



# Algebra 2 UNIT PLANNER



Unit title	Quadratics Revisited (DOE Unit 1)	Unit duration	6 weeks
<b>Essential Questions (OR GUIDING QUESTIONS?)</b>			
<ul style="list-style-type: none"> <li>● Why is it important to allow solutions for <math>x^2 + 1 = 0</math>?</li> <li>● How are complex and real numbers related?</li> <li>● How is the factored form helpful in solving quadratic equations?</li> <li>● How can you represent and operate on numbers that are not on the real number line?</li> <li>● How can you solve a quadratic equation by completing the square?</li> <li>● How can you use the Quadratic Formula to solve quadratic equations?</li> <li>● How can you predict the nature of quadratic functions solutions using the Quadratic Formula?</li> </ul>			
<b>Assessments</b>			
<p>Common Quiz : Factoring; Operations with Complex Numbers  Common Summative Unit Assessment - Mid Unit Assessment, Cumulative Assessment</p>			
<b>Content Standards</b>			
<p><b>***Note – Rational Exponents are taught as part of the Radical portion of DOE Unit 4***</b>  <b>MGSE9-12.N.CN.1</b> Understand there is a complex number <math>i</math> such that <math>i^2 = -1</math>, and every complex number has the form <math>a + bi</math> where <math>a</math> and <math>b</math> are real numbers.  <b>MGSE9-12.N.CN.2</b> Use the relation <math>i^2 = -1</math> and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.  <b>MGSE9-12.N.CN.3</b> Find the conjugate of a complex number; use the conjugate to find the <del>absolute value (modulus) and</del> quotient of complex numbers.  <b>MGSE9-12.N.CN.7</b> Solve quadratic equations with real coefficients that have complex solutions by (but not limited to) square roots, completing the square, and the quadratic formula.  <b>MGSE9-12.A.REI.4</b> Solve quadratic equations in one variable.  <b>MGSE9-12.A.REI.4b</b> Solve quadratic equations by inspection (e.g., for <math>x^2 = 49</math>), taking square roots, factoring, completing the square, and the quadratic formula, as appropriate to the initial form of the equation (<del>limit to real number solutions</del>)</p>			
<b>Learning Activities and Experiences</b>			

Topic	Task	Content Addressed	Standards Addressed
	Understanding Factoring Practice	<ul style="list-style-type: none"> <li>Factor difference of squares, binomials and trinomials practice.</li> <li>Identify solutions of the functions.</li> </ul>	REI.4, REI.4b
Complex Numbers	<b>2-4 Complex Numbers &amp; Operations</b> Pearson enVision pg. 95 - 101	<ul style="list-style-type: none"> <li>Add, subtract, and multiply complex numbers using the properties of operations and the relation <math>i^2 = -1</math></li> <li>Use complex numbers to represent numbers that are not on the real number line.</li> </ul>	CN.1, CN.2, CN.3
	<b>Additional Resources:</b> Imagine That DOE Task		
Solving Quadratic Equations	<b>2-3 Factored Form of a Quadratic Function</b> Pearson enVision pg. 88 – 94	<ul style="list-style-type: none"> <li>Write a quadratic equation in factored form and use it to identify zeros of the function it defines.</li> <li>Determine the intervals over which a quadratic function is positive or negative.</li> </ul>	REI.4, REI.4b
	<b>2-5 Completing the Square</b> Pearson enVision pg. 103 – 109	<ul style="list-style-type: none"> <li>Transform a quadratic equation into the form <math>(x - p)^2 = q</math> by completing the square</li> <li>Complete the square to reveal the minimum or maximum value of a quadratic expression</li> </ul>	CN.7, REI.4, REI.4b
	<b>2-6 The Quadratic Formula</b> Pearson enVision pg. 110 - 116	<ul style="list-style-type: none"> <li>Use the Quadratic Formula to solve quadratic equations that have complex solutions.</li> </ul>	CN.7, REI.4, REI.4b
	<b>3-Act Task Swift Kick</b> Pearson enVision pg. 102	<ul style="list-style-type: none"> <li>Students use their knowledge of quadratics to make predictions about the path of a soccer ball headed towards the goal.</li> </ul>	REI.4, REI.4b
	<b>Additional Resources:</b> Best Method Card Sort (DOE) Not as Complex as You Might Think (DOE) The Nature of Things - Discriminant		

## Personalized Learning and Differentiation

Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organisers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace.

- SWD/504- Accommodations provided
- ELL- Five Principle ELL Curriculum Framework and Vocabulary Supports
- Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
- Extensions- Enrichment Tasks and Projects

## Resources

DOE Curriculum Framework - Unit 1

Savvas enVision and Savvas Realise Online Resources

Desmos Graphing Calculator