

Algebra 1 Summer '25

Algebra 1 (Condensed) Summer Learning Plan

[Summer catalog](#)

[Pear Assessments](#) (all in one)

This learning plan is designed for students who were unsuccessful in earning an Algebra 1 credit and passing the Algebra Regents exam. The guidance given includes information about prioritized clusters and standards, ensuring that students focus on key areas of mathematics for Algebra 1.

The NYS Next Generation Mathematics Learning Standards define the knowledge and skills that individuals can and do habitually demonstrate over time when exposed to high-quality instructional environments and learning experiences. The Learning Standards, defined through the integration of the Standards for Mathematical Content and the Standards for Mathematical Practice, collectively, are focused and cohesive— designed to support student access to the knowledge and understanding of the mathematical concepts that are necessary to function in a world very dependent upon the application of mathematics. Students are expected to understand math conceptually, use procedural skills, and solve math problems rooted in the real world, deciding for themselves which strategies, formulas, and grade-appropriate tools (e.g., calculator, straightedge, or compass) to use.

Blueprint for the Algebra 1 Regents Exam

Conceptual Category	Percent of Test by Credits	Domains in Algebra I
Number & Quantity	4% - 10%	The Real Number System (N-RN) Quantities (N-Q)
Algebra	48% - 61%	Seeing Structure in Expressions (A-SSE) Arithmetic with Polynomials and Rational Expressions (A-APR) Creating Equations (A-CED) Reasoning with Equations and Inequalities (A-REI)
Functions	24% - 32%	Interpreting Functions (F-IF) Building Functions (F-BF) Linear, Quadratic, and Exponential Models (F-LE)
Statistics & Probability	7% - 15%	Interpreting Categorical and Quantitative Data (S-ID)

The Standards for Mathematical Practice describe the ways in which developing practitioners increasingly should engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle, and high school years. References to the integration of the Standards for Mathematical Content and the Standards for Mathematical Practice are provided throughout the Next Generation Mathematics Learning Standards.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Algebra 1 (Review) Summer Learning Scope and Sequence

Bridging Community-
Building and Becoming a
Community of Learners

[Ignite Guide from Zaretta Hammond](#)

(not math specific but culturally responsive pedagogy that applies to math class, IM lessons are structured to mirror that of Zaretta Hammond's Ready for Rigor Framework)

[Positive Norms for Math Class](#)

(math specific to create habits of mind that will support student learning)

[Setting Up Positive Math Norms](#)

[Strategies for Regents NSpire Guide](#)

Student Facing Material: [Graphing Calculator TI-84 101 Slides](#) (Cited by NY State Migrants program)

[Pre-assessment & Scoring Guide](#)

[Scope and Sequence with Spanish Student Copies](#)

***MUST be logged into ROConnect and Illustrative Math il classroom in order to access Teacher Materials**

[Week 1- Linear Equations, and Systems](#) Aligns to IMv360 Unit 2

NGML Standards: AI-A-REI.D.10, AI-F.IF.C.7, AI-A-REI.A.3, AI-A-REI.B.6, AI-F.LE.5, AI-A-CED.A.3, AI-A-REI.B.6, AI-A-REI.D.10

In week 1, students recall what it means for a value to be a solution to a linear equation and then graph the equations to look at several solutions. Next, students make use of equivalent equations and acceptable moves to solve for variables. Finally, students revisit systems of equations and find solutions to systems on a graph. Practice problems and connections to regents are included to best support students with regents readiness.*Graphing linear equations is a fluency recommendation for Algebra I.

[Week 2 Linear Models, Inequalities and More Systems](#) Aligns to IMv360 Finish up Unit 2, Unit 3 and Unit 4

NGML Standards: AI-A-CED.A.3, AI-A-REI.B.6, AI-A-REI.A.3, AI-A-REI.D.12,

In week 2, students finish up solving systems of equations algebraically, Then Students use technology to compute the lines of best fit and observe how well the linear models match the data. Correlation coefficients are used to quantify the goodness of fit for linear models. Practice problems and connections to regents are included to best support students with regents readiness. Then, students examine solving and graphing linear inequalities and systems of linear inequalities. They solve linear inequalities in one and two variables by looking at the related equation, they test points on either side of the solution/line to determine the solution region.Next, students finish up solving systems of linear inequalities considering multiple linear inequalities as conditions for situations and finding a solution region that satisfies both of the inequalities.

[Week 3 Functions and Exponential Functions](#) Aligns to IMv360 Unit 5 and 6

NGML Standards: AI-F.IF.A.1, AI-F.IF.A.2, AI-F.IF.A.4, AI-F.IF.B.5, AI-F.BF.1, AI-A-REI.1

In week 3, students expand their understanding of functions. They get familiar with function notation and use it to compare and analyze functions, write rules for functions, and solve for inputs or outputs. Then, students explore graphs of functions to describe features such as “maximum,” “minimum,” “intercepts,” “increasing,” “decreasing,” and “average rate of change” and make connections between the graphs and real-life situations. They use situations to discuss the domain and range of a function. Then students learn that exponential relationships are characterized by a constant quotient over equal intervals, and compare it to linear relationships, which are characterized by a constant difference over equal intervals. They encounter contexts that change exponentially. These contexts are presented verbally and with tables and graphs. Students view these relationships as functions and employ the notation and terminology of functions. They study graphs of exponential functions both in terms of contexts that they represent and abstract functions that don't represent a particular context, observing the effect of different values of a and b on the graph of the function f represented by $f(x) = ab^x$. Lately, students practice Regents connections to Sequences and Series.

[Week 4 Quadratic Functions and Polynomials](#) Aligns to IMv360 Unit 7

NGML Standards: AI-A-CED.A.1, AI-A-REI.B.3, AI-F.BF.B.3 ,AI-F.IF.B.4 ,AI-F.IF.C.7

In week 4, students explore quadratic relationships. First, students examine the important example of free-falling objects whose height over time can be modeled with quadratic functions. They use tables, graphs, and equations to describe the movement of these objects, eventually looking at the situation in which a projectile is launched upward. They interpret the meaning of each term in this context and work toward understanding how the coefficients influence the shape of the graph. Next, students examine standard, factored, and vertex forms of quadratic functions. They recognize what information about the graph is easily obtained from each form and how the different values in each form influence the graph. In particular, they begin to generalize ideas of how horizontal and vertical translation, as well as vertical and horizontal stretching of graphs, relate to modifying the equation of a function.

Week 5 Quadratic Equations Aligns to IMv360 Unit 8

NGML Standards: AI-A-REI.B.4

In week 5, students look more deeply into solving quadratic equations that can be written as a factored form equal to zero. They formalize their understanding of the zero-product property. Students also begin to recognize that quadratic equations can have 0, 1, or 2 solutions. Next, students learn to complete the square as an additional strategy for solving quadratic equations. Finally, students encounter the quadratic formula as a way to solve quadratic equations.

Week 6 Frequently Asked Content and Skills

NGML Standards: AI-A.APR.A.1, AI-A-APR.B.3, AI-A.SSE.A.1, AI-A-REI.C.7, AI-A-REI.D.11, AI-N.RN.B.3

In this last week, students start by solving systems of linear and quadratic functions. Next they identify parts of the polynomial expression as well as, identifying equivalent polynomial expressions including work with radicals. Finally, they practice Regents exams with a focus on the content they worked on during the summer. Students should work to become proficient at the questions addressed in this plan in order to get at least 29 points. Focus on what is most doable for the students, it is not necessary for kids to “be good” at all questions. This learning plan addresses the Most Critical Content identified by examining past Next Gen Regents exam questions and the Rating Guide.

Scope and Sequence with Spanish Student Copies

Week 1 Linear Equations, and Systems

****MUST be logged into ROConnect and Illustrative Math il classroom in order to access Teacher Materials***

Lesson	Suggested daily Activities and Connections to Regents	Student & Teacher Materials
Bridging Community-Building and Becoming a Community of Learners	<p><u>Ignite Guide from Zaretta Hammond</u> (not math specific but culturally responsive pedagogy that applies to math class, IM lessons are structured to mirror that of Zaretta Hammond's Ready for Rigor Framework)</p> <p><u>Positive Norms for Math Class</u> (math specific to create habits of mind that will support student learning)</p> <p><u>Setting Up Positive Math Norms</u></p>	
<p>L1 Equations and their solutions</p> <p>Standards: AI-A-REI.D.3, AI-A-CED.A.2</p>	<p><u>IM Unit 2 Lesson 4 Equations and their solutions</u></p> <ul style="list-style-type: none"> ○ Warm Up : Practice Problems L3 #1, 7 ○ Lesson 4 Activity 1: Weekend Earnings ○ Lesson 4 Synthesis (utilizing graphing calculator) ○ Lesson 4 Practice problems #1-4 ○ Lesson 4 Cool-Down: Box of T-Shirts <p>Notes: Focus on isolating y and use the graphing calculator Help students connect the equation to the $y = mx + b$ form and its graphical representation.</p>	<p>L1 Student copy L1 Cool Down L1 Teacher Guide L1 Slides L1 Practice Problems</p>

<p>L2 Equations and Their Graphs</p> <p>Standards: AI-A-REI.D.10 AI-F.IF.C.7, AI-F.LE.5</p>	<p>IM Unit 2 Lesson 5 Equations and Their Graphs</p> <ul style="list-style-type: none"> ○ Warm-Up: Which Three Go Together – Hours and Dollars ○ Activity 1: Snacks in Bulk ○ Activity 2: Graph It! ○ Lesson 5 Lesson Synthesis ○ Lesson 5 Practice Problems 2–4 ○ Cool-Down: A Spoonful of Sugar 	<p>L2 Student copy L2 Cool Down L2 Teacher Guide L2 Practice Problems</p>
<p>Connections To Regents</p> <p>Notes: Focus on the use of technology to graph lines (linear equations) and understand that the points graphed represent all values that make the equation true. (solutions) Rearrange an equation to isolate a variable of interest. ($y=mx+b$)</p> <ul style="list-style-type: none"> ● Student Copy Graphs and Solutions of Lines Helpful Slides ● Student Copy Spanish Graphs and solutions of Lines 		
<p>L3 Solving Linear Equations</p> <p>Standards: AI-A-REI.B.6, AI-A-REI.A.3</p>	<p>IM Unit 2 Lesson 6, Lesson 7</p> <ul style="list-style-type: none"> ○ Warm-Up: Lesson 6 practice problem 8 ○ Lesson 6, Activity 2: What’s Acceptable? ○ Lesson 7 Activity 1: Explaining Acceptable Moves (Column A only) ○ Lesson 7 Activity 2: It Doesn’t Work! ○ Lesson 7 Lesson Synthesis ○ L6&L7 Practice Problems: Lesson 6 (#2, 6), Lesson 7(#1-4) ○ Lesson 7 Cool Down: If This, Then That 	<p>L3 Student copy L3 Cool Down L3 Teacher Guide L3 Practice Problems</p>
<p>Connections To Regents</p> <p>Student Copy Solving Linear Equations / Spanish copy</p>		
<p>L4 Connecting Equations to Graphs</p> <p>Standards: AI-A-CED.A.3 AI-A-REI.B.6, AI-A-REI.D.10</p>	<p>IM Unit 2 Lesson 10</p> <ul style="list-style-type: none"> ○ Lesson 10 Activity 1: Graphing Games and Rides ○ Lesson 10 Activity 2: Nickels and Dimes ○ Lesson 10 Lesson Synthesis ○ Lesson 10 Practice Problems #2, 3, 4 ○ Cool Down: Kiran at the Carnival 	<p>L4 Student copy L4 Cool Down L4 Teacher Guide Practice Problems</p>
<p>Week 2 Linear Models, Inequalities and More Systems</p>		
<p>*MUST be logged into ROConnect and Illustrative Math il classroom in order to access Teacher Materials</p>		
<p>Lesson</p>	<p>Student Materials</p>	<p>Standards</p>
<p>L5 Writing and Graphing Systems of Linear Equations</p> <p>Standards: AI-A-CED.A.3, AI-A-REI.B.1</p>	<p>IM Unit 2 Lesson 12</p> <ul style="list-style-type: none"> ○ Lesson 12 Warm up: Math Talk: A Possible Mix ○ Lesson 12 Activity 1: Trail Mix (#1 a, b & #2 a, b) ○ Lesson 12 Activity 2; Meeting Constraints ○ Lesson 12 Lesson Synthesis ○ Lesson 12 Practice Problems, Lesson 12 #1-4 ○ Lesson 12 Cool Down: Fabric Sale 	<p>L5 Student copy L5 Cool Down L5 Teacher Guide Practice Problems</p>
<p>L6 Solving Systems by Substitution</p> <p>Standards:</p>	<p>IM Unit 2 Lesson 13</p> <ul style="list-style-type: none"> ○ Lesson 13 Warm Up: What’s It Worth? ○ Lesson 13 Activity 1: Four Systems ○ Lesson 13 Lesson Synthesis ○ Lesson 13 Practice Problems (3,7, 8, 10) ○ Lesson 13 Cool Down: A System to Solve 	<p>L6 Student copy L6 Cool Down L6 Teacher Guide Practice Problems</p>

Connections To Regents	Student copy Writing and Solving Equations / Spanish copy	
L7 Fitting Lines	IM Unit 3 Lesson 5, Lesson 8 <ul style="list-style-type: none"> ○ Lesson 5 Warm Up: Selecting the best line ○ Lesson 5 Activity 2: Fitting Lines with Technology(#2 and 3 only make connection to Line of best fit and linear regression) ○ Lesson 5 Are you Ready for More (#1 only, linear regression) ○ Lesson 7 Which Three Go Together?: Linear Models ○ Define correlation Coefficient (from lesson 7) ○ Lesson 8 Activity 1: Never Know How Far You'll Go(#3 and #5 only) ○ Cool Down Lesson 8 Problem 3 add c. What does the correlation coefficient indicate about the linear fit of the data? 	L7 Student copy L7 Cool Down IM Teacher Guides (Lesson 5 Lesson 8)
Connections To Regents	Student Copy Two Variable Statistics / Spanish copy	
L8 One Variable Inequalities Standards: AI-CED.1 , AI-CED.3 , AI-REL3	IM Unit 4 Lesson 1, Lesson 2 <ul style="list-style-type: none"> ○ Lesson 1 Warm Up What Do These Symbols Mean? ○ Lesson 2 Activity 3 ○ Lesson 2 Activity 4 ○ Lesson 2 Synthesis ○ Lesson 2 Cool Down 	L8 Student copy L8 Cool Down L8 Teacher Guide Practice Problems
L9 System of Inequalities in two variables Standards: AI-REI.12 , AI-CED.3	IM Unit 4 Lesson 4, Lesson 6, Lesson 7 <ul style="list-style-type: none"> ○ Lesson 4 Warm Up Math Talk: Less Than, Equal to, or More Than 12? ○ Lesson 4 Activity 2 Sketching Solutions to Inequalities ○ Lesson 4 Practice 1 ○ Lesson 6 Warm Up: Graphing Inequalities with Technology ○ Lesson 6 Activity 1 Concert Tickets (pg 212) ○ Lesson 7 Activity 2 Remember These Situations? Only concert tickets <p>Supplement two solving systems of inequalities by graphing</p>	L9 Student copy L9 Cool Down L9 Teacher Guide Practice Problems
Connections To Regents	Student Copy Inequalities and Systems of Inequalities / Spanish copy	
Week 3 Functions and Exponential Functions		
L10 Function Notation Standards: AI-F.IF.1 , AI-F.IF.2 , AI-F.IF.4 , AI-F.BF.1 , AI-A-REI.1	IM Unit 5 Lesson 2, Lesson 3, Lesson 4 <ul style="list-style-type: none"> ○ Lesson 2 Warm-up: Back to the Post (complete only 1) ○ Lesson 2 Activity 1 A Handy Notation (focus on 1, 2 and activity synthesis reviewing function notation) ○ Lesson 3 Activity 2 Boiling Water ○ Lesson 4 Notice and Wonder: Two Functions ○ Lesson 4 Activity 1 Four Functions ○ Lesson 2 Practice Problems: (#3&4) ○ Lesson 3 Practice Problems: (#2) ○ Lesson 4 Practice problems (#1-3) ○ Lesson 5 Cool Down A Third Option 	L10 Student copy L10 Cool Down L10 Teacher Guide Practice Problems
L11 Features of a graph Standards: AI-F.IF.4 , AI-F.IF.5 , AI-F.IF.6	IM Unit 5 Lesson 6, Lesson 7 <ul style="list-style-type: none"> ○ Lesson 6 Warm-up - Walking Home ○ Lesson 6 Activity 2 The Jump (Vertical (y) and horizontal (x) Intercepts, min and max, increasing and decreasing) ○ Lesson 7 Warm Up Temperature Drop 	L11 Student copy L11 Cool Down L11 Teacher Guide Practice Problems

	<ul style="list-style-type: none"> Lesson 7 Activity 1 Drop Some More Practice Problems Lesson 7 (1, 3) 	
L12 Domain and Range Standards: AI-F.IF.5 , AI-F.IF.4	IM Unit 5 Lesson 10, Lesson 11 <ul style="list-style-type: none"> Lesson 10 Warm-up - Number of Barks Lesson 10 Activity 1 Card Sort: Possible or Impossible? Lesson 10 Activity 2 What about the Outputs? Lesson 11 Warm-up - Which One Doesn't Belong Lesson 11 Activity 1 Time on the Swing Lesson 11 Cool-down - A Pot of Water Practice problems Lesson 10 (2, 3), Lesson 11 (1, 2, 4, 5) 	L12 Student copy L12 Cool Down L12 Teacher Guide Practice Problems

Connections To Regents Student Copy: [Functions](#) / [Spanish copy](#)

L13 Representing Exponential Relationships Standards: AI-A-CED.2 , AI-F-BE.1 , AI-F-LE.5 , AI-A-SSE.1 , AI-F-IF.4	IM Unit 6 Lesson 3, Lesson 4, Lesson 15 <ul style="list-style-type: none"> Warm-up - Bacteria\Growth Lesson 3 Activity 2: Multiplying Microbes Lesson 4 Activity 1: The Algae Bloom Lesson 15 Activity 1: Equations and Their graphs Suggested Practice problems Lesson 3 (3, 4), Lesson 4 (1)	L13 Student copy L13 Cool Down L13 Teacher Guide Practice Problems
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L14 Compare Linear and Exponential Functions Standards:	IM Unit 6 Lesson 22 <ul style="list-style-type: none"> Lesson 22 Warm Up Lesson 22 Activity 2 Reaching 2,000 Lesson 22 Cool-down: Which One Gets There First Suggested Practice problems Lesson 22 Use Connections to Regents to Address Arithmetic and Geometric Sequences	L14 Student copy L14 Cool Down L14 Teacher Guide Practice Problems
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Connections To Regents Student Copy: [Exponential Functions and Interpreting](#) / [Spanish copy](#)

Week 4 Quadratic Functions

Regents Deep Dive: [January 2024 English student copy](#) this will be used again
[January 2024 Spanish student copy](#)
[Rating Guide](#) [Model Response Set](#)

Allow students 30 minutes to answer as many questions as they can from
#1-5, 8-12, 16, 18- 20, 24, 27, 28, 34, 36, 37 (these are covered in Days 1-7
Consider using Math Lab time to finish Part II, II and IV
to make sure students have time to finish.

- Once done read the answers to the multiple-choice questions aloud and have students star the questions they got right and check the ones that got the wrong
- Have students add up the points and write the number they got right on the front of their booklet. (this has 86 possible points but still have students shoot for 29)
- Collect the booklet to check Part II,II and IV, write points earned in their booklet(consider giving descriptive feedback for them to be able to correct and return.

L15 Quadratic Functions	IM Unit 7 Lesson 6 and Lesson 7 <ul style="list-style-type: none"> Lesson 6 Notice and Wonder: adapted from warm up and activity 1 Lesson 6 Activity 2 Graphing a Cannonball Lesson 6 Practice Problems#1-3 	L15 Student copy L15 Cool Down L15 Teacher Guide Practice Problems
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	<ul style="list-style-type: none"> Lesson 7 Activity 2: Domain, Vertex, and Zeros (#1, 3&4 only) Lesson 5 Practice Problems #1 and 2 Lesson 6 Practice Problems #1-3 	
L16 Working with Quadratic Expressions	IM Unit 7 Lesson 8, Lesson 9, and Lesson 10 <ul style="list-style-type: none"> Lesson 8 Warm Up: Diagrams of Products Lesson 8 Activity 2: Using Diagrams to Find Equivalent Quadratic Expressions Lesson 9 Activity 1: Finding Products of Differences Lesson 10 Activity 2: Relating Expressions and Their Graphs Lesson 10 Cool Down: Making Connections Lesson 8 Practice Problems #1-4 Lesson 9 Practice Problems #1-3 Lesson 10 Practice Problems #1a-5 	L16 Student copy L16 Cool Down L16 Teacher Guide Practice Problems
L17 Features of Graphs of Quadratic Functions	IM Unit 7 Lesson 11 and Lesson 12 <ul style="list-style-type: none"> Lesson 11 Warm Up: Finding Coordinates Lesson 11 Activity 1: Comparing Two Graphs Lesson 12 Activity 1: Quadratic Graphs Galore Lesson 12 Cool Down: Matching Equations and Graphs Lesson 11 Practice Problems #3,4,5 Lesson 12 Practice Problems #1,2,7 	L17 Student copy L17 Cool Down L17 Teacher Guide Practice Problems
L18 Shifting the graph of $y = x^2$	IM Unit 7 Lesson 16 and Lesson 17 <ul style="list-style-type: none"> Lesson 16 Warm Up: Which Form to Use? Lesson 16 Activity 1: Sharing a Vertex Lesson 17 Activity 1: Shifting the Graph Lesson 17 Cool Down: Nudging a Graph Lesson 16 Practice Problems #4,5,6 Lesson 17 Practice Problems #1, 2(make them graph and name vertex and x-intercepts) 	L18 Student copy L18 Cool Down L18 Teacher Guide Practice Problems
Connections To Regents	Student Copy: Quadratic Functions / Spanish copy	
Week 5 Quadratic Equations		
L19 Solving Quadratic Equations	IM Unit 8 Lesson 5 <ul style="list-style-type: none"> Same But Different- Zero Product Property must be discussed..It was introduced in L4 and we are skipping Lesson 5 Warm-up: -Four Equations #1-3 Lesson 5 Activity 1: Solving by Graphing Lesson Synthesis Practice Problems #1-3, 5 Lesson 5 Cool Down 	L19 Student copy L19 Cool Down L19 Teacher Guide Practice Problems
L20 Completing the Square	IM Unit 8 Lesson 12 <ul style="list-style-type: none"> Launch with Same But Different Lesson 12 Activity 1 Lesson 12 Activity 2 Lesson Synthesis Practice Problems #1-4 Lesson 12 Cool Down 	L20 Student copy L20 Cool Down L20 Teacher Guide Practice Problems
L21 Quadratic Formula	IM Unit 8 Lesson 16 *Make sure students have a copy of the Reference Sheet. <ul style="list-style-type: none"> Notice and Wonder (from warm up) 	L21 Student copy Reference Sheet L21 Cool Down

	<ul style="list-style-type: none"> ○ Lesson 16 Activity 2 ○ Lesson 16 practice problems #1 and 2 ○ Lesson 16 Cool Down 	L21 Teacher Guide Practice Problems
Connections To Regents	Student Copy: Solving Quadratic Equations / Spanish copy	
Week 6 Frequently Asked Content and Skills		
Connections To Regents		
L22 Solving Systems of Linear and Quadratics	In this lesson the focus is on utilizing the graphing calculator to solve systems of Linear and Quadratic Functions. On the Regents, students earn 2 points for solving a system of Linear and Quadratic Functions by a method other than algebraic.	L22 Student copy Spanish copy L22 Cool Down Spanish copy
L23 Polynomials		L23 Student copy Spanish copy
L24 Radicals		L24 Student copy Spanish copy
Regents Deep Dive: January 2024 English student copy this will be used again January 2024 Spanish student copy Rating Guide Model Response Set		
<hr/> <p>Allow students 30 minutes to answer as many questions as they can from #6, 7, 13-15, 17, 21, 23, 26, 29, 31, 32, 33, 35 (these are covered in Days 8-11) Consider using Math Lab time to finish Part II,II and IV to make sure students have time to finish.</p> <ul style="list-style-type: none"> ● Once done read the answers to the multiple-choice questions aloud and have students <u>star</u> the questions they got right and <u>check</u> the ones that got the wrong ● Have students add up the points and write the number they got right on the front of their ● booklet. (this has 86 possible points but still have students shoot for 29) ● Collect the booklet to check Part II,II and IV, write points earned in their booklet(consider giving descriptive feedback for them to be able to correct and return. 		
More Regents Deep Dive	Students should work to become proficient at the questions addressed in this plan in order to get at least 29 points. Focus on what is most doable for the students, it is not necessary for kids to “be good” at all questions. This learning plan addresses the Most Critical Content identified by examining past Next Gen Regents exam questions and the Rating Guide	June 2025 Regents Rating Guide Model Response Set