

Curriculum Map
Algebra One
Saugus Belmonte Middle School
Saugus Public Schools

Week 1		Week 2	
Performance Standards		Performance Standards	
<p><i>The students will:</i></p> <p>10.N.1 Identify and use the properties of operations on real numbers. 10.N.2 Simplify numerical expressions.</p>		<p><i>The students will:</i></p> <p>10.N.1 Identify and use the properties of operations on real numbers. 10.N.2 Simplify numerical expressions.</p>	
Unit/Topic/Lesson UNIT ONE BASIC ALGEBRAIC CONCEPTS		Unit/Topic/Lesson UNIT ONE BASIC ALGEBRAIC CONCEPTS	
<ol style="list-style-type: none"> 1. Variables and Algebraic Expressions 2. Real Numbers and Absolute Value 3. Adding and Subtracting Real Numbers 		<ol style="list-style-type: none"> 1. Multiplying and Dividing Real Numbers 2. Bases, Powers, and Exponents 3. Types of Numbers (Rational v. Irrational) 4. Square Roots 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> 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. 	<p>What is the difference between a numerical expression and an algebraic expression?</p>	<ol style="list-style-type: none"> 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 	<p>Why is it critical to put parenthesis around the base if the base is negative?</p>
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<ol style="list-style-type: none"> 1. Chapter Two lessons 2. Chapter Two Practice Worksheets 3. Chapter Two Pre-Made Assessments 	<ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 	<ol style="list-style-type: none"> 1. Chapter Two lessons 2. Chapter Two Practice Worksheets 3. Chapter Two Pre-Made Assessments 	<ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 3		Week 4	
Performance Standards		Performance Standards	
<p><i>The students will:</i></p> <p>10.N.1 Identify and use the properties of operations on real numbers. 10.N.2 Simplify numerical expressions.</p>		<p><i>The students will:</i></p> <p>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.</p>	
Unit/Topic/Lesson UNIT ONE BASIC ALGEBRAIC CONCEPTS		Unit/Topic/Lesson UNIT TWO SOLVING EQUATIONS	
<ol style="list-style-type: none"> Order of Operations (PEMDAS) Simplifying Expressions with Real Numbers 		<ol style="list-style-type: none"> Solving Equations by Adding and Subtracting (One-Step) Solving Equations by Multiplying and Dividing (One-Step) Solving Two-Step Equations 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To use the order of orders to simplify expressions involving real numbers. To use properties of equality to simplify expressions. To combine like terms in an algebraic expression. 	When using PEMDAS to simplify an expression, must multiplication occur prior to division?	<ol style="list-style-type: none"> To solve one-step equations in one variable by using addition, subtraction, multiplication, or division. To solve equations in one variable that contains more than one operation. 	How do you decide which inverse operation to use first when solving a two-step equation?
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<ol style="list-style-type: none"> Chapter Two lessons Chapter Two Practice Worksheets Chapter Two Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<ol style="list-style-type: none"> Chapter Three lessons Chapter Three Practice Worksheets Chapter Three Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 1.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 5		Week 6	
Performance Standards		Performance Standards	
<i>The students will:</i>		<i>The students will:</i>	
<p>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.</p>		<p>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.</p>	
Unit/Topic/Lesson UNIT TWO SOLVING EQUATIONS		Unit/Topic/Lesson UNIT TWO SOLVING EQUATIONS	
<ol style="list-style-type: none"> Solving Multi-Step Equations Solving Equations Involving the Distributive Property. Solving Equations with Variables on Both Sides 		<ol style="list-style-type: none"> Solving Equations with Variables on Both Sides Solving for a Variable Solving Problems Using Formulas and Literal Equations 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To solve equations in one variable that contains more than one operation. To use the distributive when necessary to solve equations. To solve equation in one variable when the variables are on both sides of the equation. 	How do you decide the order in which you solve an equation that requires several steps?	<ol style="list-style-type: none"> To solve equations in one variable with variables on both sides of the equation. To solve a formula for a given variable. To solve an equation with two or variables for one of the variables. 	In what situations would it be necessary to solve an equation for a given variable?
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Week 7		Week 8	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 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.</p>		<p><i>The students will:</i> 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.</p>	
Unit/Topic/Lesson UNIT THREE SOLVING INEQUALITIES AND ABSOLUTE VALUES <ol style="list-style-type: none"> 1. Graphing and Writing Inequalities 2. Solving Basic One-Step Inequalities 3. Solving Two-Step Inequalities 		Unit/Topic/Lesson UNIT THREE SOLVING INEQUALITIES AND ABSOLUTE VALUES <ol style="list-style-type: none"> 1. Solving Multi-Step Inequalities 2. Solving Inequalities with Variables on Both Sides 3. Solving Compound Inequalities 	
<p style="text-align: center;">Objectives</p> <ol style="list-style-type: none"> 1. To graph and write inequalities in one variable. 2. To solve one and two step inequalities in one variable. 	<p style="text-align: center;">Essential Question</p> <p>How is the approach for solving a linear inequality different and the same as solving a linear equation?</p>	<p style="text-align: center;">Objectives</p> <ol style="list-style-type: none"> 1. To solve multi-step inequalities in one variable. 2. To solve inequalities in one variable that contains variables on both sides. 3. To solve compound inequalities. 	<p style="text-align: center;">Essential Question</p> <p>How do you decide whether a compound inequality represents an intersection or a union?</p>
<p style="text-align: center;">Teacher Resources <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> 1. Chapter Six lessons 2. Chapter Six Practice Worksheets 3. Chapter Six Pre-Made Assessments 	<p style="text-align: center;">Media Resources <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 	<p style="text-align: center;">Teacher Resources <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> 1. Chapter Six lessons 2. Chapter Six Practice Worksheets 3. Chapter Six Pre-Made Assessments 	<p style="text-align: center;">Media Resources <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
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Week 9		Week 10	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 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.</p>		<p><i>The students will:</i> 10.P.1 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>	
Unit/Topic/Lesson UNIT THREE SOLVING INEQUALITIES AND ABSOLUTE VALUES		Unit/Topic/Lesson UNIT FOUR PROPORTIONS AND PERCENTS	
<ol style="list-style-type: none"> 1. Absolute Value Equations 2. Absolute Value Inequalities 		<ol style="list-style-type: none"> 1. Rates, Ratios, and Proportions 2. Applications of Proportions 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> 1. To solve absolute value equations in one variable. 2. To solve absolute value inequalities in one variable. 	<p>How do you determine whether an absolute value inequality should be written as an intersection or a union?</p>	<ol style="list-style-type: none"> 1. To write and use ratios, rates, and unit price. 2. To write and solve proportions. 3. To use proportions to solve problems involving geometric figures. 4. To use proportions and similar figures to measure objects indirectly. 	<p>How do you determine whether a proportion is true or false?</p>
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<ol style="list-style-type: none"> 1. Chapter Six lessons 2. Chapter Six Practice Worksheets 3. Chapter Six Pre-Made Assessments 	<ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 	<ol style="list-style-type: none"> 1. Chapter Four lessons 2. Chapter Four Practice Worksheets 3. Chapter Four Pre-Made Assessments 	<ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: Given at the end of Unit 3.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 11		Week 12	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.P.1 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.1 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>	
Unit/Topic/Lesson UNIT FOUR PROPORTIONS AND PERCENTS		Unit/Topic/Lesson UNIT FIVE LINEAR FUNCTIONS	
<ol style="list-style-type: none"> Percents Applications of Percents 		<ol style="list-style-type: none"> Relations and Functions Writing, Evaluating, and Graphing Functions Identifying Linear Functions 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To solve basic percent problems. To use common applications of percents. To estimate with percents. 	<p>What is the procedure for converting a decimal or a fraction to a percent?</p>	<ol style="list-style-type: none"> To identify relations and functions. To find the domain and range of relations and functions. To identify independent and dependent variables. To write an equation in function notation and evaluate a function for given input values. 	<p>How do you determine whether a relation is a function and how to you determine both its domain and range?</p>
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<ol style="list-style-type: none"> Chapter Four lessons Chapter Four Practice Worksheets Chapter Four Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<ol style="list-style-type: none"> Chapter Five lessons Chapter Five Practice Worksheets Chapter Five Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: Given at the end of Unit 4.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 13		Week 14	
Performance Standards		Performance Standards	
<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>		<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>	
Unit/Topic/Lesson UNIT FIVE LINEAR FUNCTIONS		Unit/Topic/Lesson UNIT FIVE LINEAR FUNCTIONS	
<ol style="list-style-type: none"> Graphs of Linear Functions Using Intercepts to Graph Linear Functions (Standard Form) Rate of Change and Definition of Slope 		<ol style="list-style-type: none"> The Formula for Slope Forms of Linear Function (Standard Form) Forms of Linear Function (Slope-Intercept) Forms of Linear Function (Point-Slope) 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To identify linear functions and equations. To graph linear functions that represents real- world situations and gives their domain and range. To use the x- and y- intercepts to graph lines. To find rates of change and slopes. To relate a constant rate of change to the slope of a line. 	<p>What is the slope of a given line and how do you find it both graphically and algebraically?</p>	<ol style="list-style-type: none"> To find the slope by using the formula for slope. To write a linear equation in slope-intercept form. To graph a line using slope-intercept form. To graph a line and write a linear equation using point-slope form. To write a linear equation given two points. 	<p>When would you use each of the various form of a linear equation?</p>
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<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 15		Week 16	
<p align="center">Performance Standards</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>		<p align="center">Performance Standards</p> <p><i>The students will:</i> 10.P.8 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">Unit/Topic/Lesson UNIT FIVE LINEAR FUNCTIONS</p> <ol style="list-style-type: none"> Slopes of Parallel and Perpendicular Lines Writing Linear Equations (Given Various Pieces of Information) 		<p align="center">Unit/Topic/Lesson UNIT SIX SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES</p> <ol style="list-style-type: none"> Solving a System of Linear Equations (Graphically on Paper) Consistent and Inconsistent Systems Independent and Dependent Systems 	
<p align="center">Objectives</p> <ol style="list-style-type: none"> To identify and graph parallel lines and perpendicular lines. To write equations to describe lines parallel or perpendicular to a given line. To write linear equations given a various combinations of information. 	<p align="center">Essential Question</p> <p>What is the relationship between the slopes of perpendicular and parallel lines?</p>	<p align="center">Objectives</p> <ol style="list-style-type: none"> To solve a system of two linear equations by graphing and determining the point of intersection. To determine whether systems are independent or dependent. To determine whether systems are consistent or inconsistent. 	<p align="center">Essential Question</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">Teacher Resources <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> Chapter Five lessons Chapter Five Practice Worksheets Chapter Five Pre-Made Assessments 	<p align="center">Media Resources <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<p align="center">Teacher Resources <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> Chapter Seven lessons Chapter Seven Practice Worksheets Chapter Seven Pre-Made Assessments 	<p align="center">Media Resources <i>Holt Algebra 1 ©2003</i></p> <ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 5.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>	<p align="center">Evaluation/Activities</p> <p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date:</p> <p>Completed by:</p> <p>Comments:</p>

Week 17		Week 18	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.P.8 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> 10.P.8 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>	
Unit/Topic/Lesson UNIT SIX SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES		Unit/Topic/Lesson UNIT SIX SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES	
<ol style="list-style-type: none"> Solving a System of Linear Equations (Substitution Method) Solving a System of Linear Equations (Elimination Method) 		<ol style="list-style-type: none"> Solving and Graphing a Linear Inequalities with Two Variables Solving a System of Linear Inequalities 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To solve a system of two linear equations algebraically using substitution. To solve a system of two linear equations algebraically using elimination. 	When would use the substitution method rather than the elimination method to solve a system of linear equations?	<ol style="list-style-type: none"> To solve and graph linear inequalities with two variables. To solve a system of linear inequalities. 	When you graph a linear inequality, how do you determine the region that is to be shaded?
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Week 19		Week 20	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.P.7 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> 10.P.3 Add, subtract, and multiply polynomials. Divide polynomials by monomials.</p>	
Unit/Topic/Lesson UNIT SEVEN LAWS OF EXPONENTS		Unit/Topic/Lesson UNIT SEVEN LAWS OF EXPONENTS	
<ol style="list-style-type: none"> Integer Exponents Scientific Notation (Powers of Ten) 		<ol style="list-style-type: none"> Multiplying Monomials Multiplication Property (Product of Powers Property) Multiplication Property (Power of a Power Property) Multiplication Property (Power of Product Property) 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To evaluate expressions containing zero and integer exponents. To simplify expressions containing zero and integer exponents. To evaluate and multiply by powers of ten. To convert between standard notation and scientific notation. 	<p>Why would you use scientific notation to represent a number?</p>	<ol style="list-style-type: none"> To multiply monomials. To use multiplication properties of exponents to evaluate and simplify expressions. 	<p>How can you check your answers when multiplying monomials to be certain you used each property correctly?</p>
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<ol style="list-style-type: none"> Chapter Eight lessons Chapter Eight Practice Worksheets Chapter Eight Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<ol style="list-style-type: none"> Chapter Eight lessons Chapter Eight Practice Worksheets Chapter Eight Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
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Week 21		Week 22	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.P.3 Add, subtract, and multiply polynomials. Divide polynomials by monomials.</p>		<p><i>The students will:</i> 10.P.3 Add, subtract, and multiply polynomials. Divide polynomials by monomials.</p>	
Unit/Topic/Lesson UNIT SEVEN LAWS OF EXPONENTS		Unit/Topic/Lesson UNIT EIGHT POLYNOMIALS	
<ol style="list-style-type: none"> Dividing Monomials Division Property (Quotient of Powers Property) Division Property (Positive Power of a Quotient Property) Division Property (Negative Power of a Quotient Property) 		<ol style="list-style-type: none"> Classification of Polynomials Addition and Subtraction of Polynomials Multiplication of Polynomials by a Monomial Division of Polynomial by a Monomial 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To divide monomials To use division properties of exponents to evaluate and simplify expressions. 	<p>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?</p>	<ol style="list-style-type: none"> To classify polynomials and write polynomials in standard form. To evaluate polynomial expressions. To add and subtract polynomials. To multiply and divide polynomials by monomials. 	<p>How does the concept of combining like terms work as it relates to operations with polynomials?</p>
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<ol style="list-style-type: none"> Chapter Eight lessons Chapter Eight Practice Worksheets Chapter Eight Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<ol style="list-style-type: none"> Chapter Nine lessons Chapter Nine Practice Worksheets Chapter Nine Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 7.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 23		Week 24	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.P.3 Add, subtract, and multiply polynomials. Divide polynomials by monomials.</p>		<p><i>The students will:</i> 10.P.4 Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., $a^2 - b^2 = (a + b)(a - b)$, $x^2 + 10x + 21 = (x + 3)(x + 7)$, $5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)$); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>	
Unit/Topic/Lesson UNIT EIGHT POLYNOMIALS		Unit/Topic/Lesson UNIT NINE FACTORING POLYNOMIALS	
<ol style="list-style-type: none"> Multiplication of Binomials Multiplication of Polynomials Special Products 		<ol style="list-style-type: none"> Factors and Greatest Common Factors Factoring Polynomials by Common Factors (GCF) Factoring Special Polynomials 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To multiply two binomials using the FOIL Method. To expand that method to multiply polynomials in general. To calculate the special products of binomials. 	How is the FOIL Method an expansion of the distributive property?	<ol style="list-style-type: none"> To factor polynomials by using greatest common factor. To factor special polynomials. 	What is the relationship of the distributive property and the concept of factoring out a common factor from an expression?
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<ol style="list-style-type: none"> Chapter Nine lessons Chapter Nine Practice Worksheets Chapter Nine Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<ol style="list-style-type: none"> Chapter Nine lessons Chapter Nine Practice Worksheets Chapter Nine Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: Given at the end of Unit 8.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 25		Week 26	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.P.4 Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., $a^2 - b^2 = (a + b)(a - b)$, $x^2 + 10x + 21 = (x + 3)(x + 7)$, $5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)$); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>		<p><i>The students will:</i> 10.P.4 Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., $a^2 - b^2 = (a + b)(a - b)$, $x^2 + 10x + 21 = (x + 3)(x + 7)$, $5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)$); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>	
Unit/Topic/Lesson UNIT NINE FACTORING POLYNOMIALS		Unit/Topic/Lesson UNIT NINE FACTORING POLYNOMIALS	
<ol style="list-style-type: none"> Factoring Trinomials $(x^2 + bx + c)$ Factoring Perfect Square Trinomials Factoring the Difference of Two Squares 		<ol style="list-style-type: none"> Factoring Trinomials $(ax^2 + bx + c)$ 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To factor quadric trinomials where $a=1$. To factor perfect square trinomials. To factor the difference of two squares. 	What is the relationship between factoring quadratic trinomials and the FOIL Method?	<ol style="list-style-type: none"> To factor quadratic trinomials where a does not equal 1. 	How do you use the concept of factoring by grouping to factor trinomials as opposed to just guessing and checking?
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Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: Given at the end of Unit 9.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 27		Week 28	
Performance Standards		Performance Standards	
<p>The students will: 10.P.4 Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., $a^2 - b^2 = (a + b)(a - b)$, $x^2 + 10x + 21 = (x + 3)(x + 7)$, $5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)$); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>		<p>The students will: 10.P.4 Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., $a^2 - b^2 = (a + b)(a - b)$, $x^2 + 10x + 21 = (x + 3)(x + 7)$, $5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)$); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>	
Unit/Topic/Lesson UNIT TEN RATIONAL FUNCTIONS AND EQUATIONS		Unit/Topic/Lesson UNIT TEN RATIONAL FUNCTIONS AND EQUATIONS	
<ol style="list-style-type: none"> Inverse Variation Rational Expressions Functions Simplifying Rational Expressions 		<ol style="list-style-type: none"> Addition and Subtraction of Rational Expressions (Same Denominators) Addition and Subtraction of Rational Expressions (Unlike Denominators) Multiplication of Rational Expressions 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To identify, write, and graph inverse variations. To identify excluded values of rational functions. To graph rational functions. To simplify rational expressions. 	Why is the process of factoring important when you are simplifying rational expressions?	<ol style="list-style-type: none"> To add and subtract rational expressions with like denominators. To add and subtract rational expressions with unlike denominators. To multiply rational expressions. 	Why is it necessary to state restrictions when performing operations with rational expressions?
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<ol style="list-style-type: none"> Chapter Eleven lessons Chapter Eleven Practice Worksheets Chapter Eleven Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<ol style="list-style-type: none"> Chapter Eleven lessons Chapter Eleven Practice Worksheets Chapter Eleven Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 29		Week 30	
Performance Standards		Performance Standards	
<p>The students will: 10.P.4 Demonstrate facility in symbolic manipulation of polynomial and rational expressions by rearranging and collecting terms; factoring (e.g., $a^2 - b^2 = (a + b)(a - b)$, $x^2 + 10x + 21 = (x + 3)(x + 7)$, $5x^4 + 10x^3 - 5x^2 = 5x^2(x^2 + 2x - 1)$); identifying and canceling common factors in rational expressions; and applying the properties of positive integer exponents.</p>		<p>The students will: 10.N.3 Find the approximate value for solutions to problems involving square roots and cube roots without the use of a calculator, e.g., $\sqrt{3^2 - 1} \approx 2.8$.</p>	
Unit/Topic/Lesson UNIT TEN RATIONAL FUNCTIONS AND EQUATIONS		Unit/Topic/Lesson UNIT ELEVEN RADICAL FUNCTIONS AND EQUATIONS	
<ol style="list-style-type: none"> 1. Division of Rational Expressions 2. Solving Rational Equations 		<ol style="list-style-type: none"> 1. Square Roots and Simplifying Square Roots 2. Simplification of Radicals 3. Multiplying and Dividing Radicals 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> 1. To divide rational expressions. 2. To solve rational equations. 3. To identify extraneous solutions. 	Why would you multiply by the least common denominator when you are solving rational equations?	<ol style="list-style-type: none"> 1. To find the square roots of perfect square. 2. To write radical expressions in simplest form. 3. To multiply and divide radical expressions. 4. To rationalize denominators. 	How do you determine whether a radical is in simplest form?
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<ol style="list-style-type: none"> 1. Chapter Eleven lessons 2. Chapter Eleven Practice Worksheets 3. Chapter Eleven Pre-Made Assessments 	<ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 	<ol style="list-style-type: none"> 1. Chapter Twelve lessons 2. Chapter Twelve Practice Worksheets 3. Chapter Twelve Pre-Made Assessments 	<ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: Given at the end of Unit 10.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 31		Week 32	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.N.3 Find the approximate value for solutions to problems involving square roots and cube roots without the use of a calculator, e.g., $\sqrt{3^2 - 1} \approx 2.8$.</p>		<p><i>The students will:</i> 10.N.3 Find the approximate value for solutions to problems involving square roots and cube roots without the use of a calculator, e.g., $\sqrt{3^2 - 1} \approx 2.8$.</p>	
Unit/Topic/Lesson UNIT ELEVEN RADICAL FUNCTIONS AND EQUATIONS <ol style="list-style-type: none"> Addition and Subtraction of Radicals (Like Radicals) Addition and Subtraction of Radicals (Unlike Radicals) Square-Root Functions 		Unit/Topic/Lesson UNIT ELEVEN RADICAL FUNCTIONS AND EQUATIONS <ol style="list-style-type: none"> Graphing Radical Functions Solving Radical Equations 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To add or subtract like radicals. To add or subtract unlike radicals by first simplifying. To identify the square-root function. 	What do you need before you can combine terms of radical expressions?	<ol style="list-style-type: none"> To graph radical functions. To solve equations containing radicals. To solve equations by using radicals. 	Why can there be extraneous solutions to radical equations?
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<ol style="list-style-type: none"> Chapter Twelve lessons Chapter Twelve Practice Worksheets Chapter Twelve Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner 	<ol style="list-style-type: none"> Chapter Twelve lessons Chapter Twelve Practice Worksheets Chapter Twelve Pre-Made Assessments 	<ol style="list-style-type: none"> PowerPoint Presentations Textbook On-Line Homework Help (on-line) Test ExamPro Generator One-Stop CD Planner
Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic</p> <p>Review: All weekly concepts.</p> <p>Quiz: Assessments given as warranted by the curriculum.</p> <p>Test: Given at the end of Unit 11.</p>	<p>Completed by:</p> <p>Comments:</p>

Week 33		Week 34	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.D.1 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><i>The students will:</i> 10.D.1 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>	
Unit/Topic/Lesson UNIT TWELVE DATA ANALYSIS AND PROBABILITY		Unit/Topic/Lesson UNIT TWELVE DATA ANALYSIS AND PROBABILITY	
<ol style="list-style-type: none"> 1. Measures of Central Tendency 2. Organizing and Displaying Data 3. Introduction to Probability 4. Theoretical and Experimental Probability 		<ol style="list-style-type: none"> 1. Counting the Elements of a Set 2. The Fundamental Counting Principle 3. Permutations and Combinations 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> 1. To work with measures of central tendency and to decide the appropriate measure for a given data set. 2. To organize data in tables and graphs. 3. To choose a table or graph to display data. 4. To determine the theoretical and experimental probabilities of events. 	<p>How do you determine which measure of central tendency best represents a given set of data?</p>	<ol style="list-style-type: none"> 1. To find the union and intersection of sets. 2. To count elements of a set. 3. To use tree diagrams and the Fundamental Counting Principle to count the number of choices that can be made from sets. 4. To solve problems involving permutations and combinations. 	<p>How do you determine whether a situation represents a permutation or a combination?</p>
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<ol style="list-style-type: none"> 1. Chapter Thirteen lessons 2. Chapter Thirteen Practice Worksheets 3. Chapter Thirteen Pre-Made Assessments 	<ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner 	<ol style="list-style-type: none"> 1. Chapter Thirteen lessons 2. Chapter Thirteen Practice Worksheets 3. Chapter Thirteen Pre-Made Assessments 	<ol style="list-style-type: none"> 1. PowerPoint Presentations 2. Textbook On-Line 3. Homework Help (on-line) 4. Test ExamPro Generator 5. One-Stop CD Planner
Evaluation/Activities		Evaluation/Activities	
<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum.</p>	<p>Completion date: Completed by: Comments:</p>	<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 12.</p>	<p>Completion date: Completed by: Comments:</p>

Week 35		Week 36	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.P.5 Find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula. Demonstrate an understanding of the equivalence of the methods.</p>		<p><i>The students will:</i> 10.P.5 Find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula. Demonstrate an understanding of the equivalence of the methods.</p>	
Unit/Topic/Lesson UNIT THIRTEEN QUADRATIC FUNCTIONS <ol style="list-style-type: none"> Graphing Parabolas Solving Quadratic Equations: Using Square Roots Solving Quadratic Equations: Completing the Square 		Unit/Topic/Lesson UNIT THIRTEEN QUADRATIC FUNCTIONS <ol style="list-style-type: none"> The Zero Product Property Solving Quadratic Equations: Factoring 	
Objectives <ol style="list-style-type: none"> To graph parabolas. To solve quadratic equations using square roots. To solve quadratic equations by completing the square. 	Essential Question What does the solution of a quadratic equation represent graphically?	Objectives <ol style="list-style-type: none"> To understand the zero-product property. To solve quadratic equations by factoring. 	Essential Question How does the concept of the Zero-Product Property help you to solve quadratic equations?
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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:	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 37		Week 38	
Performance Standards		Performance Standards	
<p><i>The students will:</i> 10.P.5 Find solutions to quadratic equations (with real roots) by factoring, completing the square, or using the quadratic formula. Demonstrate an understanding of the equivalence of the methods.</p>		<p><i>The students will:</i> 10.P.1 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>	
Unit/Topic/Lesson UNIT THIRTEEN QUADRATIC FUNCTIONS		Unit/Topic/Lesson UNIT FOURTEEN SEQUENCES	
<ol style="list-style-type: none"> Solving Quadratic Equations: The Quadratic Formula The Discriminant and the Nature of Roots of a Quadratic Equations 		<ol style="list-style-type: none"> Arithmetic Sequences Geometric Sequences 	
Objectives	Essential Question	Objectives	Essential Question
<ol style="list-style-type: none"> To solve quadratic equations using the quadratic formula. To determine the nature of the roots of a quadratic equation using the discriminant. 	<p>Why does the value of the discriminant allow you to determine the nature of the roots of the quadratic equation?</p>	<ol style="list-style-type: none"> To recognize and extend an arithmetic or geometric sequence To find a given term of an arithmetic or geometric sequence. 	<p>How do you find the nth term of an arithmetic or geometric sequence without finding every term prior to the nth term?</p>
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Evaluation/Activities	Completion date:	Evaluation/Activities	Completion date:
<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 13.</p>	<p>Completed by:</p> <p>Comments:</p>	<p>Homework: To be given daily on each introduced topic Review: All weekly concepts. Quiz: Assessments given as warranted by the curriculum. Test: Given at the end of Unit 14.</p>	<p>Completed by:</p> <p>Comments:</p>