

Lawrence Public Schools
Mathematics Curriculum Map, 2014-2015
Algebra 2

Chapter 1: Fitting Functions to Tables

Suggested Time frame: 15 days

Standards	Concepts	Learning Outcomes	Assessment	Resources
<p>N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.</p> <p>N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers</p> <p>F-IF.5 Relate the domain of a function to its graph</p> <p>MP-1 Make sense of problems and persevere in solving them (tinkering, trying ideas and refining guesses)</p> <p>MP-7 Look for and make use of structure (reducing problems to simpler ones)</p> <p>MP-8 Look for and express regularity in repeated reasoning (generalizing repeated calculations)</p>	<p>Fitting Functions to Tables</p> <ul style="list-style-type: none"> ● Tables ● Closed form functions ● Fitting & Data ● Recursive Models <p>Unit vocabulary and notation: CME p. 2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Find closed form and recursive functions to fit input-output tables ● Use difference tables to determine whether a linear or quadratic function will fit a given table ● Decide whether a linear function can reasonably represent a data set ● Calculate error measures for a given data set and fitting line ● Find the balance point and best fit line for a data set ● Define, identify and evaluate recursive functions ● Calculate the balance on a loan given a loan amount, interest rate, length, and monthly payment ● Solve for an unknown variable in a monthly payment situation 	<p>Summative assessments:</p> <ul style="list-style-type: none"> ● Chapter Assessment ● Common Mid-year & Final Exams ● Regular (weekly) assessments/quizzes ● Performance tasks (semester/quarter) <p>Formative assessments:</p> <ul style="list-style-type: none"> ● Do Now ● Presentation of student work ● Student notebooks ● Facilitated student discourse ● Questioning (T>S, S>S) of randomly called students ● Open Response questions, writing prompts ● Probing for multiple representations ● Peer assessment ● Student-developed problems and solutions ● Exit ticket/poll question 	<p>CME Algebra 2 Text</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/</p> <p>CME Project website: http://cmeproject.edc.org</p> <p>Pearson Online text and resources: www.pearsonsuccessnet.com</p> <p>Common Core Standards of Mathematical Practice</p> <p>Illustrative Mathematics Project</p> <p>Common Core Standards of Mathematical Practice</p> <p>Problem solving strategy: <i>Noticing and Wondering</i></p> <p>For intervention and remediation: Khan Academy videos and assessments</p>

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Chapter 2: Functions & Polynomials

Suggested Time frame: 20 days

Standards	Concepts	Learning Outcomes	Assessment	Resources
<p>A-SSE.1 Interpret expressions in terms of context A-SSE.2 Use the structure of an expression to rewrite it. A-SSE.3 Choose equivalent form of an expression to reveal properties of quantity A-CED.1, A-CED.2 Create equations to represent relationships between quantities. A-CED.3 Represent constraints by equations or inequalities or systems. A-CED.4 Rearrange formulas to highlight a quantity of interest. A-APR.2 Know and apply the Remainder Theorem A-APR.3 Identify zeros of polynomials and use zeros to graph function A-APR.6 Rewrite rational expressions in different forms F-BF.1 Write a function that describes a relationship between two quantities F-BF.3 Identify effect on graph of replacing $f(x)$ by $f(x) + k$ F-BF.4 Find inverse functions</p> <p>MP-2 Reason abstractly and quantitatively (multiple representation of functions) MP-4 Model with mathematics (functions and function-modeling language) MP-8 Express regularity in repeated reasoning (describe patterns explicitly, explain inconsistencies)</p>	<p>Function & Polynomials</p> <ul style="list-style-type: none"> ● About functions ● Making it fit ● Factors, Roots, and Zeros ● Advanced Factoring <p>Unit vocabulary and notation: CME p. 88</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Determine whether a table, graph or close-form rule is a function ● Compose functions ● Find the inverse of a function, if it exists ● Use linear combinations of polynomials to determine factors of polynomials ● Find polynomials that agree with a given table ● Write formulas using two or more variables. ● Write formulas using two or more variables ● Solve an equation involving many variations of the Distributive Property ● Understand the relationship between roots and factors of polynomials ● Divide polynomials by monic linear polynomials ● State and use the Remainder Theorem and the Factor Theorem ● Write the general form of a function that fits a table ● Factor polynomials by scaling and by finding roots ● Factor polynomials using the sums and differences of squares and cubes ● Factor polynomials by grouping and by identifying quadratic-like or cubic-like polynomials 	<p>Summative assessments:</p> <ul style="list-style-type: none"> ● Chapter Assessment ● Common Mid-year & Final Exams ● Regular (weekly) assessments/quizzes ● Performance tasks (semester/quarter) <p>Formative assessments:</p> <ul style="list-style-type: none"> ● Do Now ● Presentation of student work ● Student notebooks ● Facilitated student discourse ● Questioning (T>S, S>S) of randomly called students ● Open Response questions, writing prompts ● Probing for multiple representations ● Peer assessment ● Student-developed problems and solutions ● Exit ticket/poll question 	<p>CME Algebra 2 Tex</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/</p> <p>CME Project website: http://cmeproject.edc.org</p> <p>Pearson Online text and resources: www.pearsonsuccessnet.com</p> <p>Common Core Standards of Mathematical Practice</p> <p>Illustrative Mathematics Project</p> <p>Common Core Standards of Mathematical Practice</p> <p>Problem solving strategy: <i>Noticing and Wondering</i></p> <p>For intervention and remediation: Khan Academy videos and assessments</p>

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Chapter 3: Complex Numbers

Suggested Time frame: 16 days

Standards	Concepts	Learning Outcomes	Assessment	Resources
<p>N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$</p> <p>N-CN.2 Operate on complex numbers.</p> <p>N-CN.7 Solve quadratic equations with real coefficients that have complex solutions.</p> <p>N.CN.8+ Extend polynomial identities to the complex numbers</p> <p>N-VM.1+ Recognize vectors as having both magnitude and direction.</p> <p>N-VM.3+ Solve problems involving velocity and other quantities represented by vectors</p> <p>N-VM.4.a Add vectors end-to-end, component-wise, and by the parallelogram rule.</p> <p>N-VM.5.a Represent scalar multiplication graphically</p> <p>N-VM.5.b Compute the magnitude of a scalar multiple cv using $\ cv\ = c v$</p> <p>MP-3 Construct arguments and critique the reasoning of others (deductive reasoning)</p> <p>MP-7 Look for and make use of structure (operations as transformations)</p> <p>MP-8 Look for and express regularity in repeated reasoning (complex numbers as <i>extension</i> of real numbers)</p>	<p>Complex Numbers</p> <ul style="list-style-type: none"> ● Introduction to Complex Numbers ● The Complex Plane ● Complex Numbers as Vectors ● Complex Numbers, Algebra, and Geometry <p>Unit vocabulary and notation: CME p. 196</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Understand complex numbers as extension of real numbers ● Use complex numbers as tools for solving equations ● Be fluent in complex number arithmetic ● Graph complex numbers on the complex plane ● Visualize operations on complex numbers as transformations on the complex plane ● Develop fluency with complex number calculations, which include finding magnitude and direction ● Prove the relationship between the function values of complex conjugates ● Find and graph the solutions to equations of the term $x^n - 1 = 0$ on the complex plane ● Find the components of vectors ● Solve problems using vectors ● Sketch vectors for complex numbers ● Visualize operations on complex numbers as transformations on the complex plane ● Represent scalar multiplication and compute the magnitude of a scalar multiple 	<p>Summative assessments:</p> <ul style="list-style-type: none"> ● Chapter Assessment ● Common Mid-year & Final Exams ● Regular (weekly) assessments/quizzes ● Performance tasks (semester/quarter) <p>Formative assessments:</p> <ul style="list-style-type: none"> ● Do Now ● Presentation of student work ● Student notebooks ● Facilitated student discourse ● Questioning (T>S, S>S) of randomly called students ● Open Response questions, writing prompts ● Probing for multiple representations ● Peer assessment ● Student-developed problems and solutions ● Exit ticket/poll question 	<p>CME Algebra 2 Text</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/</p> <p>CME Project website: http://cmeproject.edc.org</p> <p>Pearson Online text and resources: www.pearsonsuccessnet.com</p> <p>Common Core Standards of Mathematical Practice</p> <p>Illustrative Mathematics Project</p> <p>Common Core Standards of Mathematical Practice</p> <p>Problem solving strategy: <i>Noticing and Wondering</i></p> <p>For intervention and remediation: Khan Academy videos and assessments</p>

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Chapter 4: Linear Algebra

Suggested Time frame: 16 days

Standards	Concepts	Learning Outcomes	Assessment	Resources
<p>N-VM.6 Use matrices to represent and manipulate data</p> <p>N-VM.7 Multiply matrices by scalars to produce new matrices</p> <p>N-VM.8 Add, subtract, and multiply matrices</p> <p>N-VM.9 Understand that matrix multiplication for square matrices is not commutative, but associative and distributive</p> <p>N-VM.10 Understand that the zero and identity matrices are similar to the role of 0 and 1 in the real numbers</p> <p>N-VM.11 Work with matrices as transformations of vectors.</p> <p>N-VM.12 Work with 2×2 matrices as transformations of the plane</p> <p>MP-3 Construct viable arguments and critique the reasoning of others (logical reasoning)</p> <p>MP-8 Look for and express regularity in repeated reasoning (extending substitution and elimination to Gaussian elimination)</p> <p>MP-2 Reason abstractly and quantitatively (connecting real-world contexts to matrix calculations)</p> <p>MP-4 Model with mathematics (using matrix calculations to model real-world contexts)</p>	<p>Linear Algebra</p> <ul style="list-style-type: none"> ● Gaussian Elimination ● Matrix Algebra ● Applications of Matrix Algebra <p>Unit vocabulary and notation: CME p. 280</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Solve a system of three equations in three unknowns ● Write a system of linear equations in matrix form or translate a matrix into a system of equations ● Describe the process of Gaussian elimination and apply it both by hand and with technology to solve a system ● Communicate and prove results about matrices ● Compute dot products, sums, differences, products, and inverses of matrices ● Interpret and solve problems using matrix calculations ● Make transitions between systems of equations and matrices ● Use matrices to model the evolution of system over time ● Analyze sequences of repeated probabilities 	<p>Summative assessments:</p> <ul style="list-style-type: none"> ● Chapter Assessment ● Common Mid-year & Final Exams ● Regular (weekly) assessments/quizzes ● Performance tasks (semester/quarter) <p>Formative assessments:</p> <ul style="list-style-type: none"> ● Do Now ● Presentation of student work ● Student notebooks ● Facilitated student discourse ● Questioning (T>S, S>S) of randomly called students ● Open Response questions, writing prompts ● Probing for multiple representations ● Peer assessment ● Student-developed problems and solutions ● Exit ticket/poll question 	<p>CME Algebra 2 Text</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/</p> <p>CME Project website: http://cmeproject.edc.org</p> <p>Pearson Online text and resources: www.pearsonsuccessnet.com</p> <p>Common Core Standards of Mathematical Practice</p> <p>Illustrative Mathematics Project</p> <p>Common Core Standards of Mathematical Practice</p> <p>Problem solving strategy: <i>Noticing and Wondering</i></p> <p>For intervention and remediation: Khan Academy videos and assessments</p>

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Chapter 5: Exponential and Logarithmic Functions

Suggested Time frame: 20 days

Standards	Concepts	Learning Outcomes	Assessment	Resources
<p>N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.</p> <p>N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p>A-REI.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$</p> <p>F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions</p> <p>F-LE.2 Construct linear and exponential functions</p> <p>MP-3 Construct viable arguments and critique the reasoning of others (logical reasoning, conjectures)</p> <p>MP-7 Look for and make use of structure (reducing problems to simpler ones)</p> <p>MP-8 Look for and express regularity in repeated reasoning (generalizing repeated calculations)</p>	<p>Exponential and Logarithmic Functions</p> <ul style="list-style-type: none"> ● Working with Exponents ● Exponential Functions ● Logarithmic Functions <p>Unit vocabulary and notation: CME p. 396</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Evaluate expressions involving exponents, including zero, negative, and rational exponents ● Find missing terms in a geometric sequence & make a geometric sequence to interpret expressions of rational exponents ● Convert between exponential & radical forms for rational exponents ● Graph an exponential function and determine the equation of an exponential function given two points ● Identify an exponential function from the table it generates and use the table to write a closed-form or recursive definition of the function ● Evaluate the inverse of the function $y = b^x$, either exactly or by approximation ● Evaluate logarithms of any base using a calculator ● Use logarithms to solve exponential equations ● Graph logarithmic functions 	<p>Summative assessments:</p> <ul style="list-style-type: none"> ● Chapter Assessment ● Common Mid-year & Final Exams ● Regular (weekly) assessments/quizzes ● Performance tasks (semester/quarter) <p>Formative assessments:</p> <ul style="list-style-type: none"> ● Do Now ● Presentation of student work ● Student notebooks ● Facilitated student discourse ● Questioning (T>S, S>S) of randomly called students ● Open Response questions, writing prompts ● Probing for multiple representations ● Peer assessment ● Student-developed problems and solutions ● Exit ticket/poll question 	<p>CME Algebra 2 Text</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/</p> <p>CME Project website: http://cmeproject.edc.org</p> <p>Pearson Online text and resources: www.pearsonsuccessnet.com</p> <p>Common Core Standards of Mathematical Practice</p> <p>Illustrative Mathematics Project</p> <p>Common Core Standards of Mathematical Practice</p> <p>Problem solving strategy: <i>Noticing and Wondering</i></p> <p>For intervention and remediation: Khan Academy videos and assessments</p>

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Chapter 6: Graphs and Transformations

Suggested Time frame: 14 days

Standards	Concepts	Learning Outcomes	Assessment	Resources
<p>A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane</p> <p>F-IF.4 Interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship</p> <p>F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases</p> <p>A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression</p> <p>MP-1 Make sense of problems and persevere in solving them (tinkering)</p> <p>MP-7 Look for and make use of structure (reducing problems to simpler ones)</p> <p>MP-8 Look for and express regularity in repeated reasoning (generalizing repeated calculations)</p>	<p>Graphs and Transformations</p> <ul style="list-style-type: none"> ● Transforming Basic Graphs ● Affine Transformations ● Graphing Using Affine Transformations <p>Unit vocabulary and notation: CME p. 499</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Sketch the basic graphs ● Relate the effect of a translation on both the graph and the equation ● Relate the effect of a scale or reflection on both the graph and the equation ● Compose transformations and sketch the effect of a composition on a basic graph ● Write a composition of translations & dilations as an affine transformation & write a affine transformation as a composition of dilation and translation ● Find the inverse of a dilation, a translation, or an affine transformation and use inverses as a tool to solve equations ● Transform an equation into one of the basic graph forms and use the information to graph the original equation ● Describe the effect of an affine transformation on an axis and the effect of changes in axes on the graph of an equation 	<p>Summative assessments:</p> <ul style="list-style-type: none"> ● Chapter Assessment ● Common Mid-year & Final Exams ● Regular (weekly) assessments/quizzes ● Performance tasks (semester/quarter) <p>Formative assessments:</p> <ul style="list-style-type: none"> ● Do Now ● Presentation of student work ● Student notebooks ● Facilitated student discourse ● Questioning (T>S, S>S) of randomly called students ● Open Response questions, writing prompts ● Probing for multiple representations ● Peer assessment ● Student-developed problems and solutions ● Exit ticket/poll question 	<p>CME Algebra 2 Text</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/</p> <p>CME Project website: http://cmeproject.edc.org</p> <p>Pearson Online text and resources: www.pearsonsuccessnet.com</p> <p>Common Core Standards of Mathematical Practice</p> <p>Illustrative Mathematics Project</p> <p>Common Core Standards of Mathematical Practice</p> <p>Problem solving strategy: <i>Noticing and Wondering</i></p> <p>For intervention and remediation: Khan Academy videos and assessments</p>

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Chapter 7: Sequences and Series

Suggested Time frame: 22 days

Standards	Concepts	Learning Outcomes	Assessment	Resources
<p>A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems</p> <p>A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication</p> <p>A-APR.5 (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$</p> <p>F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms</p> <p>MP-1 Make sense of problems and persevere in solving them (tinkering)</p> <p>MP-7 Look for and make use of structure (reducing problems to simpler ones)</p> <p>MP-8 Look for and express regularity in repeated reasoning (generalizing repeated calculations)</p>	<p>Sequences and Series</p> <ul style="list-style-type: none"> ● The Need to Sum ● Sum Identities ● Arithmetic and Geometric Sequences and Series ● Pascal’s Triangle and the Binomial Theorem <p>Unit vocabulary and notation: CME p. 586</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Make a sum table for a function & write a closed-form rule for the sum ● Find the sum of a sequence with constant differences ● Expand \sum notation or convert a sum to \sum notation ● Find closed-form expressions for indefinite sums and use them to evaluate definite sums ● Develop a list of \sum identities and recognize where you can apply them ● Find closed-form expressions for series associated with a function ● Find a closed-form representation for an arithmetic sequence/series, geometric sequence/series ● Convert a repeating decimal into a fraction ● Generate Pascal’s Δ and write nth row, kth column as $\binom{n}{k}$ ● Notice and explain patterns in Pascal’s Δ 	<p>Summative assessments:</p> <ul style="list-style-type: none"> ● Chapter Assessment ● Common Mid-year & Final Exams ● Regular (weekly) assessments/quizzes ● Performance tasks (semester/quarter) <p>Formative assessments:</p> <ul style="list-style-type: none"> ● Do Now ● Presentation of student work ● Student notebooks ● Facilitated student discourse ● Questioning (T>S, S>S) of randomly called students ● Open Response questions, writing prompts ● Probing for multiple representations ● Peer assessment ● Student-developed problems and solutions ● Exit ticket/poll question 	<p>CME Algebra 2 Text</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/</p> <p>CME Project website: http://cmeproject.edc.org</p> <p>Pearson Online text and resources: www.pearsonsuccessnet.com</p> <p>Common Core Standards of Mathematical Practice</p> <p>Illustrative Mathematics Project</p> <p>Common Core Standards of Mathematical Practice</p> <p>Problem solving strategy: <i>Noticing and Wondering</i></p> <p>For intervention and remediation: Khan Academy videos and assessments</p>

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Chapter 8: Introduction to Trigonometry

Suggested Time frame: 20 days

Standards	Concepts	Learning Outcomes	Assessment	Resources
<p>F-TF.2 Explain how unit circle in coordinate plane enables extension of trig functions to all real numbers</p> <p>F-TF.3 (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for x, $\pi + x$, and $2\pi - x$ in terms of their values for x</p> <p>F-TF.4 (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions</p> <p>F-TF.5 Choose trigonometric functions to model periodic phenomena</p> <p>F-TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to calculate trigonometric ratios</p> <p>G-SRT.7 Explain and use the relationship between the sine and cosine of complementary angles</p> <p>MP-1 Make sense of problems and persevere in solving them (tinkering)</p> <p>MP-7 Look for and make use of structure (reducing problems to simpler ones)</p> <p>MP-8 Look for and express regularity in repeated reasoning (generalizing repeated calculations)</p>	<p>Introduction to Trigonometry</p> <ul style="list-style-type: none"> ● Trigonometric Functions ● Graphs of Trigonometric Functions ● Applications to Triangles <p>Unit vocabulary and notation: CME p. 681</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use right Δ trigonometry to find coordinates along the unit circle ● Evaluate sin, cos and tan functions for any angle ● Solve equations involving trigonometric equations ● Sketch graphs of sin, cos and tan ● Use graphs of trigonometric functions to solve problems ● Prove and use trigonometric identities ● Solve a Δ ● State and use the Law of Sines ● State and use the Law of Cosines ● State and use Heron's Formula 	<p>Summative assessments:</p> <ul style="list-style-type: none"> ● Chapter Assessment ● Common Mid-year & Final Exams ● Regular (weekly) assessments/quizzes ● Performance tasks (semester/quarter) <p>Formative assessments:</p> <ul style="list-style-type: none"> ● Do Now ● Presentation of student work ● Student notebooks ● Facilitated student discourse ● Questioning (T>S, S>S) of randomly called students ● Open Response questions, writing prompts ● Probing for multiple representations ● Peer assessment ● Student-developed problems and solutions ● Exit ticket/poll question 	<p>CME Algebra 2 Text</p> <p>LHS Math Website (includes resources for planning, instruction and assessment): https://sites.google.com/site/lawrencehsmath/</p> <p>CME Project website: http://cmeproject.edc.org</p> <p>Pearson Online text and resources: www.pearsonsuccessnet.com</p> <p>Common Core Standards of Mathematical Practice</p> <p>Illustrative Mathematics Project</p> <p>Common Core Standards of Mathematical Practice</p> <p>Problem solving strategy: <i>Noticing and Wondering</i></p> <p>For intervention and remediation: Khan Academy videos and assessments</p>