SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			No School **1**	No School **2**	No School **3**	**4**
Unit 8 (Polynomials) Test *37 school days until EOC* *Perimeter/area applications with polynomials* **5**	**Unit 8 (Polynomials) Test** *Perimeter/area applications with polynomials* Tutoring 3:50-5:50 **6**	*Samiyah's Birthday* *FOIL explicitly* **7**	**8**	*Erie's Birthday Identify quadratics Identify a,b,c of quads in standard form* **9**	*Factor a quadratic equation where a=1 using the x-method* **10**	**11**
Quarter 4 begins Midterm (Day 1) *32 school days until EOC* *Factor out a GCF from a quadratic equation to enable use of the x-method in appropriate situations* **12**	**Midterm (Day 2)** *Joshua W.'s Birthday* *Factor out a GCF from a quadratic equation to enable use of the x-method in appropriate situations* Tutoring 3:50-5:50 **13**	*Solve quadratic equations using the zero product property* **14**	**15**	*Quadratics Lab* **16**	*Identify key features of a quadratic graph: vertex, axis of symmetry, y-intercept, roots* **17**	**18**
Use the vertex formula (-b/2a) to find the vertex of a quadratic equation *27 school days until EOC* **19**	**9th grade college field trip** Tutoring 3:50-5:50 **20**	*Choose an appropriate a value for a given quadratic equation, understanding that if a<0, the function will reflect, and that if |a|<1 the function will get wider while |a|>1 makes the function narrower* **21**	--Graph a quadratic function from an equation, using the vertex, roots, y-intercept, and mirror properties --Create a table of values for a quadratic function, understanding that the vertex should be the central point of this table and that all other points should mirror around it **22**	--Identify transformation properties of quadratic equations --Identify whether a quadratic equation is in standard form or vertex form --Identify the vertex of a quadratic equation written in vertex form **23**	*Samaja's Birthday* **24**	**25**
Identify the vertex and y-intercept of a quadratic function written in any form *22 school days until EOC* **26**	*Jiavonie's Birthday* *Calculate the average rate of change of a quadratic function over a set of values* Tutoring 3:50-5:50 **27**	*Quadratics Lab* **28**	**29**	**Unit 9 (Quadratics) Test (Day 1)** **30**	**Unit 9 (Quadratics) Test (Day 2)** **31**	

MARCH

2017

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FEBRUARY 2017

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APRIL 2017

ESSENTIAL QUESTIONS:

Unit 8 (Polynomials):
- Why can't we turn $(x+n)^2$ into x^2+n^2?
- How can we use the FOIL method as a tool to efficiently expand expressions?
- How could we move in the opposite direction of FOIL, and what tools can we use to do so?

Unit 9 (Quadratics):
- How can we tell if an equation is quadratic?
- How can we factor a quadratic equation if there is no GCF between its terms?
- Why would we want to factor a quadratic equation?
- What does a quadratic graph look like?
- How can we use the features of a quadratic function to build a table or a graph?
- How can we use algebraic manipulation to help us in this pursuit?
- How does a quadratic graph transform as you change it?
- How might f(kx) be different from f(x+k) and kf(x)?
- How can we use vertex form to our advantage?