
Alabama 12 Precalculus

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alabama
Grade	12 (High)
Subject	Precalculus
Course category	Mathematics
Standards family	Mathematics
Framework	2019 Alabama Course of Study: Mathematics
Issuing agency	Alabama State Department of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — The Product That Gives You an Angle

Unit 3: Vectors, Matrices, and Systems · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Can two vectors be multiplied, and what would the answer even mean?
Standards	The Scalar (Dot) Product -> Standard 11 Number and Quantity — Find the scalar (dot) product of two vectors as the sum of the products of corresponding components and explain its relationship to the cosine of the angle formed by two vectors. Reason Abstractly and Quantitatively -> Practice 2 Student Mathematical Practices — Reason abstractly and quantitatively.
Learning target	"I can compute a dot product and use it to find the angle between two vectors."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will find the scalar (dot) product of two vectors as the sum of the products of corresponding components.
- Students will explain its relationship to the cosine of the angle formed by two vectors.

Success criteria (student-friendly)

- "I compute the dot product from components."
- "I explain why the result is a scalar, not a vector."
- "I find the angle between two vectors from the dot product."

Academic vocabulary

scalar product, dot product, orthogonal, perpendicular, angle between vectors, projection, unit vector

Materials and technology

- Notebooks
- Supplied problem sets
- Grid paper
- Protractors

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Student computes dot products and determines angles and perpendicularity.

Family communication

Ask your child how you can tell two arrows are perpendicular using only numbers.

Day 41 — Multiplying Two Arrows

Week 9, Day 1 · Unit 3 · Standards: Standard 11, Practice 2

Focus	Defining the dot product.
Learning target	"I can compute a dot product and use it to find the angle between two vectors."
Vocabulary in use	scalar product, dot product, orthogonal, perpendicular, angle between vectors, projection, unit vector
Local date	_____

Learning sequence

Connect: you can add vectors and scale them - can you multiply two? Teach: yes, in more than one way, and the first is the SCALAR product: multiply corresponding components and add. The answer is a NUMBER, not a vector, which is why it is called the scalar product. That is the standard's definition word for word - the sum of the products of corresponding components. Try: shared computation of three dot products including one with negative components. Apply: students compute six dot products and state the type of each answer. Reflect: an operation on two vectors that returns a number is unfamiliar, and it is exactly what makes the next two days possible.

Check for understanding

Student computes dot products correctly and identifies the result as a scalar.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Why the Cosine Appears

Week 9, Day 2 · Unit 3 · Standards: Standard 11, Practice 2

Focus	The angle relationship.
Learning target	"I can compute a dot product and use it to find the angle between two vectors."
Vocabulary in use	scalar product, dot product, orthogonal, perpendicular, angle between vectors, projection, unit vector
Local date	_____

Learning sequence

Connect: compute the dot product of two vectors you have drawn, then measure the angle between them. Teach: the dot product equals the product of the two magnitudes times the cosine of the angle between them. The standard asks students to EXPLAIN this relationship, and the explanation runs through the Law of Cosines applied to the triangle formed by the two vectors and their difference - the algebra collapses to exactly the component sum. Try: shared derivation, or shared verification on three measured pairs if the derivation is deferred. Apply: students verify the relationship on four supplied pairs by both routes. Reflect: the cosine is not bolted on; it falls out of the geometry.

Check for understanding

Student states and justifies the relationship between dot product and cosine.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Finding the Angle Without Measuring

Week 9, Day 3 · Unit 3 · Standards: Standard 11, Practice 2

Focus	Computing angles.
Learning target	"I can compute a dot product and use it to find the angle between two vectors."
Vocabulary in use	scalar product, dot product, orthogonal, perpendicular, angle between vectors, projection, unit vector
Local date	_____

Learning sequence

Connect: two vectors given only as components - what is the angle between them? Teach: rearrange yesterday's relationship. The cosine of the angle is the dot product divided by the product of the magnitudes, then take the inverse cosine. This works in any dimension, including ones you cannot draw, which is the real payoff. Try: shared computation of two angles, one acute and one obtuse. Apply: students find the angle between five pairs and check two by scale drawing. Reflect: a negative dot product means an obtuse angle - the sign carries information before you compute anything.

Check for understanding

Student computes the angle between vectors from components.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Zero Means Perpendicular

Week 9, Day 4 · Unit 3 · Standards: Standard 11, Practice 2

Focus	Orthogonality.
Learning target	"I can compute a dot product and use it to find the angle between two vectors."
Vocabulary in use	scalar product, dot product, orthogonal, perpendicular, angle between vectors, projection, unit vector
Local date	_____

Learning sequence

Connect: when is the dot product zero? Teach: when the cosine is zero, so when the vectors are perpendicular - assuming neither is the zero vector. That is a perpendicularity TEST requiring no drawing, no angles and no slopes, and unlike the slope test it has no exceptions for vertical vectors. Try: shared testing of four pairs for perpendicularity. Apply: students test six pairs and find a vector perpendicular to a supplied one. Reflect: the slope method fails on vertical lines and this never does, which is a reason to prefer it.

Check for understanding

Student tests perpendicularity by dot product and constructs perpendicular vectors.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Work as a Dot Product

Week 9, Day 5 · Unit 3 · Standards: Standard 11, Practice 2

Focus	Practice 2 in an application.
Learning target	"I can compute a dot product and use it to find the angle between two vectors."
Vocabulary in use	scalar product, dot product, orthogonal, perpendicular, angle between vectors, projection, unit vector
Local date	_____

Learning sequence

Connect: a crate is pulled along the ground by a rope at an angle to the floor. Teach: only the component of the force along the motion contributes, and the dot product of force and displacement computes exactly that - which is why the same operation appears in physics as work. Practice 2 is reasoning abstractly and quantitatively: recognising that a physical situation has the STRUCTURE of an operation you already have. Try: shared computation for one supplied crate scenario. Apply: students compute the work for three supplied scenarios and explain why a perpendicular force does none. Reflect: carrying a heavy bag on level ground does no work in this sense, which is a fact about the definition rather than about your arms.

Check for understanding

Student applies the dot product to a work scenario and interprets the result.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
- Not affiliated with or endorsed by Alabama State Department of Education, any district, school, assessment provider or Teachers Pay Teachers.
- No approval, compliance, rating or evaluation outcome is guaranteed.

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

Terms of Use, Privacy and Copyright

Licence

This resource is licensed for use by **one teacher in one classroom**. You may print and reproduce the pages for your own students. You may not share, sell, sub-licence, post publicly, or upload this file to any website, shared drive or district repository. Additional classroom licences are available at a reduced price.

Copyright

All text, forms and layouts in this resource are original work. Fonts used are the standard PDF base fonts, which carry no redistribution restriction. No competitor product, published curriculum, commercial assessment, answer key, book text, character, logo or agency branding is reproduced. Where standard codes and text appear, they are quoted from a public government document for identification and alignment purposes and remain the property of the issuing agency.

Student privacy

Record learners using **initials or a school-approved identifier only**. Do not record IEP content, Section 504 plans, protected assessment scores, medical information or family information in this planner. Store completed pages securely and follow your programme's privacy requirements and applicable law. **This planner is not a secure student-information system and is not a substitute for official records.**

Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

Disclaimer

This independently created resource is not affiliated with, sponsored by, approved by, or endorsed by Alabama State Department of Education, any local school district, any school, any assessment provider, or Teachers Pay Teachers. Standards, assessments, course requirements, and submission procedures may change. Teachers must verify current requirements using https://www.alabamaachieves.org/wp-content/uploads/2022/09/AS_2022923_CAS-2019-Alabama-Mathematics-COS_V1.0.pdf and local school or district guidance.

Source citation

Alabama State Department of Education. 2019 Alabama Course of Study: Mathematics. Adopted 2019. Standards are numbered within the COURSE Precalculus, not within a grade; PDF pages 175-182, derived from the running head. PRECALCULUS IS A SPECIALIZED COURSE RATHER THAN ONE OF THE THREE REQUIRED ONES, and the course of study gates it: "Students must successfully complete Algebra II with Statistics before enrolling in Precalculus." Because Appendix E's first option places Algebra II with Statistics in GRADE 11, a student on the ordinary sequence meets Precalculus in Grade 12; GRADE 11 STUDY THEREFORE REQUIRES GRADE 10 ALGEBRA II, which is itself the documented acceleration route, so the workbook's "Accelerated Path" label is accurate on this row. The course "is designed for students who intend to enter mathematics-intensive majors" and "prepares students for calculus at the postsecondary level or AP Calculus at the high school level". IT IS ORGANISED DIFFERENTLY FROM THE REQUIRED COURSES: the document says the essential concepts organize the required courses and that specialized courses are "organized in ways related to their specific subject matter which extend beyond the essential concepts", so this course carries THREE content areas — Number and Quantity, Algebra, Functions — subdivided by named groups rather than by the "Focus N:" lines the required courses use. Those three names are read from the source, not assumed. Superscripts are transcribed with a caret (x^n , i^2) because the source sets them as separate spans that flatten into nonsense in the PDF text layer; the mathematics is unchanged. THIS GRADE 12 ENTRY IS THE SAME COURSE-LEVEL SET AS THE GRADE 11 ENTRY IN THIS SERIES, because Precalculus standards are numbered WITHIN THE COURSE rather than within a grade: a Grade 12 class is held to exactly the same 45 standards as a Grade 11 one. WHAT DIFFERS IS THE PATHWAY, AND GRADE 12 IS THE ORDINARY PLACEMENT RATHER THAN THE EXCEPTION. Appendix E's first pathway -- described in the document as being for students who "wish to earn four high school mathematics credits and do not want to take additional specialized courses" -- runs Geometry with Data Analysis, Algebra I with Probability, Algebra II with

Statistics, then a specialized course in GRADE 12. Precalculus is printed against Grade 11 only in the accelerated column, which requires Geometry and Algebra I taken CONCURRENTLY in Grade 9. So the Grade 11 row in this series is correctly labelled an accelerated path and THIS row is the common case. The document adds that "specialized courses can be taken in any order after Algebra II with Statistics", so Grade 12 Precalculus does not depend on any particular Grade 11 specialized course having been taken. Retrieved 2026-07-27 from https://www.alabamaachieves.org/wp-content/uploads/2022/09/AS_2022923_CAS-2019-Alabama-Mathematics-COS_V1.0.pdf