.HSA.REI.C.6 	<ul style="list-style-type: none"> • CCSS.Math.Content.HSF.L.E.A.1.a • CCSS.Math.Content.HSF.L.E.A.1.b • CCSS.Math.Content.HSF.L.E.A.3 • CCSS.Math.Content.HSF.B.F.B.3 • CCSS.Math.Content.HSA.REI.B.4
Integrated CCSS Writing Standards (List): *See Below for Links	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.9-10.1.d • CCSS.ELA-Literacy.W.9-10.2.d 	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.9-10.1.d • CCSS.ELA-Literacy.W.9-10.2.d 	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.9-10.1.d • CCSS.ELA-Literacy.W.9-10.2.d 	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.9-10.1.d • CCSS.ELA-Literacy.W.9-10.2.d 	<ul style="list-style-type: none"> • CCSS.ELA-Literacy.W.9-10.1.d • CCSS.ELA-Literacy.W.9-10.2.d
Links to CCSS/NGSSS Curriculum Standards:	The following links will be used to incorporate the CCSS and other applicable standards: <ul style="list-style-type: none"> • The Common Core State Standard expectations in Algebra and Functions. • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				
Purpose of Planning	Unit Six Q2 W5 – Q3 W2	Unit Seven Q3 W2-5	Unit Eight Q3 W6 – Q4 W1	Unit Nine Q4 W1-5	Unit Ten Q4 W6-8
Unit Topic and Overview:	Polynomials and Polynomial Functions	Radical Functions and Rational Exponents	Exponential and Logarithmic Functions	Rational Functions	Sequences and Series



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<p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p>	<p>Students will need to use long division, factoring, completing the square, the quadratic formula, and the FOIL method to successfully navigate this unit.</p>	<p>Students must understand the rules that govern the addition, subtraction, multiplication, and division of variables, and they must also understand how to add and subtract fractions as these two skills are central to combining radicals.</p>	<p>Students should recall the rules for linear and quadratic equations and combine this knowledge with any understanding they have of money and interest.</p>	<p>Students will continue to use the vertex formula to graph rational functions. They will also multiply and divide fractions.</p>	<p>Students will need to be able to define the term pattern and understand its meaning.</p>
<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students will use the Fundamental Theorem of Algebra, Descartes' Rule of Signs, and synthetic division to determine the roots of a third degree or greater polynomial.</p> <p>Essential Question: What is the process for finding the roots of a polynomial function of degree three or greater?</p>	<p>Students will combine radical expressions and simplify radicands using factorization. Students will also combine radicals with different indexes using rational exponents.</p> <p>Essential Question: When combining radical functions, how is the process similar to that of combining variables?</p>	<p>Students will use simple and compound interest models to demonstrate rates of growth and decay. Students will also convert exponential models to logarithmic models and vice versa, and contract and expand logarithms.</p> <p>Essential Question: What are the rules that govern the expansion and contraction of logarithms?</p>	<p>Students will graph rational functions and perform operations on rational expressions.</p> <p>Essential Question: How does vertex form of a quadratic equation assist in determining the transformations of a rational function?</p>	<p>Students will identify patterns, find specific terms in sequences, and define and apply arithmetic and geometric sequences.</p> <p>Essential Question: What are the formulas that aid in finding patterns within a series of numbers?</p>
<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>



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<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> • Bell work to reinforce and improve basic arithmetic skills or an SAT-type question • Review of previous day's homework assignment • Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed) • Teacher-assisted practice on the assigned homework • Discuss the process for finding the roots of a polynomial function of degree three or greater. 	<ul style="list-style-type: none"> • Bell work to reinforce and improve basic arithmetic skills or an SAT-type question • Review of previous day's homework assignment • Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed) • Teacher-assisted practice on the assigned homework • Discuss how when combining radical functions that the process is similar to that of combining variables. 	<ul style="list-style-type: none"> • Bell work to reinforce and improve basic arithmetic skills or an SAT-type question • Review of previous day's homework assignment • Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed) • Teacher-assisted practice on the assigned homework • Discuss the rules that govern the expansion and contraction of logarithms. 	<ul style="list-style-type: none"> • Bell work to reinforce and improve basic arithmetic skills or an SAT-type question • Review of previous day's homework assignment • Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed) • Teacher-assisted practice on the assigned homework • Discuss how the vertex form of a quadratic equation assists in determining the transformations of a rational function. 	<ul style="list-style-type: none"> • Bell work to reinforce and improve basic arithmetic skills or an SAT-type question • Review of previous day's homework assignment • Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed) • Teacher-assisted practice on the assigned homework • Discuss how formulas aid in finding the patterns within sequences of numbers.



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<p>Assessments: *Types and Measurements of Mastery</p>	<ul style="list-style-type: none"> • Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book) • Bell work, homework, classwork • Summative quizzes every two to three sections • Summative test at the end of each chapter • Final cumulative exam • 80% of students will achieve mastery of the course material on a formal unit assessment. 	<ul style="list-style-type: none"> • Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book) • Bell work, homework, classwork • Summative quizzes every two to three sections • Summative test at the end of each chapter • 80% of students will achieve mastery of the course material on a formal unit assessment. 	<ul style="list-style-type: none"> • Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book) • Bell work, homework, classwork • Summative quizzes every two to three sections • Summative test at the end of each chapter • 80% of students will achieve mastery of the course material on a formal unit assessment. 	<ul style="list-style-type: none"> • Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book) • Bell work, homework, classwork • Summative quizzes every two to three sections • Summative test at the end of each chapter • 80% of students will achieve mastery of the course material on a formal unit assessment. 	<ul style="list-style-type: none"> • Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book) • Bell work, homework, classwork • Summative quizzes every two to three sections • Summative test at the end of each chapter • Final cumulative exam • 80% of students will achieve mastery of the course material on a formal unit assessment.
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<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Assignment: Find your weight in pounds if you were standing on the moon and on Mars.</p> <p>Astronomy</p>	<p>Assignment: Find the coldest and hottest temperatures ever recorded on Earth in degrees centigrade. Convert those temperatures to Fahrenheit using $^{\circ}C = (^{\circ}F - 32) \times 5/9$</p> <p>Geography</p>	<p>Assignment: 401k/Retirement</p> <p>Personal Finance</p>	<p>Assignment: Isaac Newton was the first to discover that gravity obeys an inverse-square law. The gravitational force F between objects of masses M and m separated by a distance D is given by $F = \frac{GMm}{D^2}$, where G is a constant. Suppose that two stars, Alpha Major and Beta Minor, are separated by a distance of six light years. Alpha Major has four times the mass of Beta Minor. Suppose that an object of mass m is placed between the two stars at a distance of D light years from Beta Minor.</p> <ol style="list-style-type: none"> 1. Write an expression for the gravitational force between this object and Beta Minor. 2. Write an expression for the gravitational force between the object and Alpha Major. <p>Physics</p>	<p>Assignment: Robert Langdon had to use a sequence to open a safe-deposit box to determine the contents of said box. What was the account number, and what type of sequence was it?</p> <p>Film</p>
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**Curriculum Map- Scope and Sequence:
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<p>Honors Course Differentiation(s):</p>	<ul style="list-style-type: none"> • Additional questions on assignments • Additional questions on each quiz and test that require greater thought and skill to complete • Semester long project – Graphing Art 	<ul style="list-style-type: none"> • Additional questions on assignments • Additional questions on each quiz and test that require greater thought and skill to complete • Semester long project Graphing Art 	<ul style="list-style-type: none"> • Additional questions on assignments • Additional questions on each quiz and test that require greater thought and skill to complete • Semester long project Graphing Art 	<ul style="list-style-type: none"> • Additional questions on assignments • Additional questions on each quiz and test that require greater thought and skill to complete • Semester long project Graphing Art 	<ul style="list-style-type: none"> • Additional questions on assignments • Additional questions on each quiz and test that require greater thought and skill to complete • Semester long project Graphing Art
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**Links to CCSS/NGSSS
Curriculum
Standards:**

The following links will be used to incorporate the CCSS and other applicable standards:

- The [Common Core State Standard](#) expectations in Algebra and Functions.
- The [K-12 English LA and Content Area Writing Standards](#)
- The [K-12 Reading Standards](#)
- The [K-12 Mathematics Standards](#)
- The [K-12 NGSSS Science & Social Studies Standards](#)

