



**Georgia's K-12  
Mathematics Standards  
Curriculum Map**

***2026 – 2027***

**College Readiness:  
Mathematics Capstone Course**

# FCS College Readiness CURRICULUM MAP

| Georgia's College Readiness Mathematics Standards                                                                                                                                                      |                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                       |                                                                                                                                                                                        |                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Semester 1                                                                                                                                                                                             |                                                                                                                                                                                         |                                                                                                             | Semester 2                                                                                                                                                                                            |                                                                                                                                                                                        |                                                          |
| Unit 1                                                                                                                                                                                                 | Unit 2                                                                                                                                                                                  | Unit 3                                                                                                      | Unit 4                                                                                                                                                                                                | Unit 5                                                                                                                                                                                 | Unit 6                                                   |
| Exploring the Real Number System Through Public Health                                                                                                                                                 | Interpreting Data & Calculating Probabilities of Compound Events                                                                                                                        | Applying Measurement, Surface Area, Volume & Right-Angle Trigonometry                                       | Building and Interpreting Functions in Authentic Situations                                                                                                                                           | Analyzing Financial Investments                                                                                                                                                        | Culminating Capstone Unit                                |
| <b>27 Days</b>                                                                                                                                                                                         | <b>28 Days</b>                                                                                                                                                                          | <b>28 Days</b>                                                                                              | <b>39 Days</b>                                                                                                                                                                                        | <b>38 Days</b>                                                                                                                                                                         | <b>10 Days</b>                                           |
| <u>Unit Dates</u><br>8/5/2026 – 9/11/2026                                                                                                                                                              | <u>Unit Dates</u><br>9/14/2026 – 10/29/2026                                                                                                                                             | <u>Unit Dates</u><br>10/30/2026 – 12/16/2026                                                                | <u>Unit Dates</u><br>1/5/2027 – 3/8/2027                                                                                                                                                              | <u>Unit Dates</u><br>3/9/2027 – 5/7/2027                                                                                                                                               | <u>Unit Dates</u><br>5/10/2027 – 5/21/2027               |
| <b>Learning Expectations</b><br><br>CRM.NR.2.1<br>CRM.NR.2.2<br>CRM.NR.2.3<br>CRM.NR.2.4<br>CRM.NR.2.5                                                                                                 | <b>Learning Expectations</b><br><br>CRM.DSR.6.1<br>CRM.DSR.6.2<br>CRM.DSR.6.3<br>CRM.DSR.6.4<br>CRM.DSR.6.5<br>CRM.DSR.6.6<br>CRM.DSR.6.7<br>CRM.DSR.6.8<br>CRM.DSR.6.9<br>CRM.DSR.6.10 | <b>Learning Expectations</b><br><br>CRM.GSR.5.1<br>CRM.GSR.5.2<br>CRM.GSR.5.3<br>CRM.GSR.5.4<br>CRM.GSR.5.5 | <b>Learning Expectations</b><br><br>CRM.PAR.3.1<br>CRM.PAR.3.3<br>CRM.PAR.3.5<br>CRM.FGR.4.1<br>CRM.FGR.4.2<br>CRM.FGR.4.3<br>CRM.FGR.4.4<br>CRM.FGR.4.5<br>CRM.FGR.4.6<br>CRM.FGR.4.7<br>CRM.FGR.4.8 | <b>Learning Expectations</b><br><br>CRN.PAR.3.2<br>CRN.PAR.3.3<br>CRN.PAR.3.4<br>CRN.PAR.3.5<br>CRN.PAR.3.6<br>CRN.PAR.3.7<br>CRN.PAR.3.8<br>CRM.FGR.4.2<br>CRN.FGR.4.5<br>CRN.FGR.4.6 | <b>Learning Expectations</b><br><br><b>All Standards</b> |
| <b>CRM.MM.1-4</b><br><b>CRM.MP.1-8</b>                                                                                                                                                                 | <b>CRM.MM.1-4</b><br><b>CRM.MP.1-8</b>                                                                                                                                                  | <b>CRM.MM.1-4</b><br><b>CRM.MP.1-8</b>                                                                      | <b>CRM.MM.1-4</b><br><b>CRM.MP.1-8</b>                                                                                                                                                                | <b>CRM.MM.1-4</b><br><b>CRM.MP.1-8</b>                                                                                                                                                 | <b>CRM.MM.1-4</b><br><b>CRM.MP.1-8</b>                   |
| The <a href="#">Framework for Statistical Reasoning</a> , <a href="#">Mathematical Modeling Framework</a> , and the <a href="#">K-12 Mathematical Practices</a> should be taught throughout the units. |                                                                                                                                                                                         |                                                                                                             |                                                                                                                                                                                                       |                                                                                                                                                                                        |                                                          |

## Unit 1: Exploring the Real Number System through Public Health

27 Days

Unit Dates: 8/5/2026 – 9/11/2026

***CRM.NR.2: Utilize exact and approximate calculations to quantify real-world phenomena and solve problems.***

***CRM.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics.***

| Learning Objectives |                                                                                                                                                     | Evidence of Student Learning                                                                                                                                                                                                       |                                                                                                                                                       |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| CRM.NR.2.1          | Through multi-step/multi-operational problems, perform mathematical operations on real numbers demonstrating fluency using the order of operations. | <b>Example</b> <ul style="list-style-type: none"> <li>Have students investigate Covid data by comparing overall cases and cases per 100,000. (absolute vs relative)</li> </ul>                                                     |                                                                                                                                                       |
| CRM.NR.2.2          | Represent and solve problems using proportional reasoning with ratios, rates, proportions, and scaling.                                             | <b>Relevance and Application</b> <ul style="list-style-type: none"> <li>Relate rate reasoning to dimensional analysis and know why and how the process works and when to use it.</li> </ul>                                        | <b>Example</b> <ul style="list-style-type: none"> <li>Students perform conversions problems related to the medical field.</li> </ul>                  |
| CRM.NR.2.3          | Apply the rules of exponents to simplify numerical expressions, extending the properties of exponents to rational exponents.                        | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Perform operations with large number in scientific notation.</li> </ul>                                                                                       | <b>Example</b> <ul style="list-style-type: none"> <li>Understand that the <math>\frac{1}{2}</math> power is equivalent to the square root.</li> </ul> |
| CRM.NR.2.4          | Perform mathematical operations on real numbers to include numerical radical expressions and complex fractions.                                     | <b>Fundamentals</b> <ul style="list-style-type: none"> <li>Simplify radical of non-perfect roots such as <math>\sqrt{72}</math></li> <li>Simplify complex fraction such as <math>\frac{\frac{5}{2}}{\frac{1}{3}}</math></li> </ul> |                                                                                                                                                       |
| CRM.NR.2.5          | Estimate solutions to problems with real numbers and use the estimates to assess the reasonableness of results in the context of the problem.       | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>This learning objective should be embedded throughout the course.</li> </ul>                                                                                  |                                                                                                                                                       |

## Unit 2: Interpreting Data & Calculating Probabilities of Compound Events

28 Days

Unit Dates: 9/14/2026 – 10/29/2026

***CRM.DSR.6: Create statistical investigative questions that can be answered using quantitative data. Collect, analyze, and interpret patterns of bivariate data and interpret linear models to answer statistical questions and solve real-life problems.***

***CRM.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics.***

| Learning Objectives |                                                                                                                                                          | Evidence of Student Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CRM.DSR.6.1         | Represent univariate data on the real number line.                                                                                                       | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Include dot plots, histograms, and box plots.</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CRM.DSR.6.2         | Calculate, compare, and interpret shape, center, and spread of two or more univariate data sets, accounting for possible effects of extreme data points. | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Measures of center include median and mean.</li> <li>Measures of spread include interquartile range and standard deviation.</li> </ul>                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CRM.DSR.6.3         | Summarize categorical data for two categories in two-way frequency tables using relative frequencies in the context of the data.                         | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Categorical data should include joint, marginal, and conditional relative frequencies.</li> </ul>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CRM.DSR.6.4         | Represent bivariate data on a scatter plot and describe how the variables are related in terms of strength and direction.                                | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Collect and graph authentic data.</li> <li>Describe the relationship as linear or non-linear.</li> <li>If the relationship is linear, describe it as positive or negative.</li> <li>Describe the relationship as strong, moderately strong or weak</li> </ul>                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CRM.DSR.6.5         | Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.                                     | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Interpret slope in the context of the relationship.</li> <li>Interpret the intercept in the context of the relationship.</li> </ul>                                                                                                                                                                                                                                                                                  | <b>Example</b> <ul style="list-style-type: none"> <li>If students investigate the relationship between the number of miles driven and the price of a specific make and model of a vehicle, then a slope of -0.05 would be interpreted as “for each additional mile driven the value of the car decreases by 5 cents”. Likewise, an intercept of 31,243 would be interpreted as “The value of the car if it were driven zero miles.”</li> </ul> |
| CRM.DSR.6.6         | Compute using technology and interpret the correlation coefficient “r” of a linear fit.                                                                  | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Interpret correlation coefficient (r)</li> <li>Use technology to calculate the correlation coefficient.</li> <li>Understand that the correlation coefficient is a value that measure the strength and direction of a linear relationship. The correlation coefficient does not determine that a function is linear, but it assume the relationship is linear when calculating the strength and direction.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CRM.DSR.6.7                                                                                                                                                                                                            | Distinguish between correlation and causation, and interpolation and extrapolation.                                     | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Understand that a strong correlation is only one part of determining causation. (Causation must fit several criteria: a strong and consistent association, large values of the cause are linked to a stronger effect, the cause precedes the effect, the cause and effect are plausible).</li> <li>Understand that prediction lines/equations (regression lines/equations) based on bivariate data are reliable for value within the given range of the data. Extrapolation is often inaccurate and should be used with caution.</li> </ul> |
| CRM.DSR.6.8                                                                                                                                                                                                            | Describe categories of events as subsets of a sample space using unions, intersections, or complements of other events. | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Create and interpret Venn Diagrams</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| CRM.DSR.6.9                                                                                                                                                                                                            | Use the two-way frequency table to calculate conditional probabilities.                                                 | <b>Example</b> <ul style="list-style-type: none"> <li>Use a two-way table to calculate conditional probabilities to measure the sensitivity and specificity of a medical test.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| CRM.DSR.6.10                                                                                                                                                                                                           | Calculate the conditional probability of A given B.                                                                     | <b>Example</b> <ul style="list-style-type: none"> <li>Have students collect data from their school of the gender of a student and if they have had a speeding ticket. Then calculate the conditional probability of a student having been issued a speeding ticket given that they are male, and the probability of a student having been issued a speeding ticket. Show that if the probabilities are significantly different, then gender and speeding tickets are not independent.</li> </ul>                                                                                                                 |
| Capstone Project (Check Point 1)<br><br>Students should be given the opportunity to investigate the education needed for their chosen career. They should investigate the mathematics courses needed for their career. |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Unit 3: Applying Measurement, Surface Area, Volume, & Right-Angle Trigonometry

28 Days

Unit Dates: 10/30/2026 – 12/16/2026

***CRM.GSR.5: Reason deductively and inductively about figures and their properties and make sense of geometric situations using measurements in real-world contexts.***

***CRM.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics.***

| Learning Objectives |                                                                                                                             | Evidence of Student Learning                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                    |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CRM.GSR.5.1         | Use the distance formula, midpoint formula or slope to verify simple geometric properties.                                  | <b>Example</b> <ul style="list-style-type: none"> <li>Use slope to determine if three points on the coordinate plane create a right triangle.</li> </ul>                                                                                                                         |                                                                                                                                                                                                                                                                                                    |
| CRM.GSR.5.2         | Use coordinates to compute perimeters of polygons, circumference of circles and areas of triangles, rectangles and circles. |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                    |
| CRM.GSR.5.3         | Informally derive the formulas for the volume and surface area of a cylinder, sphere, prism, pyramid, and cone.             | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Nets</li> </ul>                                                                                                                                                                                             | <b>Example</b> <ul style="list-style-type: none"> <li>Students will use the peel of an orange to informally derive the surface area of a sphere.</li> </ul>                                                                                                                                        |
| CRM.GSR.5.4         | Use formulas for finding the volume and surface area of spheres, right and oblique prisms, cylinders, pyramids, and cones.  | <b>Example</b> <ul style="list-style-type: none"> <li>Find the volume of the Great Pyramids of Giza</li> <li>Calculate the surface area of a building or walls of a room and use the information to estimate the material cost of painting the room.</li> </ul>                  |                                                                                                                                                                                                                                                                                                    |
| CRM.GSR.5.5         | Apply the Pythagorean Theorem and trigonometric ratios to solve problems involving right triangles.                         | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Using trigonometric ratios, inverse trigonometric ratios, and the Pythagorean theorem to solve right triangles.</li> <li>Use right triangle trigonometry to find distances and height of objects</li> </ul> | <b>Example</b> <ul style="list-style-type: none"> <li>Using a protractor, straw, and yarn to create a surveying tool to use trigonometry to find the heights of various object around the school.</li> </ul>  |

Capstone Project (Check Point 2)

Students should investigate potential employers or businesses that they could start. They should search for salary, location, promotion opportunities and benefits from an employer.

## Unit 4: Building and Interpreting Functions in Authentic Situations

39 Days

Unit Dates: 1/5/2027 – 3/8/2027

***CRM.PAR.3: Construct expressions, equations, and inequalities, and use them to represent and solve problems by choosing appropriate procedures and interpreting solutions in context.***

***CRM.FGR.4: Define, build, and interpret functions that arise in various contexts by applying knowledge of the characteristics of the different families of functions, and analyze the effects of parameters.***

***CRM.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics.***

| Learning Objectives |                                                                                                                                                                                        | Evidence of Student Learning                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                               |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CRM.PAR.3.1         | Create equations in one variable and use them to solve problems.                                                                                                                       | <b>Fundamentals</b> <ul style="list-style-type: none"> <li>• Include linear and quadratic equations.</li> <li>• Include basic equations involving radical, rational, absolute value, exponential, and logarithmic equations</li> </ul>                                                              |                                                                                                                                                                                                                                                               |
| CRM.PAR.3.3         | Using multiple representations, solve equations and inequalities and use the solutions to draw reasonable conclusions about a situation being modeled, including possible constraints. | <b>Strategies and Methods</b><br>Representations include tables, graphs, equations, charts, written explanations, etc.                                                                                                                                                                              |                                                                                                                                                                                                                                                               |
| CRM.PAR.3.5         | Rearrange literal equations to highlight a specified variable using the same reasoning as in solving equations.                                                                        | <b>Example</b><br>Have students solve the Celsius to Fahrenheit formula for Celsius to determine the Fahrenheit to Celsius formula                                                                                                                                                                  |                                                                                                                                                                                                                                                               |
| CRM.FGR.4.1         | Define a function through maps, sets, equations, and graphs using function notation.                                                                                                   | <b>Fundamentals</b> <ul style="list-style-type: none"> <li>• Definition of a function</li> <li>• Understand one-to-oneness and onto.</li> <li>• Strategies and Methods</li> <li>• Identify the Domain, Ranges, and Classification (function, one-to-one, and/or onto) of a relationship.</li> </ul> | <b>Example</b> <ul style="list-style-type: none"> <li>• Have students think of a scenario such as hitting a ball in the air (time vs vertical height) and classify the relationship by making a table of values, graphing, or writing an equation.</li> </ul> |
| CRM.FGR.4.2         | Identify and sketch by hand the parent graph of functions expressed algebraically and show key characteristics of the graph using technology.                                          | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>• Identify characteristics including intercepts, domain, range, interval where the function is increasing, decreasing, positive, or negative, relative maximums and minimums, symmetries, and end behavior.</li> </ul>         | <b>Fundamentals</b><br>Include linear, quadratic, cubic, rational, square root, absolute value, exponential, and logarithmic functions.                                                                                                                       |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| CRM.FGR.4.3                                                                                                                                                                                                                                                                        | Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function.                                                                                                                                                                                                         | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Interpret characteristics including intercepts, domain, range, interval where the function is increasing, decreasing, positive, or negative, relative maximums and minimums, symmetries, and end behavior.</li> </ul>                                                                                                                                                      | <b>Fundamentals</b><br>Include linear, quadratic, cubic, rational, square root, absolute value, exponential, and logarithmic functions. |
| CRM.FGR.4.4                                                                                                                                                                                                                                                                        | Calculate and interpret the average rate of change of a function over a specified interval. Estimate the rate of change from a graph.                                                                                                                                                                   | <b>Fundamental</b> <ul style="list-style-type: none"> <li>Understand and calculate average rate of change using the slope formula.</li> <li>Understand positive, negative, and constant rates of change.</li> </ul> <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Use average rate of change to solve application problems.</li> <li>Use graphs of functions to find average rate of change over an interval.</li> </ul> |                                                                                                                                         |
| CRM.FGR.4.5                                                                                                                                                                                                                                                                        | Compare characteristics of two functions each represented in a different way.                                                                                                                                                                                                                           | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Include functions represented algebraically, graphically, numerically, or by verbal descriptions.</li> </ul>                                                                                                                                                                                                                                                               |                                                                                                                                         |
| CRM.FGR.4.6                                                                                                                                                                                                                                                                        | Construct linear and exponential functions, given a graph, a description of a relationship, or two input-output pairs.                                                                                                                                                                                  | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Include reading input-output pairs from a table.</li> </ul>                                                                                                                                                                                                                                                                                                                |                                                                                                                                         |
| CRM.FGR.4.7                                                                                                                                                                                                                                                                        | Construct arithmetic and geometric sequences recursively and explicitly, use them to model situations, and translate between the two forms. Connect linear functions to arithmetic sequences and exponential functions to geometric sequences.                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                         |
| CRM.FGR.4.8                                                                                                                                                                                                                                                                        | Identify the effect on the parent graph of replacing $f(x)$ by $f(x) + k$ , $kf(x)$ , 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. | <b>Example</b> <ul style="list-style-type: none"> <li>Use Desmos (Free Online Graphing Calculator) to investigate different transformation of various functions.</li> <li>Challenge student to create a quadratic function with a certain vertex and y-intercept.</li> </ul>                                                                                                                                                                    |                                                                                                                                         |
| <b>Capstone Project (Check Point 3)</b><br>Student should investigate personal finances based on average salary earned for their chosen profession. Student should research cost of living in a particular location and use recommended budgets to develop personal finance goals. |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                         |

## Unit 5: Analyzing Financial Investments

38 Days

3/9/2027 – 5/7/2027

***CRM.PAR.3: Construct expressions, equations, and inequalities, and use them to represent and solve problems by choosing appropriate procedures and interpreting solutions in context.***

***CRM.FGR.4: Define, build, and interpret functions that arise in various contexts by applying knowledge of the characteristics of the different families of functions, and analyze the effects of parameters.***

***CRM.MM.1: Apply mathematics to real-life situations; model real-life phenomena using mathematics.***

| <b>Learning Objectives</b> |                                                                                                                                                                                        | <b>Evidence of Student Learning</b>                                                                                                                                                              |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CRM.PAR.3.2                | Create inequalities in one variable and use them to solve problems.                                                                                                                    | <b>Fundamentals</b> <ul style="list-style-type: none"> <li>Include linear and absolute value inequalities.</li> </ul>                                                                            |
| CRM.PAR.3.3                | Using multiple representations, solve equations and inequalities and use the solutions to draw reasonable conclusions about a situation being modeled, including possible constraints. | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Representations include tables, graphs, equations, charts, written explanations, etc.</li> </ul>                            |
| CRM.PAR.3.4                | Solve quadratic equations using a variety of methods.                                                                                                                                  | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Methods include taking the square root, factoring, completing the square, the quadratic formula, and technology.</li> </ul> |
| CRM.PAR.3.5                | Rearrange literal equations to highlight a specified variable using the same reasoning as in solving equations.                                                                        | <b>Example</b> <ul style="list-style-type: none"> <li>Have students solve the Celsius to Fahrenheit formula for Celsius to determine the Fahrenheit to Celsius formula</li> </ul>                |
| CRM.PAR.3.6                | Solve inequalities in one variable graphically and algebraically.                                                                                                                      | <b>Fundamentals</b> <ul style="list-style-type: none"> <li>Algebraic solutions include inequalities, interval notation, and set notation.</li> </ul>                                             |
| CRM.PAR.3.7                | Using multiple methods, create and solve systems of linear equations and inequalities.                                                                                                 | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Solve graphically, algebraically (elimination and substitution), and by using technology.</li> </ul>                        |
| CRM.PAR.3.8                | Solve a simple system of equations consisting of a linear and a quadratic equation in two variables. algebraically and graphically.                                                    | <b>Strategies Fundamentals and Methods</b> <ul style="list-style-type: none"> <li>Solve graphically and algebraically (elimination and substitution).</li> </ul>                                 |

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| CRM.FGR.4.2                                                                                                                                                                                                             | Identify and sketch by hand the parent graph of functions expressed algebraically and show key characteristics of the graph using technology. | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Identify characteristics including intercepts, domain, range, interval where the function is increasing, decreasing, positive, or negative, relative maximums and minimums, symmetries, and end behavior</li> </ul> | <ul style="list-style-type: none"> <li>Include a linear, quadratic, cubic, rational, square root, absolute value, exponential, and logarithmic functions.</li> </ul> |
| CRM.FGR.4.5                                                                                                                                                                                                             | Compare characteristics of two functions each represented in a different way.                                                                 | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Include functions represented algebraically, graphically, numerically, or by verbal descriptions.</li> </ul>                                                                                                        |                                                                                                                                                                      |
| CRM.FGR.4.6                                                                                                                                                                                                             | Construct linear and exponential functions, given a graph, a description of a relationship, or two input-output pairs.                        | <b>Strategies and Methods</b> <ul style="list-style-type: none"> <li>Include reading input-output pairs from a table.</li> </ul>                                                                                                                                                         |                                                                                                                                                                      |
| <b>Capstone Project (Final Submission)</b><br>Students will organize their Capstone Project into a presentation (Poster, PowerPoint, or video) and present their projects to the class Capstone Project (Check Point 3) |                                                                                                                                               |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                      |

## Unit 6: Culminating Capstone Unit

**10 Days**

**Unit Dates:** 5/10/2027 - 5/21/2027

### ALL Standards Addressed in this Unit

The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer the driving question to a larger audience during the culminating capstone unit.)