

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
<b>CHAPTER 1</b>  (16 days)	<i>Uses of Variables</i>					
Lesson 1-1	How are variables uses in equations and inequalities?	4.3.D.5	Find solutions to open sentences using trial and error.	Group Work	Direct Instruction Work in Pairs Read Aloud Cooperative Learning	Writing Group Work
Lesson 1-2	How does the domain of a variable make a difference in the solution?	4.3.C.2	Read and interpret set language and notation.  In real situations, choose a reasonable domain for a variable.  Draw and interpret graphs of solution sets to inequalities.	Writing	Direct Instruction Cooperative Learning	Optional Activities Graphic Organizer Group Work

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 1-3	What are the union and intersection of a set of data, and how are they used?	4.3.C.2	Find unions and intersections.  Read and interpret set language and notations.  Draw and interpret graphs of solution sets to inequalities.	Oral Assessment Quiz	Silent Reading Direct Instruction Cooperative Learning	Activity Kit Group Work
Lesson 1-4	How is the order of operations used in expressions?	4.3.D.5	Evaluate numerical and algebraic expressions.	Writing Oral Assessment	Direct Instruction	Calculator
Lesson 1-5	How is the order of operations used in formulas?	4.3.D.3	Evaluate formulas in real situations.	Group Work	Direct Instruction Cooperative Learning	Computer Group Work
Lesson 1-6	What are square roots, and how are they found?	4.1.B.3	Evaluate numerical and algebraic expressions.  Evaluate square roots with and without a calculator.  Use the Square of the Square Root Property.	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 1-7	How are patterns described Algebraically?	4.3.A.1	Give instances or counterexamples of patterns.  Use variables to describe patterns in instances or tables.	Quiz Writing	Read Aloud Direct Instruction Cooperative Learning	Group Work Activity Kit Video
Lesson 1-8	What are some applications of the Pythagorean Theorem?	4.2.A.2	Apply the Pythagorean Theorem to solve problems in real situations.	Writing	Direct Instruction Inquiry-Based Cooperative Learning	In-class Activity Computer Group Work Computer
Lesson 1-9	How can variables be used to describe patterns in tables?	4.3.A.1	Give instances or counterexamples of patterns.  Use Variables to describe patterns in instances or tables.	Group Work Progress Self-Test Test	Direct Instruction Cooperative Learning	In-class Activity Group Work Group Work

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
<b>CHAPTER 2</b>  (14 days)	<i>Multiplication in Algebra</i>					
Lesson 2-1	What are some of the properties and applications of multiplication?	4.3.D.6	Identify and apply the Commutative and Associative Properties of Multiplication.  Apply the Area Model for Multiplication in real situations.  Use rectangles, rectangular solids or arrays to picture multiplication.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 2-2	What special numbers and properties are used in multiplication?	4.3.D.6	Identify and apply these properties: Multiplicative Identity Property of Reciprocals Multiplication Property of Zero	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Writing

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 2-3	What are the properties that govern the multiplication of fractions?	4.3.D.6	Multiply and simplify algebraic fractions.  Use rectangles to picture multiplication.	Quiz Group Work	Cooperative Learning Direct Instruction Read Aloud	Group Work In-class Activity Group Work
Lesson 2-4	What is dimensional analysis?	4.3.C.2	Apply the Rate Factor Model for Multiplication in real situations.	Writing	Direct Instruction Cooperative Learning	Croup Work Computer Calculator
Lesson 2-5	How do negative numbers affect products and powers?	4.1.B.1	Multiply positive and negative numbers.  Identify and apply the Multiplication Property of negative one.	Writing	Direct Instruction	Writing

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 2-6	How are simple algebraic equations solved by using multiplication?	4.3.D.3	Solve and check equations of the form $ax=b$ .  Identify and apply the Multiplication Property of Equality.  Apply the Rate Factor Model for Multiplication in real numbers.	Oral Assessment	Direct Instruction	Work in Pairs Writing Activity Kit
Lesson 2-7	What special cases are applicable to solving equations with multiplication?	4.3.D.3	Solve and check equations of the form $ax=b$ when $a$ or $b$ is zero or negative one.	Quiz Oral Assessment	Direct Instruction	Calculator
Lesson 2-8	How are simple algebraic inequalities solved by using multiplication?	4.3.D.4	Solve and check inequalities of the form $ax<b$ .  Identify and apply the Multiplication Property of Inequality.	Writing	Direct Instruction	Group Work

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 2-8  (cont.)			Apply the Area Model for Multiplication in real situations.  Apply the Rate Factor Model for Multiplication in real situations.	Writing	Direct Instruction	Calculator
Lesson 2-9	How is the Multiplication Counting Principle used in probability?	4.4.C.1	Apply the Multiplication Counting Principal.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator Activity Kit
Lesson 2-10	What are factorials and permutations?	4.4.C.1	Evaluate expressions containing a factorial symbol.  Apply the Permutation Theorem.	Writing Progress Self-Test Test	Direct Instruction Cooperative Learning	Group Work Calculator Writing

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
<b>CHAPTER 3</b>  (15 days)	<i>Addition in Algebra.</i>					
Lesson 3-1	What are the basic applications and properties of addition?	4.3.D.6	Use properties of addition to simplify expressions.  Identify the Commutative and Associative Properties of Addition.  Apply the Putting-Together and Slide Models for Addition to write linear expressions and equations involving addition.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator Activity Kit
Lesson 3-2	How is the Addition Property of Equality used in algebra?	4.3.D.6	Use properties of addition to simplify expressions.  Solve and check equations of the form $x + a = b$ .	Writing	Direct Instruction Cooperative Learning	Graphic Organizer Group Work Modeling

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 3-2  (cont.)			Identify and apply the additive Identity Property, the Property of Opposites, the Opposite of Opposites (Op-Op) Property, and the Addition Property of Equality.			
Lesson 3-3	How are points plotted in a coordinate plane?	4.3.B.1	Draw and interpret two-dimensional graphs.	Group Work	Direct Instruction Cooperative Learning	Writing Calculator Computer Group Work
Lesson 3-4	What happens to the coordinates of a point once it is moved in the coordinate plane?	4.3.B.1	Draw and interpret two-dimensional slides on a coordinate graph.	Quiz Writing	Direct Instruction Cooperative Learning	Calculator Computer Group Work
Lesson 3-5	How is an equation of the form $ax + b = c$ solved using the properties of equality?	4.3.D.3	Solve and check equations of the form $ax + b = c$ .  Apply models of addition to write and solve equations.	Oral Assessment	Direct Instruction	Calculator Modeling Activity Kit

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 3-5  (cont.)			Use balance scales to represent equations.			
Lesson 3-6	Why is the Distributive Property important in solving algebraic equations?	4.3.D.5	Use the Distributive Property to simplify expressions.  Solve and check equations of the form $ax + b = c$ .  Identify and apply the Distributive Property.  Apply models for addition to write and solve equations involving like terms.  Use area models to represent the Distributive Property.	Oral Assessment	Direct Instruction Inquiry-Based Cooperative Learning	Group Work Calculator In-Class Activity

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 3-7	What are some applications of the Distributive Property in simplifying expressions and solving equations?	4.3.D.5	Use the Distributive Property to simplify expressions.  Solve and check equations of the form $ax + b = c$ .  Identify and apply the Distributive Property.  Use the Distributive Property to perform calculations mentally.  Use area models to represent the Distributive Property.	Quiz Group Work	Direct Instruction Cooperative Learning	Calculator Activity Kit Group Work
Lesson 3-8	How are algebraic relationships found between two variables found in tables?	4.3.D.5	Write expressions and solve problems involving linear patterns with two variables.	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Modeling Computer
Lesson 3-9	Can the Distributive Property be used to	4.3.D.5	Add algebraic fractions.	Work in Pairs	Direct Instruction Cooperative Learning	Group Work Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 3-9  (cont.)	add fractions?		Identify and apply the Distributive Property.			
Lesson 3-10	How are inequalities of the form $ax + b < c$ solved?	4.3.D.4	Solve and check inequalities of the form $ax + b < c$ .  Apply models for addition to write and solve inequalities.  Use balance scales to represent sentences.  Graph solutions to inequalities of the form $ax + b < c$ on a number line.	Writing Progress Self-Test Test	Direct Instruction	Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
<b>CHAPTER 4</b>  (13 days)	<i>Subtraction in Algebra</i>					
Lesson 4-1	What is the Algebraic Definition of Subtraction?	4.3.D.5	Simplify expressions involving subtraction.  Apply the Algebraic Definition of Subtraction.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 4-2	How is the “take away” model of subtraction applied in various problems?	4.3.C.2	Use the Take-Away and comparison Models for Subtraction to write expressions and equations involving subtraction.	Oral Assessment	Direct Instruction	Calculator
Lesson 4-3	How are equations and inequalities solved algebraically using subtraction?	4.3.D.3	Solve and check linear equations and inequalities involving subtraction.	Group Work	Direct Instruction Cooperative Learning	Group Work Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 4-3  (cont.)			Use models for subtraction to write sentences involving subtraction.  Solve problems using linear sentences involving subtraction.			
Lesson 4-4	What are the uses of formulas in spreadsheets?	4.3.A.1	Use a spreadsheet to show patterns and make tables from formulas.	Oral Assessment Quiz	Direct Instruction Cooperative Learning	Group Work Calculator Computer
Lesson 4-5	How are the opposites of a sum or a difference useful in simplifying expressions?	4.3.D.6	Use the opposite of a Sum or Difference Property to simplify expressions and solve sentences.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator Activity Kit
Lesson 4-6	How are an equation and its graph related?	4.3.D.3	Solve equations of the forms $x + y = k$ and $x - y = k$ by making a table of values.	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Calculator Computer Activity Kit

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 4-7	What are complementary and supplementary angles?	4.2.A.1	Use the definitions of supplements and complements, and the Triangle Sum Theorem.	Group Work Quiz	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 4-8	How is the Triangle Inequality used with algebra?	4.2.A.5	Use the Triangle Inequality to determine possible lengths of sides of triangles.  Apply the Triangle Inequality in real situations.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator In-class Activity
Lesson 4-9	How are lines graphed from a table of values?	4.3.D.3	Graph equations of the forms $y = ax + b$ and $y = ax - b$ by making a table of values.	Oral Assessment Progress Self-Test Test	Direct Instruction Cooperative Learning	Group Work Graphing Calc. Computer

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
<b>CHAPTER 5</b>  <b>(13 days)</b>	<i>Linear Sentences</i>					
Lesson 5-1	How are horizontal and vertical lines helpful in problem solving?	4.3.D.3	Graph horizontal and vertical lines.  Use graphs to solve problems involving linear expressions.	Writing Work in Pairs	Direct Instruction Cooperative Learning	Group Work Graphing Calc. Activity Kit
Lesson 5-2	How can tables be used to solve problems involving linear expressions?	4.3.C.1	Use tables or spreadsheets to solve real-world problems involving linear situations.	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 5-3	What is the process for solving a linear equation of the form $ax + b = cx + d$ ?	4.3.D.3	Solve linear equations of the form $ax + b = cx + d$ .  Apply and recognize properties associated with linear equations.	Group Work Work in Pairs Quiz	Direct Instruction Cooperative Learning	Group Work Graphing Calc. Activity Kit

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 5-3 (cont.)			Use linear equations to solve real-world problems.			
Lesson 5-4	How are graphs helpful in answering constant-increase and constant-decrease situations?	4.3.D.5	Use graphs to solve problems involving linear expressions.	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Graphing Calc.
Lesson 5-5	How can a graphing calculator be helpful in solving equations?	4.5.F.3	Given an equation, be able to use an automatic grapher to draw and interpret a graph.	Group Work	Direct Instruction Cooperative Learning	Group Work Calculator Computer
Lesson 5-6	How are linear inequalities like $ax + b < cx + d$ solved?	4.3.D.4	Solve linear inequalities of the form $ax + b < cx + d$ .  Apply and recognize properties associated with linear inequalities.	Writing Oral Assessment Work in Pairs Quiz	Direct Instruction Cooperative Learning	Group Work Calculator Computer

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 5-6  (cont.)			Use linear inequalities to solve real-world situations.			
Lesson 5-7	How can a formula be solved for one of its variables?	4.3.C.1	Find equivalent forms of formulas and equations.  Apply and recognize properties associated with linear sentences.	Oral Assessment	Direct Instruction	Calculator
Lesson 5-8	How can the Multiplication Property of Equality, and multiplying through an equation make it easier to solve?	4.3.D.3	Clear fractions or multiply through by a fraction to solve linear equations of the form $ax + b = cx + d$ and linear inequalities of the form $ax + b < cx + d$ .  Apply and recognize properties associated with linear sentences.  Use linear equations to solve real-world problems.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 5-9	How can an entire expression be represented as a single entity to solve equations?	4.3.D.3	Use chunking to simplify or evaluate expressions or to solve equations.	Group Work Progress Self-Test Test	Direct Instruction Cooperative Learning	Group Work Calculator Activity Kit
<b>CHAPTER 6</b>  (14 days)	<i>Division in Algebra</i>					
Lesson 6-1	What is the Algebraic Definition of Division?	4.3.D.5	Divide real numbers and algebraic fractions.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 6-2	How are positive and negative rates calculated?	4.3.C.1	Use the Rate Model for Division.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator Activity Kit

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 6-3	How is the Ratio Model for Division applied algebraically?	4.3.C.1	Use ratios to compare two quantities.	Writing Oral Assessment Group Work	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 6-4	How do probability and relative frequency compare?	4.4.B.4	Calculate relative frequencies or probabilities in situations with a finite number of equally likely outcomes.	Writing Quiz	Direct Instruction Cooperative Learning	Group Work Calculator Computer In-class Activity
Lesson 6-5	How can percent problems can be solved by translating them into equations?	4.1.A.1	Solve percent problems.  Solve percent problems in real situations.	Group Work	Direct Instruction Cooperative Learning	Group Work Calculator Computer
Lesson 6-6	How can probabilities be determined geometrically?	4.4.B.5	Find probabilities involving geometric regions.	Writing Oral Assessment	Direct Instruction Cooperative Learning	Group Work Calculator Activity Kit

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 6-7	How are size changes applied to similar figures?	4.1.A.1	Solve percent problems in real situations.  Apply the Size Change Model for Multiplication.	Work in Pairs Quiz	Direct Instruction Cooperative Learning	Group Work Calculator Computer Activity Kit
Lesson 6-8	What can the Means-Extremes Property be used for?	4.1.A.3	Solve proportions.  Use the language of proportions and the Means-Extremes Property.  Solve problems involving proportions in real situations.	Group Work	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 6-9	How can proportions be used to find the lengths of the sides of similar figures?	4.2.E.1	Solve problems involving proportions in real situations.  Find lengths and ratios of similitude in similar figures.	Writing Progress Self-Test Test	Direct Instruction Cooperative Learning	Group Work Calculator In-class Activity

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
<b>CHAPTER 7</b>  (13 days)	<i>Slopes and Lines</i>					
Lesson 7-1	What is a rate of change?	4.3.B.1	Calculate rates of change from real data.	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 7-2	When is the rate of change equal to the slope of a line?	4.3.B.1	Find the slope of the line through two given points.  Use the definition of slope.	Writing	Direct Instruction Cooperative Learning	Group Work Graphing Calc.
Lesson 7-3	What are some of the properties of slope?	4.3.B.1	Use the definition and properties of slope.  Calculate rates of change.  Graph a straight line given a point and the slope.	Work in Pairs Quiz	Direct Instruction Cooperative Learning	Group Work Graphing Calc.

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 7-4	How can the slope of a line be determined simply by looking at its equation?	4.3.B.1	Find an equation for a line given its slope and one point on it.  Write an equation for a line in slope-intercept form, and find its slope and y-intercept.  Use equations for lines to describe real situations.  Graph a straight line given its equation, or given a point and the slope.	Writing	Direct Instruction Cooperative Learning	Group Work Computer Activity Kit Graphing Calc.
Lesson 7-5	What is the standard procedure for finding an equation for a line, given its slope and a point on it?	4.3.B.1	Find an equation for a line given its slope and one point on it.  Use equations for lines to describe real situations.	Group Work	Direct Instruction Cooperative Learning	Group Work Graphing Calc.

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 7-6	How can the equation for a line be found using two of its points?	4.3.B.1	Find an equation for a line given two points on it.  Use equations for lines to describe real situations.	Oral Assessment Quiz	Direct Instruction Cooperative Learning	Group Work Graphing Calc.
Lesson 7-7	How can the equation be found for a line that approximates a set of points?	4.3.C.1	Given data whose graph is approximately linear, find a linear equation to fit the graph.	Writing	Direct Instruction Cooperative Learning	Computer In-class Activity Activity Kit Graphing Calc.
Lesson 7-8	What is the standard form for the equation of a line?	4.3.B.1	Write an equation fro a line in standard form, and from that from find its slope and y-intercept.  Use equations for lines to describe real situations.  Graph a straight line given its equation.	Writing	Direct Instruction Cooperative Learning	Group Work Graphing Calc.

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 7-9	How are two-dimensional inequalities graphed?	4.3.D.4	Graph linear inequalities.	Oral Assessment Progress Self-Test Test	Direct Instruction	Computer Graphing Calc.
<b>CHAPTER 8</b> (13 days)	<i>Exponents and Powers</i>					
Lesson 8-1	How is interest calculated?	4.3.C.2	Evaluate integer powers of real numbers.  Calculate compound interest.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator Computer
Lesson 8-2	What is exponential growth, and how can it be graphed?	4.3.B.2	Evaluate zero and positive integer powers of real numbers.  Identify and apply the Zero Exponent Property.	Writing Work in Pairs	Direct Instruction Cooperative Learning	Group Work Graphing Calc.

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 8-2  (cont.)			Solve problems involving exponential growth.  Graph problems involving exponential growth.			
Lesson 8-3	How do exponential-growth situations differ from constant-increase situations?	4.3.B.2	Solve problems involving exponential growth and decay.  Graph exponential relationships.	Oral Assessment Quiz	Direct Instruction Cooperative Learning	Group Work Graphing Calc. Computer
Lesson 8-4	What is the effect on the Growth Model of Powering, when the growth factor is $<1$ ?	4.3.B.2	Solve problems involving exponential decay.  Graph exponential relationships with the base between 0 and 1.	Writing	Direct Instruction Cooperative Learning	Group Work Graphing Calc. Computer Activity Kit
Lesson 8-5	What are the properties that describe multiplying powers?	4.1.A.1	Simplify products of posers and powers of powers.  Identify and use various power properties.	Writing Oral Assessment	Direct Instruction	Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 8-6	How are powers with negative exponents evaluated?	4.1.A.1	Evaluate negative integer powers of real numbers.  Simplify products of powers and powers of powers involving negative exponents.  Identify the Negative Exponent Property and use it to explain operations with powers.  Solve problems involving exponential growth and decay.  Use and simplify expressions with powers involving negative exponents in real situations.	Writing Quiz	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 8-7	How can the Quotient of Powers Property be applied?	4.1.A.1	Evaluate quotients of integer powers of real numbers.  Simplify quotients of powers.	Group Work	Direct Instruction Cooperative Learning	Group Work Calculator Activity Kit

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 8-7  (cont.)			Identify the Quotient of Powers Property and use it to explain operations with powers.  Use and simplify expressions with quotients of powers in real situations.			
Lesson 8-8	What are the Power of a Product and Power of a Quotient Properties?	4.1.A.1	Evaluate integer powers of real-number products and quotients.  Rewrite posers of products and quotients.  Identify the Power of a Product and Power of a Quotient Properties and use them to explain operations with powers  Use and simplify expressions with powers in real situations.	Oral Assessment	Direct Instruction	Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 8-9	How can general problem-solving strategies be used to remember the properties of exponents and powers?	4.1.A.1	Evaluate integer powers of real numbers.  Test a special case to determine whether a pattern is true.	Writing Progress Self-Test Test	Direct Instruction Cooperative Learning	Group Work Calculator
<b>CHAPTER 9</b> (14 days)	<i>Quadratic Equations and Square Roots</i>					
Lesson 9-1	What does the graph of a parabola look like?	4.1.B.1	Solve quadratic equations of the form $ax^2 = k$ .  Use quadratic equations to solve problems about paths of projectiles.  Graph equations of the form $y = ax^2$ and interpret these graphs.	Writing Oral Assessment	Direct Instruction Cooperative Learning	Group Work Graphing Calc. Computer Activity Kit

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 9-2	How is the equation $y = ax^2 + bx + c$ graphed?	4.1.B.1	Graph equations of the form $y = ax^2 + bx + c$ and interpret these graphs.	Work in Pairs	Direct Instruction Cooperative Learning	Group Work Graphing Calc.
Lesson 9-3	How can a graphing calculator be used to compare parabolas?	4.5.F.3	Graph equations of the form $y = ax^2 + bx + c$ and interpret these graphs.	Oral Assessment Quiz	Direct Instruction Cooperative Learning	Group Work Graphing Calc. Computer In-class Activity
Lesson 9-4	How can the height of a projectile be described using quadratic equations?	4.1.B.2	Use quadratic equations to solve problems about paths of projectiles.	Writing Oral Assessment	Direct Instruction	Computer Graphing Calc.
Lesson 9-5	What is the Quadratic Formula, and how is it used?	4.1.B.1	Solve quadratic equations using the Quadratic Formula.  Use quadratic equations to solve problems about paths of projectiles.	Writing	Direct Instruction	Graphing Calc.

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 9-6	What is the use of the discriminant in a quadratic equation?	4.1.D.1	Identify and use the discriminant of a quadratic equation.	Oral Assessment Quiz	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 9-7	What are the uses of the Product of Square Roots Property?	4.1.A.1	Simplify square roots.	Work in Pairs	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 9-8	How can absolute value be used to find the distance between two points on a number line?	4.3.D.2	Evaluate expressions and solve equations using absolute value.  Calculate and represent distances on the number line.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 9-9	How is the distance between two points in a plane determined?	4.3.D.1	Calculate and represent distances in the plane.	Group Work Progress Self-Test Test	Direct Instruction Cooperative Learning	Group Work Calculator Activity Kit

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
<b>CHAPTER 10</b>  (11 days)	<i>Polynomials</i>	<i>... by the end of Grade 12.</i>				
Lesson 10-1	What are polynomials?	4.3.B.4	Classify polynomials by their degree or number of terms.  Write whole numbers as polynomials in base 10.  Represent areas of figures with polynomials.	Group Work	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 10-2	How are investments and polynomials related?	4.3.D.1	Add and subtract polynomials.  Translate investment situations into polynomials.	Writing	Direct Instruction Cooperative Learning	Group Work Computer
Lesson 10-3	How is a polynomial multiplied by a monomial?	4.3.D.1	Multiply a polynomial by a monomial.	Writing Oral Assessment	Direct Instruction	Calculator Activity Kit

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 10-3  (cont.)			Represent areas of figures with polynomials.			
Lesson 10-4	How are polynomials multiplied with other polynomials?	4.3.D.1	Multiply polynomials.  Represent areas and volumes of figures with polynomials.	Writing Quiz	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 10-5	What's special about multiplying binomials?	4.3.D.1	Multiply two binomials.  Represent the product of two binomials as an area.	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Calculator In-class Activity
Lesson 10-6	What special binomial products can be applied to do arithmetic multiplication mentally?	4.3.D.1	Multiply two binomials.  Expand squares of binomials.  Represent the square of a binomial as an area.	Writing Oral Assessment	Direct Instruction	Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 10-7	What is the chi-square statistic?	4.4.B.3	Use the chi-square statistic to determine whether or not an event is likely.	Oral Assessment Progress Self-Test Test	Direct Instruction Cooperative Learning	Group Work Calculator Computer Activity Kit
<b>CHAPTER 11</b> (12 days)	<i>Linear Systems</i>	<i>... by the end of Grade 12.</i>				
Lesson 11-1	How are systems solved numerically and graphically?	4.3.B.2	Find solutions to systems of equations by graphing.	Group Work	Direct Instruction Cooperative Learning	Group Work Calculator Activity Kit
Lesson 11-2	How can a system of equations be solved using substitution?	4.3.B.2	Solve systems using substitution.  Use systems of linear equations to solve real-world problems.	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 11-3	What are some special uses of substitution in solving systems of equations?	4.3.B.2	Solve systems using substitution.  Use systems of linear equations to solve real-world problems.	Group Work Quiz	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 11-4	How can systems of equations be solved using addition?	4.3.B.2	Solve systems by addition.  Use systems of linear equations to solve real-world problems.	Writing	Direct Instruction	Calculator
Lesson 11-5	How can systems of equations be solved using multiplication?	4.3.B.2	Solve systems by multiplication.  Use systems of linear equations to solve real-world problems.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 11-6	How can lines be shown to be parallel, using the slope-intercept form of an equation?	4.3.B.2	Determine whether a system has no solution, one solution, or infinitely many solutions.  Find solutions by graphing.	Oral Assessment Quiz	Direct Instruction	Calculator Computer Activity Kit

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 11-7	What situations will always happen, or never happen?	4.3.B.2	Recognize sentences with no solution, one solution, or all real numbers as solutions.  Use systems of linear equations to solve real-world problems.	Work in Pairs	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 11-8	How are systems of linear inequalities graphed?	4.3.B.1	Use systems of linear inequalities to solve real-world problems.  Graphically represent solutions to systems of linear inequalities.	Oral Assessment Progress Self-Test Test	Direct Instruction	Graphing Calc. Computer

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
<b>CHAPTER 12</b>  (12 days)	<i>Factoring</i>	<i>... by the end of Grade 12.</i>				
Lesson 12-1	How are integers factored into prime numbers?	4.3.D.2	Factor positive integers into primes.  Apply the definitions and properties of primes and factors.	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 12-2	How are polynomials factored?	4.3.D.2	Find common monomial factors of polynomials.  Represent quadratic expressions and their factorizations with area.	Group Work	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 12-3	How are quadratic trinomials factored?	4.3.D.2	Factor quadratic expressions	Writing Quiz	Direct Instruction Cooperative Learning	Group Work Calculator In-class Activity

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 12-4	How are quadratic equations solved by factoring?	4.3.D.2	Solve quadratic equations by factoring.  Recognize and use the Zero Product Property.  Solve quadratic equations in real situations.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 12-5	How are quadratic equations factored, when the coefficient of the square term is not 1?	4.3.D.2	Factor quadratic expressions.  Solve quadratic equations by factoring.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator Computer
Lesson 12-6	What are some of the first known solutions of quadratic equations?	4.3.D.2	Solve quadratic equations in real situations.	Work in Pairs Quiz	Direct Instruction Cooperative Learning	Group Work Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 12-7	How are rational numbers distinguished from irrational numbers?	4.1.A.1	Apply the definitions and properties of rational and irrational numbers.	Writing	Direct Instruction	Calculator Activity Kit
Lesson 12-8	When is a quadratic equation factorable over the integers?	4.3.D.2	Determine whether a quadratic polynomial can be factored over the integers.	Group Work Progress Self-Test Test	Direct Instruction Cooperative Learning	Group Work Calculator Computer
<b>CHAPTER 13</b>  (13 days)	<i>Functions</i>	<i>... by the end of Grade 12.</i>				
Lesson 13-1	What is the difference between a function and a relation?	4.3.B.1	Determine whether a set of ordered pairs is a function.  Determine whether or not a graph represents a function.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 13-1  (cont.)			Graph functions.			
Lesson 13-2	What is function notation?	4.3.B.1	Evaluate functions and solve equations involving function notation.  Use function notation and language I real situations.  Graph functions.	Oral Assessment	Direct Instruction Cooperative Learning	Group Work Graphing Calc. Activity Kit
Lesson 13-3	What are the variants of the absolute value function?	4.3.C.1	Evaluate functions and solve equations involving absolute value notation.  Use function notation and language in real situations.  Graph absolute value functions.	Group Work Quiz	Direct Instruction Cooperative Learning	Group Work Graphing Calc.

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 13-4	What are the domain and range of a function?	4.3.B.2	Find the domain and the range of a function from its formula, graph, or rule.  Use function notation and language in real situations.	Writing	Direct Instruction Cooperative Learning	Group Work Calculator
Lesson 13-5	What is a probability function?	4.3.C.1	Determine values of probability functions.  Graph probability functions.	Writing	Direct Instruction Cooperative Learning	Group Work Graphing Calc. Computer In-class Activity
Lesson 13-6	How are polynomial functions graphed?	4.3.C.1	Graph polynomial functions.	Oral Assessment Quiz	Direct Instruction Cooperative Learning	Graphing Calc. Computer Activity Kit
Lesson 13-7	What is the tangent function and how is it used?	4.3.C.1	Use the tangent key on a calculator.	Writing	Direct Instruction	Calculator In-class Activity

<b>Suggested Time Line</b> How much time will be spent on this learning (approx.)	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Lesson 13-7  (cont.)			Find the lengths of sides of tangents of angles in right triangles using the tangent function.			
Lesson 13-8	What are some of the functions that might appear on calculators or computers?	4.3.C.1	Use function keys on a calculator.	Writing Progress Self-Test Test	Direct Instruction	Calculator Activity Kit