

# Algebra I Curriculum Map

TOPIC & TEXTBOOK SECTIONS	Duration	Month(s)
<b>Unit 1: Expressions, Equations and Negative Numbers</b> <u>Chapters 1 &amp; 2:</u> Operations, Variables, Powers/Exponents, Order of Operations, Expressions, Equations, Negative Numbers, Commuting & Associating	3 wks	Aug/Sept
<b>Unit 2: Properties, Axioms and Equations</b> <u>Chapters 3 &amp; 4:</u> Solving Two Step Equations, Application of Equations, Algebraic Properties/Axioms, Harder Equations	3 wks	Sept
<b>Unit 3: Polynomials &amp; Radicals</b> <u>Chapter 5:</u> Polynomials, Names of Polynomials, Product of Binomials, Squaring a Binomial, Factoring Trinomials, Radicals, Irrational Numbers	4 wks	Sep/Oct
<b>Unit 4: Quadratic Equations</b> <u>Chapter 6:</u> Quadratic Formula, Evaluating Expressions with Radicals, Equations with Absolute Values and Squares, Completing the Square, Vertical Motion Problems, The Discriminant	4 wks	Oct/Nov
<b>Unit 5: Two Variable Expressions and Equations</b> <u>Chapter 7:</u> Cartesian Coordinate System, Graphs of Linear Equations, Slope, Slope-Intercept Form, Point-Slope Form, Standard Form, Systems of Equations	5 wks	Nov/Dec

# Curriculum Map Algebra 1 Tasks

**Richard Bailey**



## **Curriculum Map Algebra 1 Tasks:**

**Making Skill Standards Work** ,1999      **The Five Practices in Practice [High School]** Margaret (Peg)

Smith,Michael D. Steele,Miriam Gamoran Sherin,2020-02-26 This book makes the five practices accessible for high school mathematics teachers Teachers will see themselves and their classrooms throughout the book High school mathematics departments and teams can use this book as a framework for engaging professional collaboration I am particularly excited that this book situates the five practices as ambitious and equitable practices Robert Q Berry III NCTM President 2018 2020 Samuel Braley Gray Professor of Mathematics Education University of Virginia Take a deeper dive into understanding the five practices anticipating monitoring selecting sequencing and connecting for facilitating productive mathematical conversations in your high school classrooms and learn to apply them with confidence This follow up to the modern classic 5 Practices for Orchestrating Productive Mathematics Discussions shows the five practices in action in high school classrooms and empowers teachers to be prepared for and overcome the challenges common to orchestrating math discussions The chapters unpack the five practices and guide teachers to a deeper understanding of how to use each practice effectively in an inquiry oriented classroom This book will help you launch meaningful mathematical discussion through Key questions to set learning goals identify high level tasks anticipate student responses and develop targeted assessing and advancing questions that jumpstart productive discussion before class begins Video excerpts from real high school classrooms that vividly illustrate the five practices in action and include built in opportunities for you to consider effective ways to monitor students ideas and successful approaches for selecting sequencing and connecting students ideas during instruction Pause and Consider prompts that help you reflect on an issue and in some cases draw on your own classroom experience prior to reading more about it Linking To Your Own Instruction sections help you implement the five practices with confidence in your own instruction The book and companion website provide an array of resources including planning templates sample lesson plans completed monitoring tools and mathematical tasks Enhance your fluency in the five practices to bring powerful discussions of mathematical concepts to life in your classroom      **Learning Technology for Education Challenges** Lorna

Uden,Dario Liberona,Yun Liu,2017-08-07 This book constitutes the refereed proceedings of the 6th International Workshop on Learning Technology for Education in Cloud LTEC 2017 held in Beijing China in August 2017 The 16 revised full papers presented were carefully reviewed and selected from 37 submissions The papers are organized in topical sections on Learning Technologies Learning Tools and Environment Online Learning and MOOC Problem Solving and Knowledge Transfer      **Task Product Memorandum** ,1994 The program elements that have been established for this series are as follows Geographic information system GIS and mapping Data collection and management Sampling and analytical program Modeling and decision support system DSS Nonpoint source best management practices BMPs Combined sewer overflow CSO design build and test Value engineering Public information and involvement Financial and institutional and Project

management coordination and reporting      *Teaching Geographic Information Science and Technology in Higher Education* David Unwin, Nicholas Tate, Kenneth Foote, David DiBiase, 2011-11-29 Geographic Information Science and Technology GISc T has been at the forefront of education innovation in geography and allied sciences for two decades Teaching Geographic Information Science and Technology in Higher Education is an invaluable reference for educators and researchers working in GISc T providing coverage of the latest innovations in the field and discussion of what the future holds for GI Science education in the years to come This book clearly documents teaching innovations and takes stock of lessons learned from experience in the discipline The content will be of interest both to educators and researchers working in GISc T and to educators in other related fields More importantly this book also anticipates some of the opportunities and challenges in GI Science and Technology education that may arise in the next decade As such it will be of interest to chairs deans administrators faculty in other subfields and educators in general Innovative book taking a look at recent innovations and teaching developments in the course provision of GI Science and Technology in higher education Edited by leaders in the field of GISc T who have been at the forefront of education innovation in GI Science and allied science subjects Provides coverage of GISc Technology in a range of institutional settings from an international perspective at all levels of higher education An invaluable text for all educators within the field of GISc T and allied subjects with advice from experts in the field on best practice Includes coverage and practical advice on curriculum design teaching with GIS technology distance and eLearning with global examples from leading academics in the field      *Administrator's Guide to Curriculum Mapping* Donald F. Weinstein, 1986      *Tasks and Rubrics for Balanced Mathematics Assessment in Primary and Elementary Grades* Judah L. Schwartz, Joan M. Kenney, 2008 The authors show a remarkable talent for embedding important and substantive mathematics in charming yet authentic tasks Mark J Driscoll Codirector Center for Leadership and Learning Communities Education Development Center These tasks require students to problem solve and use critical thinking skills as they develop possible solution strategies They add a level of fun interest and challenge to the mathematics curriculum Melanie Nichols Dean of Academic Affairs Arkansas School for Mathematics Sciences and the Arts Hot Springs AR Engaging easy to use assessments that inform instruction and learning If you d like to improve mathematics instruction and boost student achievement this book is for you Tasks and Rubrics for Balanced Mathematics Assessment in Primary and Elementary Grades helps teachers collect accurate formative data about students strengths and weaknesses and increase mathematical understandings for all learners Developed by the Balanced Assessment in Mathematics Program at the Harvard Graduate School of Education this comprehensive collection features research based mathematical tasks that appeal to students and connect to their daily lives while generating invaluable information for educators Using assessments linked to NCTM standards and carefully crafted rubrics that cover all elementary grade levels and mathematics topics teachers can Analyze the learning components of each task and show individual levels of success Adjust instructional strategies for an entire class or target individual learning

needs Maintain a focus on accessibility and equity for all students Develop and refine students mathematical thinking skills and prepare students for high stakes tests This resource provides powerful tools for delivering meaningful instruction building students confidence and significantly increasing their skills and performance in mathematics **Spectrum** ,1983

*Illustrated Education Bulletin* ,1871 Resources in Education ,1973 **Research in Education** ,1968 *Directory of Distance Learning Opportunities* Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation **Mathematics Activities Handbook for Grades 5-12** Michael C. Hynes,Douglas K. Brumbaugh,1976 *Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant* , *School Library Media Activities Monthly* ,1998 Extension Bulletin University of Colorado (Boulder campus). Division of University Extension. Bureau of Correspondence Instruction,1931 German Higher Schools James Earl Russell,1903 Publisher and Bookseller ,1880 Vols for 1871 76 1913 14 include an extra number The Christmas bookseller separately paged and not included in the consecutive numbering of the regular series **The Coast Artillery Journal** ,1924 **GERMAN HIGHER SCHOOLS THE HISTORY, ORGANIZATION AND METHODS OF SECONDARY EDUCATION IN GERMANY** JAMES E. RUSSELL,1913

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