



SUBJECT: MATHEMATICS HIGH SCHOOL
BOE APPROVAL: August 2018

Cliffside Park Public Schools

GRADE: 11

Cliffside Park Public Schools

COURSE OF STUDY UNIT PLANNING GUIDE FOR: Algebra 2 Unit 2

Grade Level:
11th

Cliffside Park School District
Cliffside Park, NJ 07010
www.cliffsidepark.edu



Course Overview:

The Algebra 2 course explores families of functions which include linear, quadratic, exponential, logarithmic, radical and rational. The course examines these functions in various forms including algebraically and graphically. Students explore key concepts involving operations on these types of functions and different graphical representation using both technology and sketches by hand. Trigonometric functions are also explored and investigated using r models and the unit circle. Probability, data analysis, and statistics are also explored to create inferences and justify conclusions.

Overview of Units:

1. Linear Functions, Quadratic Functions,
2. Polynomial Functions
3. Rational Exponents, Rational Functions & Exponential Growth and Decay Functions
4. Periodic Models, Making Inference, Justifying Conclusion and Conditional Probability



Mathematics: Algebra 2

Unit 2 Algebra 2

Unit Name: Rational Exponents, Rational Functions & Exponential Growth and Decay Functions

Primary Resource: Big Ideas Algebra 2 Common Core Edition 2016 and Associated Online Resources;

Duration: Approximately 6 weeks

WEEK 13

Essential Question: What are some common characteristics of the graphs of cubic and quartic polynomial functions?

NJSLS Standards	Concepts <i>What student will know.</i>	Skills <i>What students will be able to do.</i>	Activities	Assessments and Checks for Understanding
<p>F.IF.B.4 For a function that models a relationship between two quantities, 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. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.★</p> <p>F.IF.C.7c Graph polynomial functions, identifying zeros when suitable factorizations</p>	<p><i>Lesson Vocabulary:</i></p> <p>Polynomial, polynomial function, end behavior</p> <p><i>Learning Goals:</i></p> <p>29. Identify and evaluate polynomial functions.</p> <p>30. Understand and describe end behavior.</p> <p>31. Graph a polynomial function.</p>	<ul style="list-style-type: none"> • Use and apply vocabulary terms in context. • Identify polynomial functions • Evaluate and describe end-behavior • Graph polynomial functions • Sketch a graph of a polynomial functions • Solve real-life problems using 	<ul style="list-style-type: none"> • Explorations 1 Identifying graphs of polynomial functions • Exploration 2, Identifying x-intercepts of polynomial graphs • Learn the names and degrees of polynomial functions • Core concept, End Behavior p. 159 • TI-84 Activities End-behavior 	<p>Formative:</p> <p>Analyzing Student classwork Strategic Questioning Error Analysis, p.162 Turn and Talk Exit Slips Do Nows Leveled Homework p. 162 Basic Homework Check p. 162 Quizzes</p> <p>Summative:</p> <p>Mini-Assessment p. 164 TE Topic Tests</p>



<p>are available, and showing end behavior</p> <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>32. Sketch a polynomial function using given characteristics, identifying intervals as increasing and decreasing.</p>	<p>polynomial functions</p>		<p>Projects</p> <p>Benchmark Tests:</p> <p>Approximately every 6 weeks.</p> <p>Alternative:</p> <p>Ask students to construct viable arguments to justify the answer to specific questions about polynomial functions.</p> <p>Have student explain end-behavior of a given polynomial function with examples.</p> <p>Use T-84 Activities to explore end-behavior</p>
<p>Possible Resources:</p> <p>Solving nonlinear systems- Khan Academy 1 Khan Academy 2 A.REI.C.7 Linear and Quadratic System</p> <p>Real world problem - Illustrative Math</p> <p>Videos: Khan Academy: Intro to End-Behavior</p> <p>Khan Academy in Spanish</p>				



WEEK 14 - WEEK 15

Essential Question(s): How can you cube a binomial?

How can you use the factors of a cubic polynomial to solve a division problem involving polynomials?

NJSLS Standards	Concepts <i>What student will know.</i>	Skills <i>What students will be able to do.</i>	Activities	Assessments and Checks for Understanding
<p>A.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials</p> <p>A.APR.C.4 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p> <p>A.APR.C.5(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.¹</p>	<p><i>Lesson Vocabulary:</i></p> <p>Pascal's Triangle, polynomial long division, synthetic division</p> <p><i>Learning Goals:</i></p> <p>33. To add and subtract polynomials.</p> <p>34. To multiply polynomials, including using special product patterns.</p> <p>35. To prove polynomial identities.</p> <p>36. To use Pascal's Triangle- to expand binomials.</p>	<ul style="list-style-type: none"> • Add and subtract polynomials. • Multiply polynomials • Use Pascal's Triangle to expand a binomial • Perform long division to divide polynomials by another polynomial • Perform synthetic division to divide polynomials of the form $x-k$ • Apply the Remainder Theorem 	<ul style="list-style-type: none"> • Exploration 1 Cubing a Binomial p. 165 • Exploration 2, Generalizing Patterns for Cubing a Binomial (Pascal's Triangle) • Add/Subtract polynomials vertically and horizontally • Core Concept: Special Product Patterns p. 167 • Core Concept: Pascal's Triangle p. 169 • Student Practice pp. 170-172 • Exploration 1, 2 Dividing Polynomials p. 173 • Long Division instruction and exercises • Synthetic Division instruction and exercises • Core Concept the Remainder Theorem 	<p>Formative:</p> <p>Analyzing Student classwork Strategic Questioning Error Analysis, p.170; 177 Turn and Talk p. 160 TE Exit Slips Do Nows Leveled Homework p. 170; 177 Basic Homework Check p. 170; 177 Quizzes p. 172; 178</p> <p>Summative:</p> <p>Topic Tests Projects</p> <p>Benchmark Tests:</p> <p>Approximately every 6 weeks.</p>



<p>¹ <i>The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.</i></p> <p>A.APR.B.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>A.APR.D.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively</p> <p>MP.3 Construct viable arguments and critique the reasoning of others</p> <p>MP.7 Look for and make use of structure.</p>	<p>37. To divide polynomials using long division and synthetic division.</p> <p>38. To use the Remainder Theorem to evaluate a polynomial function.</p>			<p>Alternative:</p> <p>Ask students to construct viable arguments to justify the answer to specific questions about polynomial addition, subtraction, multiplication and division.</p> <p>Add, subtract, multiply or divide using any method.</p> <p>Novice Performance Task</p> <p>Think Alouds</p>
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<p>MP.8 Look for and express regularity in repeated reasoning.</p>				
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<p>Possible Resources:</p> <p>Solving nonlinear systems- Khan Academy 1 Khan Academy 2 A.REI.C.7 Linear and Quadratic System</p> <p>Real world problem - Illustrative Math</p> <p>Performance Tasks: Math Assessment Project</p>

<p>WEEK 16</p> <p>Essential Question: How can you factor a polynomial?</p>
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<p>A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</p> <p>A.APR.B.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so</p>	<p><i>Lesson Vocabulary:</i></p> <p>Factor completely, factor by grouping, quadratic form</p> <p><i>Learning Goals:</i></p> <p>39. To learn to factor polynomials using common monomial factor.</p>	<ul style="list-style-type: none"> • Use and apply vocabulary terms in context. • Factor polynomials • Use the Factor Theorem 	<ul style="list-style-type: none"> • Explorations 1,2 Factoring Polynomials p. 179 • Factoring out common monomial factors • Core Concept: Special Factoring Patterns: Difference of Square, Difference of Cubes • Factor by grouping p. 181 • Using the Factor Theorem to determine if k is a zero of $f(x)$, p. 182 • Real life application p. 183 • Error Analysis p. 184 	<p>Formative:</p> <p>Analyzing Student classwork Strategic Questioning Error Analysis, p.184 Turn and Talk Exit Slips Do Nows Leveled Homework p. 184 Mini assessment p. 186 TE</p> <p>Summative:</p>
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<p>$p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.7 Look for and make use of structure.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>40. To factor polynomials using various methods.</p> <p>41. To use the Factor Theorem to determine if a linear binomial is a factor of a polynomial function.</p>		<ul style="list-style-type: none"> Guided Assignment p. 184 TE 	<p>Topic Tests Projects Cumulative Review/Quiz: 4.1-4.4 pp. 187-188</p> <p>Benchmark Tests:</p> <p>Approximately every 6 weeks.</p> <p>Alternative:</p> <p>Verbally ask students to explain the procedure needed to find factors of a polynomial and how to sketch a graph of a polynomial</p> <p>Have students look back over sections 4.2-4.4. Have them summarize what they understand about polynomial operations and factoring polynomials.</p> <p>Project/Performance Task</p>
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Possible Resources:
 Illustrative Mathematics:
[A.SSE.A.2 A Cubic Identity](#), [A.APR.B.2 The Missing Coefficient](#)

Performance Tasks: [Math Assessment Project](#)



WEEK 17

Essential Question: How can you determine whether a polynomial equation has a repeated solutions?

NJSLS Standards	Concepts <i>What student will know.</i>	Skills <i>What students will be able to do.</i>	Activities	Assessments and Checks for Understanding
<p>A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>MP.2 Reason abstractly and quantitatively. MP4 Model with mathematics</p> <p>MP.5 Use appropriate tools strategically</p>	<p>Lesson Vocabulary:</p> <p>Repeated solution</p> <p>Learning Goals:</p> <p>42. To solve a polynomial equation by factoring or sketching.</p> <p>43. To find the zeros of a polynomial functions.</p> <p>44. To use the Rational Root Function to find the solutions (roots, or zeros) of a polynomial function.</p> <p>45. To understand and use the Irrational</p>	<ul style="list-style-type: none"> Find solutions of polynomial equations and zeros of polynomial functions. Use the Rational Root Theorem Use the Irrational Conjugate Theorem. 	<ul style="list-style-type: none"> Exploration 1, Cubic Equations and Repeated Solutions Exploration 2, Quartic Equations and Repeated Solutions p. 189 Factoring and graphing polynomial functions with repeated solutions p. 190 Core Concept: The Rational Root Theorem Using Rational Root Theorem to list possible roots of a polynomial function p. 191 Find the zeros of a polynomial function p. 192 Use the Irrational Conjugates Theorem to find irrational root pairs 	<p>Formative:</p> <p>Analyzing Student classwork</p> <p>Strategic Questioning</p> <p>Error Analysis, p.194</p> <p>Think- Pair-Share and Turn and Talk p. 193 TE</p> <p>Exit Ticket p. 191 TE</p> <p>Do Nows</p> <p>Leveled Homework p. 194</p> <p>Quizzes</p> <p>Summative:</p> <p>Mini Assessment p. 196 TE</p> <p>Topic Tests</p> <p>Projects</p> <p>Benchmark Assessments:</p> <p>Every 5-6 weeks.</p> <p>Alternative:</p> <p>Review Monitoring Progress</p>



	Conjugate Theorem.			questions p. 194
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Possible Resources:

Solving equations - [Khan Academy](#), www.ixl.com

Real world problem - [Illustrative Math: Solve Simple Cubic Equations Graphing from Factors Graphing from Factors 2](#)

Performance Tasks: [Math Assessment Project](#)

WEEK 18
Essential Question: How can you determine whether a polynomial equation has imaginary solutions?

NJSLS Standards	Concepts <i>What student will know.</i>	Skills <i>What students will be able to do.</i>	Activities	Assessments and Checks for Understanding
<p>N.CN.C.8 (+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</p> <p>N.CN.C.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p> <p>A.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>	<p>Lesson Vocabulary:</p> <p>Complex Conjugates</p> <p>Learning Goals:</p> <p>46. To find the number of zeroes or solutions of a polynomial equation.</p> <p>47. To find the zeros of a polynomial function.</p>	<ul style="list-style-type: none"> Use the Fundamental Theorem of Algebra Find conjugate pairs of complex zeros of polynomial functions Use Descartes' Rule of Signs. 	<ul style="list-style-type: none"> Exploration 1, Exploration 2 Cubic Equations and Imaginary Solutions p. 197 Fundamental Theorem of Algebra p. 198 Core Concept: The Complex Conjugate Theorem p. 199 Descartes's Rule of Signs p. 200 Use zeros to write polynomial functions Use Descartes Rule of signs. 	<p>Formative:</p> <p>Analyzing Student classwork Strategic Questioning Error Analysis, p.202 Turn and Talk p. 199 TE Leveled Homework p. 202 Quizzes Always-Sometimes-Never True (AT-ST-NT) p. 199 TE Closure Writing Prompt p. 201 TE</p> <p>Summative:</p> <p>Mini Assessment p. 204 TE Topic Tests</p>



<p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments & critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p>	<p>48. To use the zeros to write a polynomial function.</p> <p>49. To use Descartes' Rule of Signs to determine the possible number and type of zeros for a polynomial function.</p>			<p>Projects</p> <p>Benchmark Assessments: Every 5-6 weeks.</p> <p>Alternative:</p> <p>Review Monitoring Progress questions p. 202</p> <p>Oral or written explanation of concepts (Think Alouds)</p>
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Possible Resources:

Fundamental Theorem of Algebra [Khan Academy Explanation](#)
[Complex Cube and Fourth Roots of 1](#)-Illustrative Mathematics
[A.APR.B.3 Graphing from Factors III](#)

Interdisciplinary Connections and Activities:

NJSLS-ELA

RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.



RST.11-12.10 By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

NJSLS-S

Forces and Interactions

PS2-1 Analyze data to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass and its acceleration.

Inheritance and Variation of Traits

LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

Scientific and Engineering Practices:

4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence.

NJSLS-Technology:

Students will participate in activities on Google Classroom and other online resources, Desmos, GeoGebra, IXL

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Career Ready Practices:

Students will use Desmos, GeoGebra or the TI-84 calculator to assist in graphing and analyzing these equations. They will discuss their findings with the instructor and their classmates.



- CRP2.** apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity

21st Century Life and Career:

- 9.1.12.B.6** Design and utilize a simulated budget to monitor progress of financial needs.
- 9.1.12.C.2** Compare and compute interest and compound interest and develop an amortization table using business tools.
- 9.1.12.C.3** Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.

BENCHMARK



Integrated Differentiation/Accommodations/Modifications for Algebra 2 Unit 2
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>See specific modifications in each lesson.</p> <p>Integrate Higher Order Thinking Skills (HOTS) through questioning and extension projects specific to linear equations, inequalities and functions</p> <p>Provide menu of challenge activities for when the child finishes the lesson early (integrate technology when possible).</p> <p>College/Career Readiness skill enhancement - G & T students can research professions related to the Algebra.</p> <p>Have the student teach the lesson - peer tutoring (research-based strategy) Accelerate pace for students who are advanced in concepts.</p> <p>Use inquiry-based, discovery learning approaches that emphasize open-ended problems with multiple solutions or multiple paths to solutions.</p> <p>Allow students to design their own ways to find the answers to complex questions.</p>	<p>See specific modifications in each lesson.</p> <p>Concept/Idea Map - teacher models note-taking on Polynomial functions: graphing polynomial functions, understanding end behaviors, sketching polynomial functions, mathematical operations on polynomials, using the Remainder Theorem, factoring polynomials, using the Factor Theorem, solving polynomial equations, finding zeros of a polynomial functions, understanding and using the Irrational Root Theorem, understanding and using the Fundamental Theorem of Algebra, and Descartes' Rule of Signs</p> <p>Contextualize language See each lesson for specific vocabulary</p> <p>Visuals and illustrations to be used for polynomial functions, factoring polynomials, sketching and graphing polynomials and other concrete terms.</p> <p>Word/picture bank available for students' reference in classroom, online and in their textbooks.</p> <p>Wait Time Two - extend basic "Wait Time" - after the 1st student responds to a question, the teacher waits an additional 5</p>	<p>See specific modifications in each lesson.</p> <p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Allow student to use calculator to solve quadratic equations.</p> <p>Teach students how to check the accuracy of the solution that was derived from use of the graphing calculator.</p> <p>Utilize manipulatives and/or visuals within instructional presentation of linear functions and quadratic functions, absolute value functions</p> <p>Teach students how to check the accuracy of the solution that was derived from use of the calculator or other method.</p> <p>Provide graph paper to aid in aligning systems of equations and graphing and sketching polynomials.</p> <p>Utilize graphic organizer or partially completed template for students to solve word problems and other complex problems in the unit.</p> <p>Provide study guides that are partially completed by teacher, allowing the student to fill in missing information during instruction in order to aid in obtaining information pertaining to modeling linear functions and solving linear systems.</p>



	<p>- 7 seconds before calling on another student to ask a question about this unit.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Teach the text backward - frontload the concepts and vocabulary needed for learning the material and activating prior knowledge vocabulary, see specific lesson for vocabulary list.</p> <p>Use a word square to teach target academic vocabulary for this unit.</p> <p>Support comprehension of unknown vocabulary, by providing examples of Note-taking, highlighting, underlining, etc.</p> <p>Students should be given copies of grade level material or text so they can highlight or underline pertinent information.</p> <p>Provide students with a sample problem or list of steps or procedures for multi-step solutions to problems. Allow student to reference these procedures when solving independently.</p> <p>Differentiating the Lesson:</p> <ul style="list-style-type: none"> ● Skills review Handbook ● Box Method for multiplying polynomials ● Notebook Development (ELL) make a pattern list starting with special Product Patterns p. 167 ● Visual Learners, provide grid paper to help organize work (Division, multiplication). P. 174 TE 	<p>Utilize visual aids such as charts or graphs connected to graphing and transformations and provide explicit instruction in how to analyze this data.</p> <p>By utilizing individual student assessment results, the teacher will provide small group or remedial instruction to review essential questions/big ideas, key concepts and provide additional explanations, more examples, and to model procedures in finding the solutions to particular problems.</p> <p>Provide wait time to allow students to process orally unit.</p> <p>Access to word/picture banks to develop an understanding and use content-specific vocabulary.</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of content through illustrations, computer projects, oral response, creative presentations or demonstration, etc.</p> <p>Support comprehension of unknown vocabulary, by providing examples of Note-taking, highlighting, underlining, etc.</p> <p>Students should be given copies of grade level material or text so they can highlight or underline pertinent information.</p> <p>Text to speech/Oral reading if necessary.</p> <p>Provide students with flexible seating options while working independently, depending on need or preference.</p> <p>Math-specific vocabulary and literary terms should be pre-taught before teaching relevant concepts.</p> <p>Allow extra time to complete in class written assignments.</p> <p>Provide students with a sample problem or list of steps or procedures for multi-step solutions to problems. Allow</p>
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	<ul style="list-style-type: none"> • Small group • Diagrams and illustrations • Partially completed examples with essential terms highlighted or underlined 	<p>student to reference these procedures when solving independently.</p> <p>Reduce the number of assigned problems within a unit.</p> <p>Provide models or templates to teach the structure of how to solve problems systematically.</p> <p>If necessary, provide additional set of materials or online access so that students can utilize resources at school and home.</p> <p>Provide study guide for students to review before Unit quizzes or tests.</p> <p>Provide models or templates to teach the structure of how to solve problems systematically.</p> <p>If necessary, provide additional set of materials or online access so that students can utilize resources at school and home.</p> <p>Modify tests to address big ideas/essential questions of the unit.</p>
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Sources:

New Jersey Student Learning Standards (2016)- Math <https://www.state.nj.us/education/cccs/2016/math/standards.pdf>
 New Jersey Student Learning Standards (2016) -ELA <https://www.state.nj.us/education/cccs/2016/ela/g1112.pdf>
 New Jersey Student Learning Standards (2016)- Science <https://www.state.nj.us/education/cccs/2016/science/>
 New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
 Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>