

Seymour Public Schools Curriculum

The Mathematics Department believes its students must learn the importance of mathematics, the integration of different branches of mathematics, the application of math to real-life problems, and the connections between mathematics and other disciplines. This course is concerned with developing the students' understanding of the concepts of advanced algebra and trigonometry and providing experience with its methods and applications in order to prepare students for study of higher mathematics.

In this unit, linear functions are reviewed. Slopes and intercepts, two of the recurring themes in mathematics, are found and used in their most basic form while studying linear functions. The relationship of variables is explored as well as using linear functions to make predictions.

Grade: 11-12	Pre-Calculus Linear Functions
CSDE Standard	25.1 Algebraic Reasoning: Patterns and Functions 25.4 Working with Data
Seymour High School Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	A single linear equation can be written many ways. The relationship between lines is based upon their slopes and y-intercepts. Linear functions and their graphs can be used to model real data from various situations.
Essential Questions	What is a linear function? How are the properties of lines determined? How can a linear function be used to model a real world situation?
Content Standard:	25.1.1.9.1 Students will identify, describe, create, and generalize numeric, geometric, and statistical patterns with tables, graphs, words, and symbolic rules. 25.1.1.9.2 Students will make and justify predictions based on patterns. 25.1.2.9.3 Students will recognize and explain the meaning of the slope and x- and y-intercepts as they relate to a context, graph, table, or equation.

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	<p>25.1.2.9.4 Students will evaluate and interpret the graphs of linear, exponential, and polynomial functions.</p> <p>25.1.2.9.6 Students will recognize the effect of changes in parameters on the graphs of functions or relations.</p> <p>25.4.1.9.2 Students will develop, use, and explain applications and limitations of linear and non-linear models and regression in a variety of contexts.</p> <p>25.4.1.9.5 Students will recognize the limitations of mathematical models based on sample data as representations of real-world situations.</p> <p>25.4.2.9.1 Students will estimate an unknown value between data points on a graph (interpolation) and make predictions by extending the graph (extrapolation).</p>
<p>Performance Expectations (Student outcomes)</p>	<p><u>Content</u></p> <p>Graph and identify linear equations</p> <p>Find slopes and intercepts</p> <p>Determine a line of best fit using Med-Med approach</p> <p>Write equations of lines</p> <p>Identify and work with linear equations written in different forms</p> <ul style="list-style-type: none"> - Standard - Point-Slope - Intercept <p>Relationships of linear equations (parallel and perpendicular)</p> <p><u>Skills</u></p> <p>Solve a system of equations</p> <p>To find the slope of a line and to determine whether two lines are parallel, perpendicular, or neither</p> <p>To model real world situations by means of linear functions</p> <p>Write a linear equation in two variables given sufficient information</p> <p>Graph a linear equation</p> <p>Create a scatter plot and draw an informal inference about any correlation between the variables</p> <p>Use a graphics calculator to find an equation for the median-median line and use it to make predictions or estimates</p> <p>Solve two linear equations using graphical or algebraic methods</p>

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none">• Guided practice• Worksheets• Homework• Cooperative Group work• Quizzes• Tests• Projects• Math Labs	Advanced Mathematics (Richard Brown) Chapter 1, Sections 1-1 to 1-5	<ul style="list-style-type: none">• homework assignments• quizzes• tests• alternative assessments

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This unit begins with a review of the various methods of finding the real and imaginary roots of quadratic equations. The properties of quadratics are explored in order to graph these functions and a variety of real-world problems are explored for which quadratic functions are models.

Grade: 11-12	Pre-Calculus Quadratic Functions
CSDE Standard	25.1 Algebraic Reasoning: Patterns and Functions
Seymour High School Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	Quadratic functions can be used to express real world situations.
Essential Questions	What is a quadratic function? How is the shape of the graph related to its equation? What are some of the real-world applications of this type of function?
Content Standard:	25.1.1.9.3 Students will identify the characteristics of functions and relations including domain and range. 25.1.1.9.6 Students will analyze essential relations in a problem to determine possible functions that could model the situation. 25.1.2.9.1 Students will represent functions and relations on the coordinate plane. 25.1.2.9.4 Students will evaluate and interpret the graphs of linear, exponential, and polynomial functions. 25.1.2.9.5 Students will relate the graphical representation of a function to its function family and find equations, intercepts, maximum or minimum values, asymptotes, and line of symmetry for that function. 25.1.2.9.6 Students will recognize the effect of changes in parameters on the graphs of functions or relations.
Performance Expectations (Student outcomes)	<u>Content</u> Graph and identify quadratic equations Find intercepts, vertex and axis of symmetry Determine a quadratic function given points on the graph

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	<p>Identify and work with quadratic equations written in different forms</p> <ul style="list-style-type: none"> - general form - vertex form <p>Model real world situations using quadratic functions</p> <p><u>Skills</u></p> <p>To model real world situations by means of quadratic functions</p> <p>Write a quadratic equation in two variables given sufficient information</p> <p>Graph a quadratic equation</p> <p>Create a scatter plot and draw an informal inference about any correlation between the variables</p> <p>Use a graphics calculator to find an equation for a quadratic model and use it to make predictions or estimates</p>		
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Guided practice • Worksheets • Homework • Cooperative Group work • Quizzes • Tests • Projects • Math Labs 	<p>Advanced Mathematics (Richard Brown)</p> <p>Chapter 1, Sections 1-6 to 1-8</p>	<ul style="list-style-type: none"> • homework assignments • quizzes • tests • alternative assessments 	

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Solving polynomial equations, both with and without the use of technology, and drawing the graphs of polynomial functions are the focus of this unit. Maximum and minimum points on quadratic and cubic graphs are explored and then applied to extreme-value problems from physics, business, and manufacturing. Included in the discussion of this topic are a few of the classic theorems about polynomial equations and a brief history of mathematicians' attempts to solve such equations.

Grade: 11-12	Pre-Calculus Polynomial Functions
CSDE Standard	25.1 Algebraic Reasoning: Patterns and Functions
Seymour High School Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	Polynomial functions can be used to solve real world problems. The graph of a polynomial function is related to its degree.
Essential Questions	What is a polynomial function? How can polynomial functions be used to model real world situations? How is the degree of a polynomial equation related to the number of roots, the nature of the possible roots, and what the graph of the polynomial should look like?
Content Standard:	25.1.1.9.4 Students will describe and compare properties of classes of linear, quadratic, and exponential functions. 25.1.1.9.6 Students will analyze essential relations in a problem to determine possible functions that could model the situation. 25.1.2.9.1 Students will represent functions and relations on the coordinate plane. 25.1.3.9.1 Students will model and solve problems with linear, quadratic, and absolute value equations.
Performance Expectations (Student)	<u>Content</u> Classify polynomials

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outcomes)	<ul style="list-style-type: none"> - by terms - by degree Dividing polynomials using synthetic division Remainder Theorem Graphs of polynomial functions Using technology to find roots Rational Roots Theorem Solving polynomial equations Applications <p><u>Skills</u></p> <ul style="list-style-type: none"> To identify a polynomial function, to evaluate it using synthetic substitution, and to determine its zeros. To use synthetic division and to apply the remainder and factor theorems. To graph a polynomial function and to determine an equation for a polynomial graph. To write a polynomial function for a given situation and to find the maximum or minimum value of the function. To use technology to approximate the real roots of a polynomial equation. To solve polynomial equations by various methods of factoring, including the use of the rational root theorem. To apply general theorems about polynomial equations. 	
<p style="text-align: center;">Strategies/Modes (examples)</p> <ul style="list-style-type: none"> • Guided practice • Worksheets • Homework • Cooperative Group work • Quizzes • Tests • Projects • Math Labs 	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Advanced Mathematics (Richard Brown)</p> <p>Chapter 2, Sections 2-1 to 2-7</p>	<p style="text-align: center;">Assessments (examples)</p> <ul style="list-style-type: none"> • homework assignments • quizzes • tests • alternative assessments

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In this unit, a variety of equations and inequalities - absolute value, linear, and polynomial – are solved and the graphs of their solution sets are explored. The concepts are then applied by setting up and solving linear programming models, in which a function’s maximum or minimum value on a feasible region is found by using the corner-point principle.

Grade: 11-12	Pre-Calculus Linear Inequalities
CSDE Standard	25.1 Algebraic Reasoning: Patterns and Functions 25.2 Numerical and Proportional Reasoning
Seymour High School Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	Linear inequalities can be used to solve certain problems involving maximum/minimum values.
Essential Questions	What is a linear inequality and how do they differ from linear equalities? How can linear inequalities be used to solve real world problems?
Content Standard:	25.1.1.9.10 Students will understand and use optimization strategies including linear programming. 25.1.3.9.1 Students will model and solve problems with linear, quadratic, and absolute equations; and linear inequalities. 25.1.3.9.2 Students will determine equivalent representations of an algebraic equation or inequality to simplify and solve problems. 25.2.1.9.1 Students will compare, locate, label and order real numbers on number lines, scales, coordinate grids and measurement tools. 25.2.2.9.1 Students will select and use appropriate methods for computing to solve problems in a variety of contexts.
Performance Expectations (Student outcomes)	<u>Content</u> Absolute Value - equations - inequalities

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	<p>Linear Inequalities</p> <ul style="list-style-type: none"> - simple - compound <p>Polynomial Inequalities</p> <ul style="list-style-type: none"> - one variable - two variable <p>Linear Programming</p> <p><u>Skills</u></p> <p>Solve and graph linear inequalities in one variable</p> <p>Solve and graph polynomial inequalities in one variable</p> <p>Graph polynomial inequalities in two variables and to graph the solution set of a system of inequalities</p> <p>Solve certain applied problems using linear programming and the graphing calculator</p>	
<p>Strategies/Modes (examples)</p> <ul style="list-style-type: none"> • Guided practice • Worksheets • Homework • Cooperative Group work • Quizzes • Tests • Projects • Math Labs 	<p>Materials/Resources (examples)</p> <p>Advanced Mathematics (Richard Brown)</p> <p>Chapter 3, Sections 3-1 to 3-4</p>	<p>Assessments (examples)</p> <ul style="list-style-type: none"> • homework assignments • quizzes • tests • alternative assessments

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The concept of a function is one of the most important ideas in mathematics and in the fields to which mathematics is applied. For example, the use of functions has been crucial in physics, where an understanding of velocity and acceleration as functions of time has resulted in an ability to determine the trajectories of objects – whether man-made or natural – in space.

In this unit, the general definition of function is discussed before combining functions in a variety of ways and exploring the relationships between the graph of a function and an algebraic rule for the function.

Grade: 11-12	Pre-Calculus Functions
CSDE Standard	25.1 Algebraic Reasoning: Patterns and Functions
Seymour High School Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	Functions are relationships between graphical and algebraic representations.
Essential Questions	What is the relationship between the graph of a function and the algebraic rule for the function? How can functions of more than one variable be viewed graphically and interpreted algebraically?
Content Standard:	25.1.1.9.3 Students will identify the characteristics of functions and relations including domain and range. 25.1.2.9.1 Students will represent functions and relations on the coordinate plane. 25.1.2.9.6 Students will recognize the effect of changes in parameters on the graphs of functions or relations. 25.1.3.9.5 Students will combine, compose, and invert functions.
Performance Expectations (Student outcomes)	<u>Content</u> Functions <ul style="list-style-type: none"> -Review properties - Operations <ul style="list-style-type: none"> - Addition and subtraction - Multiplication and division

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	<p>- Composite - Inverse</p> <p><u>Skills</u> Identify a function, to determine the domain, range, and zeros of a function, and to graph a function Perform operations on functions and to determine the domains of the resulting functions Find the inverse of a function, if the inverse exists Graph functions of two variables in a two-dimensional coordinate system and to read such graphs</p>	
<p>Strategies/Modes (examples)</p> <ul style="list-style-type: none"> • Guided practice • Worksheets • Homework • Cooperative Group work • Quizzes • Tests • Projects • Math Labs 	<p>Materials/Resources (examples)</p> <p>Advanced Mathematics (Richard Brown)</p> <p>Chapter 4, Sections 4-1 to 4-7</p>	<p>Assessments (examples)</p> <ul style="list-style-type: none"> • homework assignments • quizzes • tests • alternative assessments

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In this unit, the laws of exponents and logarithms are studied and then applied to real-life situations. The beginning of the unit explores integral, rational, and real exponents – exponential expressions are simplified and exponential growth and decay models are investigated. The number e and the natural exponential function is discussed and applied to compound-interest problems. The unit concludes with an introduction to logarithms by focusing on simplifying logarithmic expressions, examining models based on logarithms and solving exponential equations using logarithms.

Grade: 11-12	Pre-Calculus Exponential and Logarithmic Functions
CSDE Standard	25.1 Algebraic Reasoning: Patterns and Functions 25.2 Numerical and Proportional Reasoning
Seymour High School Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	Logarithmic and exponential functions are inverses of each other. Logarithmic and exponential functions model physical situations.
Essential Questions	How are logarithms and exponents used to model scientific phenomena? Why are the laws of exponents so similar to the laws of logarithms? How are the properties and laws of each used to solve equations?
Content Standard:	25.1.1.9.8 Students will solve problems involving financial applications including compound interest, amortization of loans, and investments. 25.1.3.9.6 Students will use logarithms, vectors, and matrices to solve problems. 25.2.1.9.5 Students will select and use an appropriate form of number (integer, fraction, decimal, ratio, percent, exponential, scientific notation, irrational, complex) to solve practical problems involving order, magnitude, measures, labels, locations, and scales. 25.2.1.9.7 Students will judge the effects of computations with powers and roots on the magnitude of results. 25.2.2.9.7 Students will perform operations with complex numbers, matrices, determinants, and logarithms.

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Performance Expectations (Student outcomes)	<p><u>Content</u></p> <p>Exponents and logarithms</p> <ul style="list-style-type: none">- Review<ul style="list-style-type: none">- Properties- Converting<ul style="list-style-type: none">- Exponents/radicals- Exponents/logs- The natural exponential function- The natural logarithm- Solving equations<ul style="list-style-type: none">- Solve exponential equations (variables in the exponent)<ul style="list-style-type: none">- Change to same base- Unable to change to same base- Applications<ul style="list-style-type: none">- Interest- Growth/decay- Intensity (light/sound) <p><u>Skills</u></p> <p>Define and apply integral and rational exponents</p> <p>Define and use exponential and logarithmic functions.</p> <p>Define and apply the natural exponential function.</p> <p>Solve exponential equations and to change logarithms from one base to another</p> <p>Use the laws of logarithms and exponents in order to solve real world problems</p> <p>Investigate Growth and Decay models</p> <p>Newton's Law of Cooling</p>
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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none">• Guided practice• Worksheets• Homework• Cooperative Group work• Quizzes• Tests• Projects• Math Labs	Advanced Mathematics (Richard Brown) Chapter 5, Sections 5-1 to 5-7	<ul style="list-style-type: none">• homework assignments• quizzes• tests• alternative assessments

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This unit provides an introduction to the study of trigonometry. Beginning with the rotational representation of an angle, the various ways in which angles are measured are explored and used in working with sectors of circles. The six trigonometric functions are introduced using the coordinates of the point where the terminal ray of an angle in standard position intersects a circle centered at the origin. Graphs of these functions are explored and these six trigonometric functions and their inverses are evaluated.

Grade: 11-12	Pre-Calculus Trigonometric Functions
CSDE Standard	25.1 Algebraic Reasoning: Patterns and Functions 25.2 Geometry and Measurement
Seymour High School Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	The values of trigonometric functions exhibit periodic behavior. Trigonometric functions can be expressed as a ratio of the sides of a right triangle.
Essential Questions	What is the relationship between angles and sides of a triangle? How can the trig values of an angle be evaluated?
Content Standard:	25.1.1.9.5 Students will describe and compare properties and classes of functions including exponential, polynomial, rational, logarithmic, and trigonometric. 25.1.1.9.6 Students will analyze essential relations in a problem to determine possible functions that could model the situation. 25.3.3.9.2 Students will use indirect methods including the Pythagorean Theorem, trigonometric ratios and proportion in similar figures to solve a variety of measurement problems.
Performance Expectations (Student outcomes)	<u>Content</u> Measurement of Angles - degrees

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- radians
- revolutions

Conversions

- degrees and revolutions
- degrees and radians
- degrees in decimals and degrees, minutes seconds

Arc length and Area of a Sector

Graphs

- sine
- cosine

Evaluating values

- sine
- cosine
- tangent
- secant
- cosecant
- cotangent

Coterminal and Reference Angles

Evaluating inverse trigonometric functions

Skills

Convert between degree and radian measures of angles.

Find arc lengths and areas of sectors of circles.

Evaluate and graph trigonometric functions.

Use reference angles and coterminal angles to evaluate trigonometric functions.

Find values of inverse trigonometric functions.

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none">• Guided practice• Worksheets• Homework• Cooperative Group work• Quizzes• Tests• Projects• Math Labs	Advanced Mathematics (Richard Brown) Chapter 7, Sections 7-1 to 7-6	<ul style="list-style-type: none">• homework assignments• quizzes• tests• alternative assessments

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This unit focuses on the solution of trigonometric equations and the applications of periodic functions to a wide variety of fields. Simple trigonometric equations are solved and applied to problems from analytic geometry, such as finding the inclination of a line and the direction angle of a conic. Changes in the sine and cosine curves, including period and amplitude changes and horizontal and vertical translations are explored and used to develop models of real-world periodic phenomena from physics, astronomy, meteorology, and oceanography.

Grade: 11-12	Pre-Calculus Application of Trigonometric Equations
CSDE Standard	25.1 Algebraic Reasoning: Patterns and Functions
Seymour High School Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	Trigonometric equations model many real world situations.
Essential Questions	<p>How can a periodic function be used as a model of real world phenomena?</p> <p>How can we evaluate this periodic function to make predictions of future events?</p>
Content Standard:	<p>25.1.1.9.5 Students will describe and compare properties and classes of functions including exponential, polynomial, rational, logarithmic, and trigonometric.</p> <p>25.1.1.9.6 Students will analyze essential relations in a problem to determine possible functions that could model the situation.</p> <p>25.1.2.9.6 Students will recognize the effect of changes in parameters on the graphs of functions or relations.</p>
Performance Expectations (Student outcomes)	<p><u>Content</u></p> <p>Simple trigonometric equations Angles of inclination and slope Periodic behavior and its graph based on $K + A\sin B(X - H)$</p> <p><u>Skills</u></p>

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	Solve simple trigonometric equations and to apply them. Find equations of different sine and cosine curves and to apply these equations. Use trigonometric functions to model periodic behavior.	
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Guided practice • Worksheets • Homework • Cooperative Group work • Quizzes • Tests • Projects • Math Labs 	Advanced Mathematics (Richard Brown) Chapter 8, Sections 8-1 to 8-5	<ul style="list-style-type: none"> • homework assignments • quizzes • tests • alternative assessments

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This unit uses trigonometry to find the unknown sides or angles of a triangle. A review is done of the definitions of the trigonometric functions of an acute angle of a right triangle as ratios of the lengths of the sides as seen in geometry and then used to find unknown parts of right triangles and such application problems as finding angles of elevation and depression. The formula for area of a triangle in terms of the sine is presented as well the law of sines and the law of cosines which are also used to solve triangle problems.

Grade: 11-12	Pre-Calculus Triangle Trigonometry
CSDE Standard	25.3 Geometry and Measurement
Seymour High School Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	Trigonometric relationships (ratios and laws) can be used to solve real world problems.
Essential Questions	<p>How can triangle trigonometry be used to solve problems in real world situations?</p> <p>How can values of sine and cosine be found for angles that are not within a right triangle?</p>
Content Standard:	<p>25.3.3.9.2 Students will use indirect methods including the Pythagorean Theorem, trigonometric ratios and proportion in similar figures to solve a variety of measurement problems.</p> <p>25.3.3.9.6 Students will use properties of similarity and techniques of trigonometry to make indirect measurements of lengths and angles to solve a variety of problems.</p>
Performance Expectations (Student outcomes)	<p><u>Content</u></p> <p>Right Triangle Trigonometry</p> <p>Area of a Triangle</p> <p>The Law of Sines</p> <p>The Law of Cosines</p> <p>Application of Trigonometry</p>

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	<p><u>Skills</u> Use trigonometry to find unknown sides or angles of a right triangle. Find the area of a triangle given the lengths of two sides and the measure of the included angle. Use the law of sines and law of cosines to find unknown parts of a triangle. Use trigonometry to solve navigation and surveying problems.</p>	
<p>Strategies/Modes (examples)</p> <ul style="list-style-type: none"> • Guided practice • Worksheets • Homework • Cooperative Group work • Quizzes • Tests • Projects • Math Labs 	<p>Materials/Resources (examples)</p> <p>Advanced Mathematics (Richard Brown)</p> <p>Chapter 9, Sections 9-1 to 95</p>	<p>Assessments (examples)</p> <ul style="list-style-type: none"> • homework assignments • quizzes • tests • alternative assessments

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In this unit, earlier concepts such as the distance formula and the equations of lines are used to prove some familiar theorems from geometry and to find the equations of circles, ellipses, hyperbolas, and parabolas. After examining these conic sections separately, points of intersection of pairs of conics are explored by using both algebraic and geometric methods. Finally, a common definition of the conics is considered based on eccentricity and graphs of second-degree equations are identified by using the coefficients in the equations.

Grade: 11-12	Pre-Calculus Analytic Geometry
CSDE Standard	25.1 Algebraic Reasoning: Patterns and Functions
Seymour High School Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	Relationships between the conic sections allow real-world situations to be modeled.
Essential Questions	<p>What is the difference between the equation of a circle and the equation of an ellipse? Why is the location of the focus important for a parabolic TV dish?</p>
Content Standard:	<p>25.1.1.9.3 Students will identify the characteristics of functions and relations including domain and range. 25.1.1.9.7 Students will explore conic sections and their applications graphically and symbolically. 25.1.2.9.6 Students will recognize the effect of changes in parameters on the graphs of functions or relations.</p>
Performance Expectations (Student outcomes)	<p><u>Content</u> Coordinate Proofs Equations and graphs</p> <ul style="list-style-type: none"> - circles - ellipses - parabolas - hyperbolas

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	<p><u>Skills</u> Prove theorems from geometry by using coordinates Find equations of circles and to find the coordinates of any points where circles and lines meet. Find equations of ellipses and to graph them. Find equations of hyperbolas and to graph them. Find equations of parabolas and to graph them.</p>	
Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Guided practice • Worksheets • Homework • Cooperative Group work • Quizzes • Tests • Projects • Math Labs 	<p>Advanced Mathematics (Richard Brown)</p> <p>Chapter 6, Sections 6-1 to 6-5</p>	<ul style="list-style-type: none"> • homework assignments • quizzes • tests • alternative assessments