STRAND	TITLE	MONTHS TAUGHT
Strand 1	**Number and Quantity** Reason Quantitatively Create equations to describe numbers or relationships	August mid-September
Strand 2	**Algebra Reasoning Linear and Exponential Relationships** Represent, solve equations or inequalities graphically Graphing linear equations Graphing systems of equations Build a function Arithmetic/Geometric Sequences Graphing exponential equations Function Notation Rate of change Analyze Functions	mid-September October mid-November
Strand 3	**Algebra Reasoning with Equations and Inequalities** Simple Equations Equalities/Inequalities Systems of Equations	mid-November December
Strand 4	**Statistics, Interpreting Data** Interpret data Bivariate data sets/graphs Two-way frequency tables Scatter plots Rate of change/constants Compute/Interpret graphs Correlation/Causation	January mid-February
Strand 5	**Geometry Congruence** Transformations on plane Rotations, Reflections Quantitative Reasoning	mid-February March

STRAND	TITLE	MONTHS TAUGHT
Strand 6	**Geometry Properties with Equations** Proofs of theorems Parallel and Perpendicular lines	April May

- Day-to-day pacing is left to the discretion of the individual collaborative teams. Follow the district monthly pacing to help guide the daily lesson plans. (For example, complete teaching Strand 1 “Number and Quantity” concepts by the middle of September).
- Teachers are expected to use formative assessments regularly to guide instruction, intervention, remediation, and enrichment.
- **IMPORTANT NOTE:** Teams that are using the *Mathematics Vision Project (MVP)* may opt to follow the MVP scope and sequence/pacing.