



Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: Mathematics
Course: Algebra 2/Trigonometry (H242)
Grade(s): 10-12

Course Overview

The overall goals of the course are: to explore a variety of functions that can be used to model relationships between sets of numbers; to introduce the set of complex numbers; to build equation-solving skills; to introduce basic data analysis and probability. Students will be expected to work with relations that are in a variety of representations, including algebraic, tabular, graphic, and verbal forms. Real-world data will be used to motivate and extend all topics. The TI-83 graphing calculator and web-based technologies will be used extensively to assist in solving complicated problems. Students will be expected to communicate mathematics clearly in written, verbal, and algebraic forms.

This course is for the student with above-average mathematical ability who has maintained a "B" average or better in Geometry 232 and who wishes to continue his study of more advanced work in mathematics. The algebraic properties of the real number system are reviewed, as are equations and inequalities of the first and second degree. The real number system is extended to the complex number system. Coordinate geometry, systems of equations, and logarithmic, exponential, trigonometric, and polynomial functions are covered in detail.

Prerequisite: Geometry H232

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the [New Jersey Student Learning Standards](#).

Content Area Standards:

- 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
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
- A-APR.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 $(x^2 - y^2)(x^2 + y^2)$.
- 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 $p(x)$.

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- 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.
- A-APR.C.4+. Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
- A-CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- A-CED.A.2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A-CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A-CED.A.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .
- A-REI.A.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- A-REI.D.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- A-REI.D.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 $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
- A-REI.D.12. Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
- A-SSE.A.1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on 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 $(x^2 - y^2)(x^2 + y^2)$.
- F-BF.B.3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
- F-BF.B.4. Find inverse functions.
 - a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.
 - b+. Verify by composition that one function is the inverse of another.

- F-BF.B.5+. Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
- 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.
- F-IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.
- F-IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
 - b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
 - c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
 - e. Graph exponential and logarithmic functions, showing intercepts and end behavior.
 - f. Graph trigonometric functions, showing period, midline, and amplitude.
- F-IF.C.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- F-IF.C.8b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{(12t)}$, $y = (1.2)^{(t/10)}$, and classify them as representing exponential growth or decay.
- F-IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
- F-LE.A.4. For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.
- F-TF.A.1+. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
- F-TF.A.2+. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
- F-TF.A.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 , where x is any real number.
- T-TF.A.4+. Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. Model periodic phenomena with trigonometric functions.

- F-TF.B.5+. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.
- F-TF.B.6+. Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
- F-TF.B.7+. Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.
- F-TF.C.8+. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.
- F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
 - e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
- F-TF.C.8. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.
- N-CN.A.1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
- N-CN.A.2. Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
- N-CN.C.7. Solve quadratic equations with real coefficients that have complex solutions.
- N-CN.C.8+. Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x+2i)(x-2i)$.
- N-CN.C.9+. Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.
- N-RN.A.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. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3) \cdot 3} = 5^1 = 5$ to hold, so $(5^{1/3})^3$ must equal 5.
- N-RN.A.2. Rewrite expressions involving radicals and rational exponents using the properties of exponents
- N-RN.B.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Interdisciplinary Standards:

- RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RST.9-10.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- HS-PS4-1: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

Career Readiness, Life Literacies and Key Skills Standards:

- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option
- 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education
- 9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages.
- 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).
- 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
- 9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

Computer Science and Design Thinking Standards:

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

Career Readiness Practices

- CRP 1. Act as a responsible and contributing citizen and employee.
- CRP 2. Apply appropriate academic and technical skills.
- CRP 3. Attend to personal health and financial well-being.
- CRP 4. Communicate clearly and effectively and with reason.
- CRP 5. Consider the environmental, social and economic impacts of decisions.
- CRP 6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 9. Model integrity, ethical leadership and effective management.
- CRP 10. Plan education and career paths aligned to personal goals.
- CRP 11. Use technology to enhance productivity.
- CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- [Diversity and Inclusion](#) (Grades K - 12)
 - C.18A:35-4.36a: Curriculum to include instruction on diversity and inclusion.
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

Students will be able to...

- Represent and classify real numbers
- Evaluate algebraic expressions
- Solve a linear equation for a numerical value of "x"
- Manipulate a literal equation and solve for a specified variable
- Solve a linear inequality and graph its solution on a number line
- Solve a compound inequality and graph its solution on a number line
- Use interval notation to represent solutions of linear inequalities in one variable
- Solve an absolute value equations by first transforming it into two linear equations
- Graph the solution set to an absolute value inequality on a number line
- Solve an absolute value inequality by first transforming it into a compound inequality
- Graph the solution set to an absolute value inequality on a number line
- Define function
- Recognize a function given a table, mapping diagram, graph (apply vertical line test), and a set of ordered pairs
- Use function notation
- Identify domain and range of discrete and continuous graphs and define using interval notation
- Graph the parent function of an absolute value function
- Graph absolute value functions with rigid transformations (up/down, left/right, upside down). Understand how $f(x+k)$, $f(x) + k$ and $-f(x)$ transform the graphs.
- Find the domain and range in interval notation of these graphs
- Write an absolute value function given a graph
- Solve a system of linear equations graphically
- Recognize when a system has no solution or infinitely many based on its graph (parallel vs. same line)
- Solve systems of linear equations by finding intersections on graphing calculator
- Be able to solve word problems involving systems of linear equations by using substitution and elimination
- Recognize when a system will have no solution or infinitely many solutions based on answer patterns (0=9, no solution, 9=9 infinitely many)

- Set up and solve a word problem involving systems of linear equations
- Minimize and maximize an objective quantity
- Use linear programming to answer questions about real-life situations
- Solve a system of linear equations in three variables algebraically
- Solve a system of linear equations in three variables using matrices and RREF on the graphing calculator
- Set up and solve a word problem involving systems of linear equations. Use the calculator to solve such problems.
- Factor GCF
- Factor difference of squares
- Factor trinomials
- Factor grouping
- Factor sum and difference of cubes
- Use the zero product property as a method of solving quadratics
- Use taking square roots as a method of solving quadratics
- Use completing the square as a method of solving quadratics
- Use the quadratic formula as a method of solving quadratics
- Use the discriminate to find the number of solutions of a quadratic equation and to describe the roots
- Graph quadratic functions in intercept form
- Identify max and min values, x-intercepts, domain and range in interval notation.
- Graph quadratic functions in standard form
- Identify max and min values, x-intercepts, domain and range in interval notation.
- Graph quadratic functions in vertex form
- Identify max and min values, x-intercepts, domain and range in interval notation.
- Use completing the square to convert quadratics from standard to vertex form
- Solve systems of nonlinear (limit to abs, quadratic, simple rational) by finding intersections on calculator, or by recognizing that if there is no intersection point, the system has no solution.
- Use the algebraic methods learned to solve word problems (vertical motion model)
- Recognize when and in what context an imaginary numbers arise
- Apply arithmetic operations to complex numbers.
- Raise “i” to “high powers” (i^{13})
- Graph using transformation techniques
- Perform operations with functions, state the domain of the resulting function (including union of sets for rational functions, etc..)
- Perform a composition of two functions
- Recognize whether a function is even, odd, or neither based on its graph
- Algebraically show that a function is even, odd, or neither
- Find the inverse of a function graphically and algebraically
- Perform the horizontal line test
- Graph step and piecewise functions
- Use step and piecewise functions in real life situations
- Simplify using all properties of exponents
- Evaluate nth roots of real numbers using radical notation and rational exponent notation both by hand and with a calculator
- Multiply and divide radicals

- Simplify radicals using absolute value where appropriate
- Define radicand, index, like radicals
- Add and subtract radicals
- Rationalize denominators using conjugate
- Solve radical equations
- Find extraneous solutions and reason about what it means to be an extraneous solution
- Graph cubic functions with transformations
- Find domain and range of cubic functions in interval notation
- Connect inverses
- Justify whether certain cubic graphs are even, odd, or neither
- Graph exponential functions
- Find the domain and range in interval notation
- Solve exponential equations both with like and unlike bases that do not require logs
- Switch between logarithmic and exponential form
- Evaluate logarithms without the calculator
- Evaluate logarithms using the change of base formula and the calculator
- Graph logarithmic functions
- Use properties to expand and condense logarithms
- Solve logarithmic equations and exponential equations requiring logarithms with all bases.
- Evaluate, expand, and condense logarithms of base e
- Graph natural logarithms
- Use logarithmic properties to evaluate natural logarithms
- Solve word problems related to logarithms (compound interest, growth and decay word problems)
- Recognize characteristics of a polynomial (degree, leading coefficient, standard form, monomial, binomial, trinomial, etc...)
- Add, subtract, and multiply polynomials
- Finding all roots of a polynomial equation of higher degree using factoring/quadratic formula
- Divide polynomials using long and synthetic division
- Recognize when to use synthetic division over long division
- Find # of max turns (degree-1)
- Find relative extrema on calculator
- Describe end behavior
- Use the remainder theorem to evaluate polynomials
- Use the factor theorem
- Apply the rational zero test and synthetic division to find all rational zeros of a polynomial
- Define multiplicity
- Describe how zeros, factors, and solutions are related
- Use the Fundamental Theorem of Algebra to determine the number of solutions of a polynomial/draw a connection to the linear factorization theorem
- Find all (real and complex) zeros of a polynomial
- Graph polynomials
- Evaluate all trigonometric functions ($\sin$, $\cos$, $\tan$, $\csc$, $\sec$, $\cot$) of acute angles with and without the calculator
- Extend the unit circle beyond acute angles
- Decide whether angles are coterminal

- Find coterminals angles
- Rewrite radian measures as degree and degree as radian
- Draw angles of rotation
- Find reference angles
- Evaluate all trig functions of any angle
- Define amplitude and period and find each for sin and cos functions.
- Graph sin and cos functions
- Graph vertical and horizontal shifts and reflections of sin and cos functions.
- Write a sin/cos equation given the graph
- Evaluate and graph the inverse of sine and cosine
- Evaluate the inverse of tangent
- Use a calculator to evaluate the inverse of trigonometric functions
- Solve oblique triangles using law of sines
- Use law of sines to determine how many solutions exist for an oblique triangle
- Find the area of an oblique triangle
- Solve oblique triangles using law of cosines
- Find the area of an oblique triangle using Heron's area formula
- Recognize and write the fundamental identities
- Use fundamental trigonometric identities to evaluate, simplify and rewrite trigonometric expressions
- Verify trigonometric identities
- Use algebra to solve trigonometric equations (including quadratic)
- Use inverse trigonometric functions to solve trigonometric equations

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit 1: Analyzing Equations and Inequalities (~13 Days) - Chapters 1 & 2

- How do we apply properties of real numbers to simplify expressions and solve equations?
- Why do absolute value equations usually have two solutions?
- What are functions and how do we use them?

Unit 2: Systems of Equations and Inequalities (~13 Days) - Chapter 3

- How many solutions can exist given a system of equations?
- How can solutions to linear systems of equations and inequalities help with cost effectiveness?

Unit 3: Quadratic Equations and Parabolas (~22 Days) - Chapter 5

- How does factoring quadratics help us solve polynomial equations?
- What does it mean to be a root to a quadratic equation?
- What are ways we can find roots?
- How many roots does a quadratic equation have?
- What is an imaginary number and how do they form the set of complex numbers?
- What are the advantages of a quadratic function in vertex form?

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- In standard form? In intercept form?
- How are quadratic functions used to model, analyze and interpret mathematical relationships?

Unit 4: Functions (~10 Days) - Chapter 6

- What is domain and range? Are there ever any values that cannot be in the domain of a function?
- How are the properties of functions and functional operations useful?
- What is vertex form and how can it be applied to functions?

Unit 5: Powers, Roots, and Radicals (~12 Days) - Chapter 7

- Why is $\sqrt{125} = 5\sqrt{5}$?
- Why is it necessary for roots to “match” in order to add or subtract radicals?
- Why can we rationalize that $\sqrt{x} = x^{1/2}$?
- How do you find the solutions to a radical equation? What are extraneous solutions?

Unit 6: Exponential and Logarithmic Functions(~16 Days) - Chapter 8

- How are exponents and logarithms related?
- What is a logarithm and what is it used for?
- How are properties of exponents applied to logarithms?
- What is the importance of logarithms in real life data?

Unit 7: Polynomials (~15 Days) - Chapter 9

- How are the properties of real numbers related to polynomial expressions?
- What is synthetic division and why is it useful? Why must we include zeros for missing powers?
- What is the relationship between a polynomial and its factors?
- What are roots to polynomial equations?
- What types of roots exist for polynomial equations?
- How are factors, zeros and x-intercepts related? How are factors and roots related?
- What are the differences between even and odd polynomials graphically?
- How do you compose functions?
- What are the characteristics of a polynomial function?
- How does left/right and even/odd behavior help in graphing polynomial functions?

Unit 8: Trigonometric Ratios/Functions and Graphs (~16 Days) - Chapters 13/14

- How are the six basic trig functions related?
- How are radian and degree measures used in real-world settings?
- What is the unit circle and how can it help to evaluate trigonometric functions quickly?
- What is a periodic function?
- How do amplitudes, periods, phase shifts, vertical shifts and cofunctions relate to the graphs of translated sine and cosine functions?

Unit 9: Trigonometric Oblique Triangles, Inverses, Identities, and Equations (~16 Days) - Chapters 13/14

- How do the graphs of the inverse trig functions relate to the parent graphs of the trig function?

- How do you find the missing information from a given oblique triangle?
- How do you use oblique triangles to solve real world situations?
- How can algebraic operations be used to simplify trigonometric expressions and verify trigonometric identities?
- How do you solve trig equations?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

- Guided Note Outlines
- [Google Classroom](#)
- [DeltaMath](#)
- [Desmos](#)
- [Khan Academy](#)
- [NJ Standardized Test Prep Resources](#)
- [Kuta Software](#)

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative: Practice Problem Sets, Homework Exercises, Exit Tickets, Graded Check-Ins

Summative: Quizzes & Unit Tests

Benchmark: Midterm and Final Exams

Alternative: Projects

Suggested Strategies for Modification & Differentiation

[Modifications Chart](#)