

**Curriculum Map**  
**Algebra One CP2 (312)**  
**Saugus High School**  
**Saugus Public Schools**

Week 1		Week 2	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<i>The students will:</i>		<i>The students will:</i>	
<b>10.N.1</b> Identify and use the properties of operations on real numbers. <b>10.N.2</b> Simplify numerical expressions.		<b>10.N.1</b> Identify and use the properties of operations on real numbers. <b>10.N.2</b> Simplify numerical expressions.	
<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>BASIC ALGEBRAIC CONCEPTS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT ONE</b> <b>BASIC ALGEBRAIC CONCEPTS</b>	
1. Variables and Algebraic Expressions 2. Real Numbers and Absolute Value 3. Adding and Subtracting Real Numbers		1. Multiplying and Dividing Real Numbers 2. Bases, Powers, and Exponents 3. Types of Numbers (Rational v. Irrational) 4. Square Roots	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i>		1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
1. To translate between words and algebra. 2. To evaluate algebraic expressions. 3. To compare real numbers. 4. To simplify algebraic expressions. 5. To add and subtract real numbers.	What is the difference between a numerical expression and an algebraic expression?	1. To multiply and divide real numbers. 2. To evaluate expressions that contains exponents and square roots. 3. To classify numbers within the real number system	Why is it critical to put parenthesis around the base if the base is negative?
<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>
1. Chapter Two lessons 2. Chapter Two Practice Worksheets 3. Chapter Two Pre-Made Assessments	1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner	1. Chapter Two lessons 2. Chapter Two Practice Worksheets 3. Chapter Two Pre-Made Assessments	1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<b>Homework:</b> To be given daily on each introduced topic <b>Review:</b> All weekly concepts. <b>Quiz:</b> Assessments given as warranted by the curriculum.	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b>	<b>Homework:</b> To be given daily on each introduced topic <b>Review:</b> All weekly concepts. <b>Quiz:</b> Assessments given as warranted by the curriculum.	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b>

Week 3		Week 4	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i></p> <p><b>10.N.1</b> Identify and use the properties of operations on real numbers.  <b>10.N.2</b> Simplify numerical expressions.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i></p> <p><b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT ONE</b>  <b>BASIC ALGEBRAIC CONCEPTS</b></p> <p>1. Order of Operations (PEMDAS)  2. Simplifying Expressions with Real Numbers</p>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TWO</b>  <b>SOLVING EQUATIONS</b></p> <p>1. Solving Equations by Adding and Subtracting (One-Step)  2. Solving Equations by Multiplying and Dividing (One-Step)</p>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <p>1. To use the order of orders to simplify expressions involving real numbers.  2. To use properties of equality to simplify expressions.  3. To combine like terms in an algebraic expression.</p>	<p align="center"><b>Essential Question</b></p> <p>When using PEMDAS to simplify an expression, must multiplication occur prior to division?</p>	<p align="center"><b>Objectives</b></p> <p>1. To solve one-step equations in one variable by using addition or subtraction.  2. To solve equations in one variable by using multiplication or division.</p>	<p align="center"><b>Essential Question</b></p> <p>How do you decide which inverse operation to use first when solving a two-step equation?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <p>1. Chapter Two lessons  2. Chapter Two Practice Worksheets  3. Chapter Two Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <p>1. PowerPoint Presentations  2. Textbook On-Line  3. Homework Help (on-line)  4. Test ExamPro Generator  5. One-Stop CD Planner</p>	<p align="center"><b>Teacher Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <p>1. Chapter Three lessons  2. Chapter Three Practice Worksheets  3. Chapter Three Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <p>1. PowerPoint Presentations  2. Textbook On-Line  3. Homework Help (on-line)  4. Test ExamPro Generator  5. One-Stop CD Planner</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On the concept of Basic Algebra.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 5		Week 6	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i></p> <p><b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i></p> <p><b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.</p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b> <b>SOLVING EQUATIONS</b></p> <ol style="list-style-type: none"> <li>Solving Two-Step Equations</li> <li>Solving Multi-Step Equations</li> <li>Solving Equations Involving the Distributive Property.</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b> <b>SOLVING EQUATIONS</b></p> <ol style="list-style-type: none"> <li>Solving Equations with Variables on Both Sides</li> <li>Solving for a Variable</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To solve equations in one or more variables that contains more than one operation.</li> <li>To solve equations in one variable that contains more than one operation.</li> <li>To use the distributive when necessary to solve equations.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you decide the order in which you solve an equation that requires several steps?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To solve equations in one variable with variables on both sides of the equation.</li> <li>To solve an equation with two or variables for one of the variables.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>In what situations would it be necessary to solve an equation for a given variable?</p>
<p align="center"><b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>Chapter Three lessons</li> <li>Chapter Three Practice Worksheets</li> <li>Chapter Three Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b> <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>Chapter Three lessons</li> <li>Chapter Three Practice Worksheets</li> <li>Chapter Three Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b> <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 7		Week 8	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i></p> <p><b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.</p> <p><i>The students will:</i></p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i></p> <p><b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.</p> <p><i>The students will:</i></p>	
<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b> <b>SOLVING EQUATIONS</b></p> <p>1. Review of Solving Linear Equations in One Variable 2. Solving Word Problems Involving Linear Equations</p>		<p align="center"><b>Unit/Topic/Lesson</b> <b>UNIT TWO</b> <b>SOLVING EQUATIONS</b></p> <p>1. Solving Problems Using Formulas 2. Solving Problems Using Literal Equations</p>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>    2. <i>Problem Solving Skills</i>    3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>    2. <i>Problem Solving Skills</i>    3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <p>1. To review all the method and procedures for solving a linear equation in one variable. 2. To solve a variety of word problems that involves linear equation concepts.</p>	<p align="center"><b>Essential Question</b></p> <p>How do you apply your skills and understanding of linear equation translate into solving a variety of word problems?</p>	<p align="center"><b>Objectives</b></p> <p>1. To solve a formula for a given variable. 2. To solve problems involving literal equations.</p>	<p align="center"><b>Essential Question</b></p> <p>How do you use formula, where the unknown variable is not the variable solved for in the formula?</p>
<p align="center"><b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i></p> <p>1. Chapter Three lessons 2. Chapter Three Practice Worksheets 3. Chapter Three Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b> <i>Holt Algebra 1 ©2003</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>	<p align="center"><b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i></p> <p>1. Chapter Three lessons 2. Chapter Three Practice Worksheets 3. Chapter Three Pre-Made Assessments</p>	<p align="center"><b>Media Resources</b> <i>Holt Algebra 1 ©2003</i></p> <p>1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner</p>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic <b>Review:</b> All weekly concepts. <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic <b>Review:</b> All weekly concepts. <b>Quiz:</b> Assessments given as warranted by the curriculum. <b>Test:</b> On the concepts of Solving Equations.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

**Week 9**

***Performance Standards***

*The students will:*  
**10.P.6** Solve equations and inequalities including those involving absolute value of linear expressions (e.g.,  $|x - 2| > 5$ ) and apply to the solution of problems.

**Unit/Topic/Lesson**  
**UNIT THREE**  
**SOLVING INEQUALITIES AND ABSOLUTE VALUES**

1. Graphing and Writing Inequalities
2. Solving Basic One-Step Inequalities
3. Solving Two-Step Inequalities

**Mission and Expectations**  
*1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills*

**Objectives**

1. To graph and write inequalities in one variable.
2. To solve one and two step inequalities in one variable.

**Essential Question**

How is the approach for solving a linear inequality different and the same as solving a linear equation?

**Teacher Resources**  
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1. Chapter Six lessons
2. Chapter Six Practice Worksheets
3. Chapter Six Pre-Made Assessments

**Media Resources**  
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1. PowerPoint Presentations
2. Textbook On-Line
3. Homework Help (on-line)
4. Test ExamPro Generator
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**Evaluation/Activities**

**Homework:** To be given daily on each introduced topic  
**Review:** All weekly concepts.  
**Quiz:** Assessments given as warranted by the curriculum.

**Completion date:**  
**Completed by:**  
**Comments:**

**Week 10**

***Performance Standards***

*The students will:*  
**10.P.6** Solve equations and inequalities including those involving absolute value of linear expressions (e.g.,  $|x - 2| > 5$ ) and apply to the solution of problems.

**Unit/Topic/Lesson**  
**UNIT THREE**  
**SOLVING INEQUALITIES AND ABSOLUTE VALUES**

1. Solving Multi-Step Inequalities
2. Solving Inequalities with Variables on Both Sides

**Mission and Expectations**  
*1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills*

**Objectives**

1. To solve multi-step inequalities in one variable.
2. To solve inequalities in one variable that contains variables on both sides.

**Essential Question**

How do you change from the variable being on the right side of the inequality to the left side of the inequality without changing the meaning of the inequality?

**Teacher Resources**  
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1. Chapter Six lessons
2. Chapter Six Practice Worksheets
3. Chapter Six Pre-Made Assessments

**Media Resources**  
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1. PowerPoint Presentations
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**Evaluation/Activities**

**Homework:** To be given daily on each introduced topic  
**Review:** All weekly concepts.  
**Quiz:** Assessments given as warranted by the curriculum.

**Completion date:**  
**Completed by:**  
**Comments:**

Week 11		Week 12	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.</p>		<p><i>The students will:</i>  <b>10.P.6</b> Solve equations and inequalities including those involving absolute value of linear expressions (e.g., <math> x - 2  &gt; 5</math>) and apply to the solution of problems.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b> <b>SOLVING INEQUALITIES AND ABSOLUTE VALUES</b>		<b>Unit/Topic/Lesson</b> <b>UNIT THREE</b> <b>SOLVING INEQUALITIES AND ABSOLUTE VALUES</b>	
1. Solving Compound Inequalities		1. Absolute Value Equations 2. Absolute Value Inequalities	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i>		1. <i>Critical Thinking Skills</i> 2. <i>Problem Solving Skills</i> 3. <i>Test Taking Skills</i>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
1. To solve compound inequalities.	How do you decide whether a compound inequality represents an intersection or a union?	1. To solve absolute value equations in one variable. 2. To solve absolute value inequalities in one variable.	How do you determine whether an absolute value inequality should be written as an intersection or a union?
<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>
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<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<b>Homework:</b> To be given daily on each introduced topic <b>Review:</b> All weekly concepts. <b>Quiz:</b> Assessments given as warranted by the curriculum.	<b>Completed by:</b>  <b>Comments:</b>	<b>Homework:</b> To be given daily on each introduced topic <b>Review:</b> All weekly concepts. <b>Quiz:</b> Assessments given as warranted by the curriculum. <b>Test:</b> On the concepts of Solving Inequalities and Absolute Values.	<b>Completed by:</b>  <b>Comments:</b>

Week 13		Week 14	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FOUR</b>  <b>PROPORTIONS AND PERCENTS</b></p> <ol style="list-style-type: none"> <li>Rates, Ratios, and Proportions</li> <li>Applications of Proportions</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FOUR</b>  <b>PROPORTIONS AND PERCENTS</b></p> <ol style="list-style-type: none"> <li>Percents</li> <li>Applications of Percents</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills    2. Problem Solving Skills    3. Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills    2. Problem Solving Skills    3. Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To write and use ratios, rates, and unit price.</li> <li>To write and solve proportions.</li> <li>To use proportions to solve problems involving geometric figure.</li> <li>To use proportions and similar figures to measure objects indirectly.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you determine whether a proportion is true or false?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To solve basic percent problems.</li> <li>To use common applications of percents.</li> <li>To estimate with percents.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>What is the procedure for converting a decimal or a fraction to a percent?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>Chapter Four lessons</li> <li>Chapter Four Practice Worksheets</li> <li>Chapter Four Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>Chapter Four lessons</li> <li>Chapter Four Practice Worksheets</li> <li>Chapter Four Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On the concepts of Proportions and Ratios.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 15		Week 16	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.P.1</b> Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.</p>		<p><i>The students will:</i>            10.P.2 Demonstrate an understanding of the relationship between various representations of a line. Determine a line's slope and x- and y-intercepts from its graph or from a linear equation that represents the line. Find a linear equation describing a line from a graph or a geometric description of the line, e.g., by using the "point-slope" or "slope y-intercept" formulas. Explain the significance of a positive, negative, zero, or undefined slope.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT FIVE</b> <b>LINEAR FUNCTIONS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT FIVE</b> <b>LINEAR FUNCTIONS</b>	
<ol style="list-style-type: none"> <li>Relations and Functions</li> <li>Writing, Evaluating, and Graphing Functions</li> <li>Identifying Linear Functions</li> </ol>		<ol style="list-style-type: none"> <li>Graphs of Linear Functions</li> <li>Using Intercepts to Graph Linear Functions (Standard Form)</li> <li>Rate of Change and Definition of Slope</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To identify relations and functions.</li> <li>To find the domain and range of relations and functions.</li> <li>To identify independent and dependent variables.</li> <li>To write an equation in function notation and evaluate a function for given input values.</li> </ol>	How do you determine whether a relation is a function and how to you determine both its domain and range?	<ol style="list-style-type: none"> <li>To identify linear functions and equations.</li> <li>To graph linear functions that represents real- world situations and gives their domain and range.</li> <li>To use the x- and y- intercepts to graph lines.</li> <li>To find rates of change and slopes.</li> <li>To relate a constant rate of change to the slope of a line.</li> </ol>	What is the slope of a given line and how do you find it both graphically and algebraically?
<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>
<ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 17		Week 18	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.2</b> Demonstrate an understanding of the relationship between various representations of a line. Determine a line's slope and x- and y-intercepts from its graph or from a linear equation that represents the line. Find a linear equation describing a line from a graph or a geometric description of the line, e.g., by using the "point-slope" or "slope y-intercept" formulas. Explain the significance of a positive, negative, zero, or undefined slope.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.2</b> Demonstrate an understanding of the relationship between various representations of a line. Determine a line's slope and x- and y-intercepts from its graph or from a linear equation that represents the line. Find a linear equation describing a line from a graph or a geometric description of the line, e.g., by using the "point-slope" or "slope y-intercept" formulas. Explain the significance of a positive, negative, zero, or undefined slope.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FIVE</b>  <b>LINEAR FUNCTIONS</b></p> <ol style="list-style-type: none"> <li>The Formula for Slope</li> <li>Forms of Linear Function (Standard Form)</li> <li>Graphing a Linear Equation Using Intercepts</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FIVE</b>  <b>LINEAR FUNCTIONS</b></p> <ol style="list-style-type: none"> <li>Forms of Linear Function (Slope-Intercept)</li> <li>Forms of Linear Function (Point-Slope)</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find the slope by using the formula for slope.</li> <li>To recognize a linear equation in standard form.</li> <li>To graph a linear equation using intercepts.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How would you graph a linear equation by finding both the x and y intercepts as opposed to plotting selected points?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To write a linear equation in slope-intercept form.</li> <li>To graph a line using slope-intercept form.</li> <li>To graph a line and write a linear equation using point-slope form.</li> <li>To write a linear equation given two points.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>When would you use each of the various form of a linear equation?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 19		Week 20	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.2</b> Demonstrate an understanding of the relationship between various representations of a line. Determine a line's slope and x- and y-intercepts from its graph or from a linear equation that represents the line. Find a linear equation describing a line from a graph or a geometric description of the line, e.g., by using the "point-slope" or "slope y-intercept" formulas. Explain the significance of a positive, negative, zero, or undefined slope.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.P.8</b> Solve everyday problems that can be modeled using systems of linear equations or inequalities. Apply algebraic and graphical methods to the solution. Use technology when appropriate. Include mixture, rate, and work problems.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT FIVE</b>  <b>LINEAR FUNCTIONS</b></p> <ol style="list-style-type: none"> <li>Slopes of Parallel and Perpendicular Lines</li> <li>Writing Linear Equations (Given Various Pieces of Information)</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT SIX</b>  <b>SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES</b></p> <ol style="list-style-type: none"> <li>Solving a System of Linear Equations (Graphically on Paper)</li> <li>Consistent and Inconsistent Systems</li> <li>Independent and Dependent Systems</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p><i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To identify and graph parallel lines and perpendicular lines.</li> <li>To write equations to describe lines parallel or perpendicular to a given line.</li> <li>To write linear equations given a various combinations of information.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>What is the relationship between the slopes of perpendicular and parallel lines?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To solve a system of two linear equations by graphing and determining the point of intersection.</li> <li>To determine whether systems are independent or dependent.</li> <li>To determine whether systems are consistent or inconsistent.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do the concepts of slope and y-intercept determine whether systems of linear equations are independent or dependent and consistent or inconsistent?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>Chapter Five lessons</li> <li>Chapter Five Practice Worksheets</li> <li>Chapter Five Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>Chapter Seven lessons</li> <li>Chapter Seven Practice Worksheets</li> <li>Chapter Seven Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On the concepts of Linear Functions.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 21		Week 22	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.P.8</b> Solve everyday problems that can be modeled using systems of linear equations or inequalities. Apply algebraic and graphical methods to the solution. Use technology when appropriate. Include mixture, rate, and work problems.</p>		<p><i>The students will:</i>  <b>10.P.8</b> Solve everyday problems that can be modeled using systems of linear equations or inequalities. Apply algebraic and graphical methods to the solution. Use technology when appropriate. Include mixture, rate, and work problems.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT SIX</b> <b>SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES</b>		<b>Unit/Topic/Lesson</b> <b>UNIT SIX</b> <b>SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES</b>	
<ol style="list-style-type: none"> <li>Solving a System of Linear Equations (Substitution Method)</li> <li>Solving a System of Linear Equations (Elimination Method)</li> </ol>		<ol style="list-style-type: none"> <li>Solving and Graphing a Linear Inequalities with Two Variables</li> <li>Solving a System of Linear Inequalities</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b> <ol style="list-style-type: none"> <li>To solve a system of two linear equations algebraically using substitution.</li> <li>To solve a system of two linear equations algebraically using elimination.</li> </ol>	<b>Essential Question</b> When would use the substitution method rather than the elimination method to solve a system of linear equations?	<b>Objectives</b> <ol style="list-style-type: none"> <li>To solve and graph linear inequalities with two variables.</li> <li>To solve a system of linear inequalities.</li> </ol>	<b>Essential Question</b> When you graph a linear inequality, how do you determine the region that is to be shaded?
<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i> <ol style="list-style-type: none"> <li>Chapter Seven lessons</li> <li>Chapter Seven Practice Worksheets</li> <li>Chapter Seven Pre-Made Assessments</li> </ol>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i> <ol style="list-style-type: none"> <li>Chapter Seven lessons</li> <li>Chapter Seven Practice Worksheets</li> <li>Chapter Seven Pre-Made Assessments</li> </ol>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b> <b>Homework:</b> To be given daily on each introduced topic <b>Review:</b> All weekly concepts. <b>Quiz:</b> Assessments given as warranted by the curriculum.	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b>	<b>Evaluation/Activities</b> <b>Homework:</b> To be given daily on each introduced topic <b>Review:</b> All weekly concepts. <b>Quiz:</b> Assessments given as warranted by the curriculum. <b>Test:</b> On the concepts of Systems of Linear Equations and Inequalities.	<b>Completion date:</b>  <b>Completed by:</b>  <b>Comments:</b>

Week 23		Week 24	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.P.7</b> everyday problems that can be modeled using linear, reciprocal, quadratic, or exponential functions. Apply appropriate tabular, graphical, or symbolic methods to the solution. Include compound interest, and direct and inverse variation problems. Use technology when appropriate.</p>		<p><i>The students will:</i>  <b>10.P.3</b> Add, subtract, and multiply polynomials. Divide polynomials by monomials.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT SEVEN</b> <b>LAWS OF EXPONENTS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT SEVEN</b> <b>LAWS OF EXPONENTS</b>	
<ol style="list-style-type: none"> <li>Integer Exponents</li> <li>Scientific Notation (Powers of Ten)</li> </ol>		<ol style="list-style-type: none"> <li>Multiplying Monomials</li> <li>Multiplication Property (Product of Powers Property)</li> <li>Multiplication Property (Power of a Power Property)</li> <li>Multiplication Property (Power of Product Property)</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To evaluate expressions containing zero and integer exponents.</li> <li>To simplify expressions containing zero and integer exponents.</li> <li>To evaluate and multiply by powers of ten.</li> <li>To convert between standard notation and scientific notation.</li> </ol>	Why would you use scientific notation to represent a number?	<ol style="list-style-type: none"> <li>To multiply monomials.</li> <li>To use multiplication properties of exponents to evaluate and simplify expressions.</li> </ol>	How can you check your answers when multiplying monomials to be certain you used each property correctly?
<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>
<ol style="list-style-type: none"> <li>Chapter Eight lessons</li> <li>Chapter Eight Practice Worksheets</li> <li>Chapter Eight Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Eight lessons</li> <li>Chapter Eight Practice Worksheets</li> <li>Chapter Eight Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 25		Week 26	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.P.3</b> Add, subtract, and multiply polynomials. Divide polynomials by monomials.</p>		<p><i>The students will:</i>  <b>10.P.3</b> Add, subtract, and multiply polynomials. Divide polynomials by monomials.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT SEVEN</b> <b>LAWS OF EXPONENTS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT EIGHT</b> <b>POLYNOMIALS</b>	
<ol style="list-style-type: none"> <li>1. Dividing Monomials</li> <li>2. Division Property (Quotient of Powers Property)</li> <li>3. Division Property (Positive Power of a Quotient Property)</li> <li>4. Division Property (Negative Power of a Quotient Property)</li> </ol>		<ol style="list-style-type: none"> <li>1. Classification of Polynomials</li> <li>2. Addition and Subtraction of Polynomials</li> <li>3. Multiplication of Polynomials by a Monomial</li> <li>4. Division of Polynomial by a Monomial</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i>		<i>1. Critical Thinking Skills      2. Problem Solving Skills      3. Test Taking Skills</i>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>1. To divide monomials</li> <li>2. To use division properties of exponents to evaluate and simplify expressions.</li> </ol>	What does the concept of a negative exponent mean, as it relates to size of a number or where the variable should be in a quotient?	<ol style="list-style-type: none"> <li>1. To classify polynomials and write polynomials in standard form.</li> <li>2. To evaluate polynomial expressions.</li> <li>3. To add and subtract polynomials.</li> <li>4. To multiply and divide polynomials by monomials.</li> </ol>	How does the concept of combining like terms work as it relates to operations with polynomials?
<b>Teacher Resources</b>	<b>Media Resources</b>	<b>Teacher Resources</b>	<b>Media Resources</b>
<i>Holt Algebra 1 ©2003</i> <ol style="list-style-type: none"> <li>1. Chapter Eight lessons</li> <li>2. Chapter Eight Practice Worksheets</li> <li>3. Chapter Eight Pre-Made Assessments</li> </ol>	<i>Holt Algebra 1 ©2003</i> <ol style="list-style-type: none"> <li>1. PowerPoint Presentations</li> <li>2. Textbook On-Line</li> <li>3. Homework Help (on-line)</li> <li>4. Test ExamPro Generator</li> <li>5. One-Stop CD Planner</li> </ol>	<i>Holt Algebra 1 ©2003</i> <ol style="list-style-type: none"> <li>1. Chapter Nine lessons</li> <li>2. Chapter Nine Practice Worksheets</li> <li>3. Chapter Nine Pre-Made Assessments</li> </ol>	<i>Holt Algebra 1 ©2003</i> <ol style="list-style-type: none"> <li>1. PowerPoint Presentations</li> <li>2. Textbook On-Line</li> <li>3. Homework Help (on-line)</li> <li>4. Test ExamPro Generator</li> <li>5. One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts involving the Laws of Exponents.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 27		Week 28	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.P.3</b> Add, subtract, and multiply polynomials. Divide polynomials by monomials.</p>		<p><i>The students will:</i>  <b>10.P.4</b> Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., <math>a^2 - b^2 = (a + b)(a - b)</math>, <math>x^2 + 10x + 21 = (x + 3)(x + 7)</math>, <math>5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)</math>); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT EIGHT</b> <b>POLYNOMIALS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT NINE</b> <b>FACTORING POLYNOMIALS</b>	
<ol style="list-style-type: none"> <li>Multiplication of Binomials</li> <li>Multiplication of Polynomials</li> <li>Special Products</li> </ol>		<ol style="list-style-type: none"> <li>Factors and Greatest Common Factors</li> <li>Factoring Polynomials by Common Factors (GCF)</li> <li>Factoring Special Polynomials</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To multiply two binomials using the FOIL Method.</li> <li>To expand that method to multiply polynomials in general.</li> <li>To calculate the special products of binomials.</li> </ol>	How is the FOIL Method an expansion of the distributive property?	<ol style="list-style-type: none"> <li>To factor polynomials by using greatest common factor.</li> <li>To factor special polynomials.</li> </ol>	What is the relationship of the distributive property and the concept of factoring out a common factor from an expression?
<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>
<ol style="list-style-type: none"> <li>Chapter Nine lessons</li> <li>Chapter Nine Practice Worksheets</li> <li>Chapter Nine Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Nine lessons</li> <li>Chapter Nine Practice Worksheets</li> <li>Chapter Nine Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>	<b>Completion date:</b>	<b>Evaluation/Activities</b>	<b>Completion date:</b>
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts of Polynomials.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 29		Week 30	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.P.4</b> Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., <math>a^2 - b^2 = (a + b)(a - b)</math>, <math>x^2 + 10x + 21 = (x + 3)(x + 7)</math>, <math>5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)</math>); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>		<p><i>The students will:</i>  <b>10.P.4</b> Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., <math>a^2 - b^2 = (a + b)(a - b)</math>, <math>x^2 + 10x + 21 = (x + 3)(x + 7)</math>, <math>5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)</math>); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT NINE</b> <b>FACTORING POLYNOMIALS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TEN</b> <b>RATIONAL FUNCTIONS AND EQUATIONS</b>	
<ol style="list-style-type: none"> <li>Factoring Trinomials (<math>ax^2 + bx + c</math>)</li> <li>Factoring Perfect Square Trinomials</li> <li>Factoring the Difference of Two Squares</li> </ol>		<ol style="list-style-type: none"> <li>Inverse Variation</li> <li>Rational Expressions Functions</li> <li>Simplifying Rational Expressions</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To factor quadratic trinomials.</li> <li>To factor perfect square trinomials.</li> <li>To factor the difference of two squares.</li> </ol>	What is the relationship between factoring quadratic trinomials and the FOIL Method?	<ol style="list-style-type: none"> <li>To identify, write, and graph inverse variations.</li> <li>To identify excluded values of rational functions.</li> <li>To graph rational functions.</li> <li>To simplify rational expressions.</li> </ol>	Why is the process of factoring important when you are simplifying rational expressions?
<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>
<ol style="list-style-type: none"> <li>Chapter Nine lessons</li> <li>Chapter Nine Practice Worksheets</li> <li>Chapter Nine Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Eleven lessons</li> <li>Chapter Eleven Practice Worksheets</li> <li>Chapter Eleven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts of Factoring Polynomials.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 31		Week 32	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.P.4</b> Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., <math>a^2 - b^2 = (a + b)(a - b)</math>, <math>x^2 + 10x + 21 = (x + 3)(x + 7)</math>, <math>5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)</math>); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>		<p><i>The students will:</i>  <b>10.P.4</b> Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., <math>a^2 - b^2 = (a + b)(a - b)</math>, <math>x^2 + 10x + 21 = (x + 3)(x + 7)</math>, <math>5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)</math>); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT TEN</b> <b>RATIONAL FUNCTIONS AND EQUATIONS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT TEN</b> <b>RATIONAL FUNCTIONS AND EQUATIONS</b>	
<ol style="list-style-type: none"> <li>Addition and Subtraction of Rational Expressions (Same Denominators)</li> <li>Addition and Subtraction of Rational Expressions (Unlike Denominators)</li> <li>Multiplication of Rational Expressions</li> </ol>		<ol style="list-style-type: none"> <li>Division of Rational Expressions</li> <li>Solving Rational Equations</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To add and subtract rational expressions with like denominators.</li> <li>To add and subtract rational expressions with unlike denominators.</li> <li>To multiply rational expressions.</li> <li></li> </ol>	Why is it necessary to state restrictions when performing operations with rational expressions?	<ol style="list-style-type: none"> <li>To divide rational expressions.</li> <li>To solve rational equations.</li> <li>To identify extraneous solutions.</li> </ol>	Why would you multiply by the least common denominator when you are solving rational equations?
<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>
<ol style="list-style-type: none"> <li>Chapter Eleven lessons</li> <li>Chapter Eleven Practice Worksheets</li> <li>Chapter Eleven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Eleven lessons</li> <li>Chapter Eleven Practice Worksheets</li> <li>Chapter Eleven Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts of Rational Functions and Equations.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 33		Week 34	
<b>Performance Standards</b>		<b>Performance Standards</b>	
<p><i>The students will:</i>  <b>10.N.3</b> Find the approximate value for solutions to problems involving square roots and cube roots without the use of a calculator, e.g., <math>\sqrt{3^2-1} \approx 2.8</math>.</p>		<p><i>The students will:</i>  <b>10.N.3</b> Find the approximate value for solutions to problems involving square roots and cube roots without the use of a calculator, e.g., <math>\sqrt{3^2-1} \approx 2.8</math>.</p>	
<b>Unit/Topic/Lesson</b> <b>UNIT ELEVEN</b> <b>RADICAL FUNCTIONS AND EQUATIONS</b>		<b>Unit/Topic/Lesson</b> <b>UNIT ELEVEN</b> <b>RADICAL FUNCTIONS AND EQUATIONS</b>	
<ol style="list-style-type: none"> <li>Square Roots and Simplifying Square Roots</li> <li>Simplification of Radicals</li> <li>Multiplying and Dividing Radicals</li> </ol>		<ol style="list-style-type: none"> <li>Addition and Subtraction of Radicals (Like Radicals)</li> <li>Addition and Subtraction of Radicals (Unlike Radicals)</li> <li>Square-Root Functions</li> </ol>	
<b>Mission and Expectations</b>		<b>Mission and Expectations</b>	
<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>		<ol style="list-style-type: none"> <li>Critical Thinking Skills</li> <li>Problem Solving Skills</li> <li>Test Taking Skills</li> </ol>	
<b>Objectives</b>	<b>Essential Question</b>	<b>Objectives</b>	<b>Essential Question</b>
<ol style="list-style-type: none"> <li>To find the square roots of perfect square.</li> <li>To write radical expressions in simplest form.</li> <li>To multiply and divide radical expressions.</li> <li>To rationalize denominators.</li> </ol>	How do you determine whether a radical is in simplest form?	<ol style="list-style-type: none"> <li>To add or subtract like radicals.</li> <li>To add or subtract unlike radicals by first simplifying.</li> <li>To identify the square-root function.</li> </ol>	What do you need before you can combine terms of radical expressions?
<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Teacher Resources</b> <i>Holt Algebra 1 ©2003</i>	<b>Media Resources</b> <i>Holt Algebra 1 ©2003</i>
<ol style="list-style-type: none"> <li>Chapter Twelve lessons</li> <li>Chapter Twelve Practice Worksheets</li> <li>Chapter Twelve Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<ol style="list-style-type: none"> <li>Chapter Twelve lessons</li> <li>Chapter Twelve Practice Worksheets</li> <li>Chapter Twelve Pre-Made Assessments</li> </ol>	<ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<b>Evaluation/Activities</b>		<b>Evaluation/Activities</b>	
<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p><b>Homework:</b> To be given daily on each introduced topic</p> <p><b>Review:</b> All weekly concepts.</p> <p><b>Quiz:</b> Assessments given as warranted by the curriculum.</p> <p><b>Test:</b> On the concepts of Radical Functions and Equations.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

Week 35		Week 36	
<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.D.1</b> Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, box-and-whisker plots, circle graph, line graph, and line plot) for a set of data and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data.</p>		<p align="center"><b>Performance Standards</b></p> <p><i>The students will:</i>  <b>10.D.1</b> Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, box-and-whisker plots, circle graph, line graph, and line plot) for a set of data and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data.</p>	
<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TWELVE</b>  <b>DATA ANALYSIS AND PROBABILITY</b></p> <ol style="list-style-type: none"> <li>Measures of Central Tendency</li> <li>Organizing and Displaying Data</li> <li>Introduction to Probability</li> <li>Theoretical and Experimental Probability</li> </ol>		<p align="center"><b>Unit/Topic/Lesson</b>  <b>UNIT TWELVE</b>  <b>DATA ANALYSIS AND PROBABILITY</b></p> <ol style="list-style-type: none"> <li>Counting the Elements of a Set</li> <li>The Fundamental Counting Principle</li> <li>Permutations and Combinations</li> </ol>	
<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>		<p align="center"><b>Mission and Expectations</b></p> <p>1. <i>Critical Thinking Skills</i>      2. <i>Problem Solving Skills</i>      3. <i>Test Taking Skills</i></p>	
<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To work with measures of central tendency and to decide the appropriate measure for a given data set.</li> <li>To organize data in tables and graphs.</li> <li>To choose a table or graph to display data.</li> <li>To determine the theoretical and experimental probabilities of events.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you determine which measure of central tendency best represents a given set of data?</p>	<p align="center"><b>Objectives</b></p> <ol style="list-style-type: none"> <li>To find the union and intersection of sets.</li> <li>To count elements of a set.</li> <li>To use tree diagrams and the Fundamental Counting Principle to count the number of choices that can be made from sets.</li> <li>To solve problems involving permutations and combinations.</li> </ol>	<p align="center"><b>Essential Question</b></p> <p>How do you determine whether a situation represents a permutation or a combination?</p>
<p align="center"><b>Teacher Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>Chapter Thirteen lessons</li> <li>Chapter Thirteen Practice Worksheets</li> <li>Chapter Thirteen Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>	<p align="center"><b>Teacher Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>Chapter Thirteen lessons</li> <li>Chapter Thirteen Practice Worksheets</li> <li>Chapter Thirteen Pre-Made Assessments</li> </ol>	<p align="center"><b>Media Resources</b>  <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> <li>PowerPoint Presentations</li> <li>Textbook On-Line</li> <li>Homework Help (on-line)</li> <li>Test ExamPro Generator</li> <li>One-Stop CD Planner</li> </ol>
<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>	<p align="center"><b>Evaluation/Activities</b></p> <p><b>Homework:</b> To be given daily on each introduced topic  <b>Review:</b> All weekly concepts.  <b>Quiz:</b> Assessments given as warranted by the curriculum.  <b>Test:</b> On concepts involving Data Analysis.</p>	<p><b>Completion date:</b></p> <p><b>Completed by:</b></p> <p><b>Comments:</b></p>

