Subject Area____Algebra 1_____ Curriculum Map

Subject   Algebra   Grade :   9   Last revision date: 8/25/2023

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Rationale: To provide a curriculum that accurately reflects the NYS Next Generations Mathematical Learning Standards

Unit 1		Essential Question:		What is the structure of an expression and how can we manipulate it?	
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)
Unit 1 Lesson 1 – Variables and Expressions	A.SSE.1.A	Expression, Variable, Order of Operations, Simplify, Evaluate	Evaluate, Simplify	Emath DeltaMath (for all subsequent)	Homework Exit Ticket Spiral Reviews
Unit 1 Lesson 2 – The Commutative and Associative Properties	Prep for A-REI.1	Commutative, Associative, Equivalence, Order of Operations	Name property		
Unit 1 Lesson 3 – The Distributive Property	Prep for A-REI.1	Distribute, Binomial, Expression, product	Distribute		
Unit 1 Lesson 4 – Equivalent Expressions	A.REI.1	Equivalent, Simplify, Evaluate, Distribute, Factor	Simplify		

Unit 1 Lesson 5 – Like Terms	Prep for A-REI.1	Terms, monomial, binomial, trinomial, coefficient, constant, leading coefficient	Simplify		
Unit 1 Lesson 6 – Seeing Structure in Expressions	A.SSE.1.B, A.SSE.2				
Unit 1 Lesson 7 – Exponent Review (product and power to power)	A.SSE.3	Expanding, product, Exponent property	Simplify and Expand		
Unit 1 Lesson 8 – Multiplying Binomials Unit 1 Lesson 9 – Multiplying Binomials Using Area Models	A.APR.1	Linear Expression, Quadratic Expression, Associative Property, Commutative Property, Polynomial, Binomial, Trinomial	Multiply Polynomials, Simplify		
Unit 1 Lesson 10 – More Structure Work (Differentiation – review vs this)	A.SSE.1.B, A.SSE.2				
Unit 1 Lesson 11 – Translating English to Algebra	Prep for A.CED.1	Sum, difference, product, quotient, less than, from, the quantity of, twice, …	Written to algebraic expressions		

Unit 1 Lesson 12 – Algebraic Puzzles	A.SSE.1.B				Unit Test

Unit 2		Essential Question:	What is a solution to an equation and inequality?		
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)
Unit 2 Lesson 1 – Equations and Their Solutions	A.REI.3	Equality, Equation, Solution, True, False, Expression	Evaluate and identify possible solutions.		
Add Unit 2 Lesson 1b – Review of 1 and 2 step equations - Build in Rational numbers	A.REI.3	Inverse Operations, Solve	Solve equations		
Unit 2 Lesson 2 – Using Inverse Operations to Solve Equations	A.REI.3	Inverse Operations, Solve	Solve Equations		
Unit 2 Lesson 3 – Linear Equation Solving Review	A.CED.1, A.REI.3	Inverse Operations, Solve	Solve Equations		
Unit 2 Lesson 4 – Justifying Steps in Solving an Equation	A.REI.1, A.REI.3	Properties of Equality	Identify Properties		
Unit 2 Lesson 5 – Modeling with Linear Equations	A.CED.1, A.REI.3	Translate, Solve	Set up and Solve Equations		

(possible systems?)					
Unit 2 Lesson 6 – Modeling with Linear Equations Involving Integers	A.CED.1, A.REI.3	Integers, consecutive, even, odd	Solve consecutive integer word problems		
Unit 2 Lesson 7 – Solving Equations with Unspecified Constants (Literal Equations)	A.CED.4, A.REI.3	Inverse Operations, variable, formula	Solve for specific variable		
Unit 2 Lesson 8 – Inequalities	Prep for A.CED.1, A.CED.3, A.REI.3	Inequality, evaluate, less than, greater than, less than or equal to, greater than or equal to	Check solutions		
Unit 2 Lesson 9 – Solving Linear Inequalities	A.REI.3	Inverse operations, number line	Solve inequality		
Unit 2 Lesson 10 – Modeling with Inequalities	A.CED.1, A.REI.3	Inverse operations, at least, at most, no more than, greater than, less than	Set up and solve inequalities and understand the soluion		Test

Unit 3		Essential Question:	How do you represent a function algebraically, graphically, and numerically? How can you determine the average rate of change of a function over an interval?			
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)
Unit 3 Lesson 1 – Sets of Numbers	SKIP?	Number Families	Identify number families		
Unit 3 Lesson 2 – Interval Notation	A.REI.3	Open, closed, included, interval notation	Graph inequality based upon notation		
Unit 3 Lesson 3 – Introduction to Functions	F.IF.1	Input, Output, domain, range, function rule, mapping, evaluate	Identify domain and range. Evaluate function. Interpret function		
Unit 3 Lesson 4 – Function Notation	F.IF.1, F.IF.2	Input, output, function rule, function notation	Evaluate functions		
Unit 3 Lesson 5 – Key Features of Functions	F.IF.2, F.IF.4	Maximum, minimum, increasing, decreasing, turning point, function notation, intercepts, zeros, y-intercept	Identify characteristics of a function/graph		
Unit 3 Lesson 6 – Working with Functions in Table Form	F.IF.2, F.IF.4	Evaluate, intercept, zeros	Identify characteristics from a graph		

Unit 3 Lesson 7 – Average Rate of Change	N.Q.1, F.IF.1, F.IF.2, F.IF.6	Average Rate of Change, input, output	Calculate average rate of change		
Unit 3 Lesson 8 – Average Rate of Change and Motion (Enhancement - speed)	N.Q.1, F.IF.1, F.IF.2, F.IF.6	Speed	Calculate Speed		
Unit 3 Lesson 9 – More Work with Domain and Range	F.IF.1, F.IF.2, F.IF.6	Domin and Range	Continue to work with domain and range		Unit Test

Unit 4		Essential Question:	What is a linear function, and how is it represented algebraically and graphically?			
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)
Unit 4 Lesson 1 – Introduction to Linear Functions	F.IF.7.A, F.LE.2	Linear functions, straight line, slope, y-intercept	Compare f(x) to y, identify a point on the line and justify why.		
Unit 4 Lesson 1b Standard to slope-intercept form	A.CED.4, A.REI.3	Inverse operations	Standard to slope-intercept form		
Unit 4 Lesson 2 – More Work Graphing Linear Functions (Lines)	F.IF.7.A, F.LE.1.A	Linear functions, slope, y-intercept, parameters	Identify slope and y-intercept from formula. Evaluate rate of change from two points (slope). Solve for y.		
Unit 4 Lesson 3 – Writing the Equation of a Line	A.CED.3, F.LE.2	Slope-intercept form, rate, points, y-intercept	Write equation from: two points graph word problem		
Unit 4 Lesson 4 – Working with Linear Functions in Table Form	F.IF.4	Slope-intercept form, rate, points, y-intercept	Write equation and compare rate of change: two points graph word problem table		
Unit 4 Lesson 5 – Modeling with Linear Functions	N.Q.2, A.CED.2, F.IF.5, F.IF.7.A, F.BF.1.A, F.LE.1.B, F.LE.2, F.LE.5	Linear function, model, slope-intercept form, starting value	Create a linear equation from different scenarios		

Unit 4 Lesson 6 – More Modeling with Linear Functions	N.Q.2, A.SSE.1.A, A.CED.2, F.IF.6, F.BF.1.A, F.LE.1.B, F.LE.2, F.LE.5	Linear function, model, slope-intercept form, starting value	Create a linear equation from different scenarios Interpret parameters from equation/word problem		
Unit 4 Lesson 7 – Equations of Horizontal and Vertical Lines	Prep for A.CED.3, F.IF.7	Horizontal (HOY) and Vertical (VUX) Lines	Graph and write horizontal and vertical lines		
Unit 4 Lesson 8 – Piecewise Linear Functions	A.CED.3, F.IF.6, F.IF.7.B	Piecewise linear function, domain, continuous, discontinuous	Graph Piecewise linear functions.		
Unit 4 Lesson 9 – Step Functions	F.IF.7.B	Piecewise linear function, domain, continuous, discontinuous	Graph step function		
Unit 4 Lesson 10 – Absolute Value Functions	F.IF.4	Absolut Value, piecewise linear function, magnitude, slope, domain and range	Create table and graph, state turning point, increasing and decreasing		
Unit 4 Lesson 11 – The Truth About Graphs	A.REI.10	Solution, system of equation	Does a point satisfy an equation/system of equation.		
Unit 4 Lesson 12 – Linear Inequalities with Two Variables	A.REI.12	Inequalities, solution set, included, not included	Graph linear inequalities		Unit Test

Unit 4 Lesson 13 – Introduction to Sequences	F.IF.3, F.BF.1.A	Arithmetic, domain, sequence, input, subscript, explicit formula, rules	Identifying and use arithmetic sequences		
Unit 4 Lesson 14 – Arithmetic Sequences	F.IF.3, F.BF.1.A, F.LE.2	Arithmetic, domain, sequence, input, subscript, explicit formula, rules, common difference, nth term	Build and use arithmetic sequences		

Unit 5		Essential Question: What is a system of linear equations, and how does it differ from a single linear equation?				
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)	
Unit 5 Lesson 1 – Solving Systems Graphically	A.CED.2, A.REI.6, A.REI.10	System of equations, solution, graph, no solution, infinite solutions, one solution, intersection.	Graph and identify points of intersection			
Unit 5 Lesson 2 – Solving Systems by Substitution	A.REI.6	System of equations, solution, graph, no solution, infinite solutions, one solution.	Solve system substitution			
Unit 5 Lesson 3 – Properties of Systems and Their Solutions	A.REI.5, A.REI.6					
Unit 5 Lesson 4 – The Elimination Method	A.REI.6	System of equations, solution, graph, no solution, infinite solutions, one solution, opposite coefficients	Solve system using elimination			
Unit 5 Lesson 5 – Modeling with Systems of Equations	A.CED.3, A.REI.6	Unit price, rate, model, systems of equation	Set up and solve systems of equation word problems Justify solutions			
Unit 5 Lesson 6 – Solving Equations Graphically	A.REI.11	F(x) = G(x)	Solve systems graphically. Graphically solving linear equations.			

(algebra on both sides, calculator hack)					
Unit 5 Lesson 7 – Systems of Inequalities	A.REI.12	System of equations, solution, graph, solution set, double shaded region, dashed line, solid line, included, not included	Graph and identify points in solution set		
Unit 5 Lesson 8 – Modeling with Systems of Inequalities	A.CED.3, A.REI.12	Viable solutions, constraints	Set up and find a viable solution to the system of linear inequalities		Unit Test

Unit 6		Essential Question: What are exponential functions, and how do they differ from linear functions?			
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)
Unit 6 Lesson 1 – Exponential Increase and Decrease	A.CED.3, F.IF.3, F.BF.1.A, F.LE.2	Product, exponents, increasing, decreasing, common ratio, nth number, explicit	Find a common ratio, find next nth terms		
Unit 6 Lesson 2 – Geometric Sequences	A.CED.3, F.IF.3, F.BF.1.A, F.LE.2	Product, exponents, increasing, decreasing, common ratio, nth number, explicit, initial value	Find a common ratio, find next nth terms, difference vs ratio, state starting value		
Unit 6 Lesson 3 – Equivalent Exponential Expressions	A.SSE.3.C	Properties of exponents, equivalent expressions, combine like terms, power to power rule, product rule	Identify power to power rule and product rule with coefficients		
Unit 6 Lesson 4 – Simplifying Fractions Involving Exponents	A.SSE.3.C	Division and properties of exponents,	Simplify using exponents		
Unit 6 Lesson 5 – Zero and Negative Exponents	A.SSE.3.C	Zero exponent rule, negative exponent rule, numerator, denominator,	Expand and cancel exponents using exponent rules, simplify exponents		
Unit 6 Lesson 6 – More Work with Exponent Properties	A.SSE.3.C, F.IF.8	Numerator, denominator, exponential	Using previous info and making exponent answer into a positive		

Unit 6 Lesson 7 – Introduction to Exponential Functions	F.IF.6, F.LE.1.C	Exponential function, increasing, decreasing, growth/ decay factor	Identify when increasing or decreasing from graph, equation, or table Evaluate points from exponential graph		
Unit 6 Lesson 8 – Percent Review	Prep for A.CED.1, F.LE.1.C, F.LE.2, F.LE.5	Percent	Finding percent of		
Unit 6 Lesson 9 – Percent Increase and Decrease	F.LE.2, F.LE.3, F.LE.5	Percent, increased by, decreased by	Finding an amount based on certain percentage		
Unit 6 Lesson 10 – Exponential Models Based on Percent Growth	N.Q.2, A.SSE.1.A, A.CED.2, F.IF.6, F.LE.1.A, F.LE.1.C, F.LE.2, F.LE.5	Percent rate, percent growth/decay	Calculating a new value based upon given growth or decay		
Unit 6 Lesson 11 – Constructing Exponential Functions	A.CED.1, F.IF.7.A	Y intercept, initial value, growth factor, decay factor	Constructing exponential functions		
Unit 6 Lesson 12 – Linear Versus Exponential Functions	F.IF.9, F.LE.1.A	Linear, exponential, constant rate of change, common ratio	Identify linear vs exponential, write an subsequent equation from a table or pair of points		Unit Test

Unit 7		Essential Question: What are polynomials? How are they different from other types of algebraic expressions and what structure allows us to manipulate them to form equivalency?			
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)
Unit 7 Lesson 1 – Introduction to Polynomials	A.APR.1	Polynomial, constant, exponent, coefficient, standard form, equivalent expression, degree, quadratic, cubic, quartic, leading coefficient	Writing in standard form Identifying what a polynomial is as well each of its parts		
Unit 7 Lesson 2 – Adding and Subtracting Polynomials	A.APR.1	Polynomial, constant, exponent, coefficient, standard form, equivalent expression, degree, quadratic, cubic, quartic, leading coefficient	Combining like terms(+ and -)		
Unit 7 Lesson 3 – Multiplying Polynomials	A.APR.1	Polynomial, monomials, distributive, conjugate pairs, standard form	Multiplying polynomials		
Unit 7 Lesson 4 – More Work Multiplying Polynomials	A.APR.1	Polynomial, monomials, distributive, conjugate pairs, standard form	Multiplying polynomials		
Unit 7 Lesson 5 – Factoring Polynomials	A.SSE.1.A, A.SSE.1.B, A.SSE.2	GCF, distributive property, factor by grouping	Factoring polynomial expressions through identifying the GCF		

Unit 7 Lesson 6 – Conjugate Binomials	A.SSE.2	Perfect squares, factor, difference of perfect squares	Factoring polynomial expressions through conjugate pairs		
Unit 7 Lesson 7 – Factoring Trinomials	A.SSE.2	Factor, sum, product, equivalent, trinomial	Factoring trinomial expressions (a= 1)		
Unit 7 Lesson 8 – Complete Factoring	A.SSE.2	Factor completely	Use previous methods to factor a polynomial more than once(completely)		
Unit 7 Lesson 9 – Recognizing Structure to Factor	A.SSE.2	GCF, Difference of perfect squares, trinomial, quadratic binomial factoring	Identify if something can NOT be factored Identify what type(structure) of factoring is used(GCF, PS, TRI)		
Unit 7 Lesson 10 – Factoring Challenging Trinomials (Extension)	A.SSE.2	GCF, Difference of perfect squares, trinomial, quadratic binomial factoring	Factoring a polynomial when a is > 1		Unit Test

Unit 8		Essential Question: What is a quadratic function, and how does it differ from linear and other types of functions?			
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)
Unit 8 Lesson 1 – Introduction to Quadratic Functions	A.CED.3, F.IF.4, F.IF.7.A	Standard form of a quadratic, leading coefficient, range, parabola, zeroes, vertex, axis of symmetry, increasing, decreasing	Given an equation use the graph to identify key characteristics State if a function is a quadratic Identify standard form		
Unit 8 Lesson 2 – The Leading Coefficient of a Quadratic	A.SSE.3.B, F.IF.8.A, F.BF.3	Leading coefficient, max, min, turning point, opening upward/downward	Identify max/min within an interval		
Unit 8 Lesson 3 – The Symmetry of Quadratic Functions	F.IF.4, F.IF.7.B, F.IF.8.A,	Axis of symmetry, turning point, zeroes	Finding the axis of symmetry given the formula		
Unit 8 Lesson 4 – Solving Quadratic Equations Using Inverse Operations	A.SSE.3.A, A.APR.3, A.REI.4.B	Inverse operations, square root	Solving Quadratic Equations Using Inverse Operations		
Unit 8 Lesson 5 – Solving Quadratics by Completing the Square	A.SSE.1.B, A.REI.4.A	Equivalent, completing the square	Solving Quadratics by Completing the Square		
Unit 8 Lesson 6 – Area and Completing the Square (Review/extension)	A.SSE.1.B, A.REI.4.A	Equivalent, completing the square	Solving Quadratics by Completing the Square		

Unit 8 Lesson 7 – More Work Solving Quadratics by Completing the Square	A.SSE.1.B, A.REI.4.A	Equivalent, completing the square	Solving Quadratics by Completing the Square		
Unit 8 Lesson 8 – The Zero Product Law	A.REI.4.B	Zero Product Law, equations, solutions	Solve Quadratics by factoring using Zero Product Law		
Unit 8 Lesson 9 – More Work Factoring to Solve Quadratics	A.REI.4.B	Zero Product Law, equations, solutions	Solve Quadratics by factoring using Zero Product Law		
Unit 8 Lesson 10 – Graphs of Cubic Polynomial Functions	A.APR.3	Cubic, zeros,	Graphs of Cubic Polynomial Functions. Identify zeros.		
Unit 8 Lesson 11 – Solving Linear-Quadratic Systems	A.SSE.1.B, A.REI.4.B, A.REI.7.A,	Systems, substitution, lines, parabolas, none, one, two solutions	Solving Linear-Quadratic Systems and identifying solutions from graphs or equations		
Unit 8 Lesson 12 – Quadratic Word Problems	A.SSE.3.A, A.CED.1 A.REI.7.A	Not viable, viable	Solving Linear-Quadratic word problems and identifying solutions from graphs or equations		Unit Test

Unit 9		Essential Question: What is the difference between rational and irrational numbers? What are the different ways we can solve a quadratic equation?			
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)
Unit 9 Lesson 1 – Integers and Rational Numbers	N.RN.3	Whole numbers, rational, integers,	Identify number groups		
Unit 9 Lesson 2 – Square Roots	N.RN.3.B	Squaring, cubing, roots	Simplest Radical form, Operations with radicals		
Unit 9 Lesson 3 – Irrational Numbers	N.RN.3	Irrational numbers, rational, terminating, non-repeating,	Identify rational vs irrational numbers		
Unit 9 Lesson 4 – Square Root Arithmetic	N.RN.3.A	Rationalize Denominator	Add, subtract, multiply square roots		
Unit 9 Lesson 5 – Quadratic Equations with Irrational Solutions	A.SSE.1.B, A.REI.4.B	Factoring, completing the square, inverse operations	Solving Quadratics		

Unit 9 Lesson 6 – The Quadratic Formula	A.REI.4.A, A.REI.4.B	Quadratic Formula, roots, zeros, simplest radical form	Solve using the quadratic formula		
Unit 9 Lesson 7 – Final Work with Quadratic Equations	A.SSE.3.AA.REI.4.A, A.REI.4.B	Quadratic Formula, roots, zeros, simplest radical form, no real solutions, discriminant	Solve all quadratic formula		Unit Test

Unit 10		Essential Question: What is a parent function? How do transformations affect the graph of a function?			
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)
Unit 10 Lesson 1 – Parent Functions	F.IF.7.A	Linear, quadratic, exponential, absolute value, parent functions	Identify what a parent function is.		
Unit 10 Lesson 2 – Vertical Shifting of Functions	F.BF.3.A	Transformation, vertical shift	Identify how f(x) + k is shifted as well as to perform it.		
Unit 10 Lesson 3 – Horizontal Shifting of Functions	F.BF.3.A	Transformation, horizontal shift	Identify how f(x+k) is shifted as well as to perform it.		
Unit 10 Lesson 4 – Combined Shifting of Functions	F.BF.3.A	Transformation, vertical and horizontal shift	Identify how f(x+c) + k is shifted as well as to perform it.		
Unit 10 Lesson 5 – Vertical Stretching and Compressing of Functions K f(x) NOT f(kx)	F.BF.3.A	Transformation, vertical stretch and compress	Identify how k f(x) is transformed as well as to perform it.		
Unit 10 Lesson 6 – Reflecting Functions Across the x-Axis	F.BF.3.A	Transformation, reflection	Compare f(x) vs – f(x) and graph.		

| Unit 10 Lesson 7 – The Vertex Form of a Quadratic Function | A.SSE.1.B, A.REI.4.A | Vertex Form | Identify vertex form vertex form.

*Extension start with polynomial and complete square to put in vertex form. | | Unit Test |

Unit 11		Essential Question: What is the role of statistics in making sense of data and making informed decisions in various fields?			
Supporting Questions:	NYS Standard	Conceptual Understandings: What students must know vocabulary	Content Specifications: What students must be able to do (verbs)	Suggested Sources and Protocols:	Assessments: (Formative and Summative)
Unit 11 Lesson 1 – The Purpose of Statistics	S.ID.1				
Unit 11 Lesson 2 – The Standard Deviation of a Data Set	S.ID.2	Box-and-Whisker Plot, Inter quartile range, Sample Standard Deviation	Create and interpret a box and whisker plot. Find Sample Standard Deviation		
Unit 11 Lesson 3 – More Work with Standard Deviation	S.ID.2	Typical, One Standard Deviation, Two Standard Deviations	Use mean and standard deviations to see spread of the data.		
Unit 11 Lesson 4 – Data Distribution Shapes	S.ID.3	Symmetric, Asymmetric, left skewed, right skewed	Compare two data sets		
Unit 11 Lesson 5 – Comparing Samples	S.ID.2	Box and whisker, interquartile range, mean, median, min, max, range	Compare statistical data based upon graphical representations		
Unit 11 Lesson 6 – Bivariate Data Analysis	S.ID.6.A, S.ID.6.C, S.ID.9	Scatter plot, line of best fit, correlation, causation	Analyze scatter plot.		

Unit 11 Lesson 7 – Linear Regression on the Calculator	S.ID.6.A, S.ID.6.C, S.ID.7, S.ID.9	Linear regression, line of best fit, scatter plot, correlation, parameter	Use data to create a line of best fit.		
Unit 11 Lesson 8 – The Strength of Correlation	S.ID.6.A, S.ID.6.C, S.ID.8	Correlation coefficient, weak, strong, linear fit	Assess the degree to which the regression fits the data.		
Unit 11 Lesson 9 – Categorical Data	S.ID.5	Two-way tables, relative frequency, percent, fraction, part, total	Calculate relative frequency.		
Unit 11 Lesson 10 – Understanding Associations in Categorical Data	S.ID.5	Two-way tables, conditional relative frequency, percent, fraction, part, total	Calculate conditional relative frequency.		Unit Test