

Algebra I  
Curriculum Map

<b>Units</b>	<b>Highlights</b>
Unit 1: Verbal and Algebraic expressions and sentences/ equations	<ul style="list-style-type: none"> <li>● Converting between algebraic expressions and verbal expressions</li> <li>● Converting between algebraic equations verbal sentences</li> <li>● Setting up application problems – define variables, write out equation.</li> <li>● Distributive property</li> </ul> <p>Common Core: A-CED.1</p>
Unit 2: Solving linear equations	<ul style="list-style-type: none"> <li>● Single step equations: additive inverse/ multiplicative inverse</li> <li>● Multi-step equations: distributing, combining like terms.</li> <li>● Variables on both sides of the equation</li> <li>● Ratios and proportions</li> </ul> <p>Common Core: A-REI.3, A-CED.1</p>
Unit 3: Relations and Functions (Emphasis on linear functions)	<ul style="list-style-type: none"> <li>● Relations and all its representations</li> <li>● Functions and all its representations</li> <li>● Graphing linear functions: table method</li> <li>● Domain and range</li> <li>● Zeros – from an equation and a graph</li> </ul> <p>Common Core: F-IF.7a, F-IF.6, A-CED.2, F-IF.2</p>
Unit 4: Rate of change and Linear Functions	<ul style="list-style-type: none"> <li>● Rate of change and slope</li> <li>● Finding slope from a table, graph, or equation</li> <li>● Graphing linear functions: slope method</li> <li>● Writing equations of lines in slope-intercept form</li> <li>● Parallel and perpendicular lines</li> <li>● Lines of best fit</li> </ul> <p>Common Core: F-IF.7a, F-IF.6, A-CED.2, F-IF.2, S-ID.6c</p>
Unit 5: Systems of Linear Equations	<ul style="list-style-type: none"> <li>● Graphing method</li> <li>● Substitution method</li> <li>● Linear combinations/ elimination method</li> <li>● Application problems</li> </ul> <p>Common Core: A-REI.6</p>
<b>Semester 2</b>	<b>Highlights</b>
Unit 6: Inequalities	<ul style="list-style-type: none"> <li>● Introduction to interval notation</li> <li>● Solving single and multiple step inequalities</li> <li>● Graphing inequalities: one dimensional and two dimensional</li> </ul> <p>Common Core: A-REI.3</p>
Unit 7: Exponents	<ul style="list-style-type: none"> <li>● Properties of exponents</li> <li>● Equations with exponents</li> <li>● RTD word problems</li> </ul> <p>Common Core: A-SSE.1,A-APR.1,A-REI.3</p>
Unit 8: Exponents Part II	<ul style="list-style-type: none"> <li>● Rational exponents</li> <li>● Conversion: radical and exponential forms</li> </ul>

	<ul style="list-style-type: none"> <li>● Solving exponential equations</li> <li>● Add/subtract/multiply radical expressions.</li> </ul> <p>Common Core: A-SSE.2, A-REI.2</p>
Unit 9: Polynomials	<ul style="list-style-type: none"> <li>● Adding/subtracting/multiplying</li> <li>● Classifying by number of terms and by highest degree</li> <li>● Revisit conjugates</li> </ul> <p>Common Core: A-SSE.1,A-APR.1,A-REI.3</p>
Unit 10: Factoring Polynomial Expressions	<ul style="list-style-type: none"> <li>● GCF/reverse distribute.</li> <li>● Difference of squares</li> <li>● Quadratic Trinomials: <math>a = 1</math> and <math>a \neq 0,1</math></li> </ul> <p>Common Core: A-SSE.2,A-SSE.3a, A-REI.4b, A-APR.1</p>
Unit 11: Solving Polynomial equations: Factoring	<ul style="list-style-type: none"> <li>● Applying factoring methods to solving polynomial equations</li> <li>● Zero Product Property</li> </ul> <p>Common Core: A-SSE.2,A-SSE.3a, A-REI.4b, A-APR.1</p>
Unit 12: Graphing Quadratic Functions	<ul style="list-style-type: none"> <li>● From a graph: identify vertex, AOS, y-int, and zeros.</li> <li>● Use of a graphing calculator to find the above</li> </ul> <p>Common Core: A-REI.11, F-IF.7a</p>
Unit 13: Solving quadratic equations	<ul style="list-style-type: none"> <li>● Quadratic Formula</li> </ul> <p>Common Core: A-REI. 4b</p>

### Spend time doing PSAT prep

What distinguishes this class from the Honors Algebra I?

- Assessments --- will not need to memorize all the formulas.
- Problems ---- more typical problems on summative assessments, may look at special cases in formatives.
- Pacing --- slower
- Units may be broken down into several summative assessments in the regular class.
- For example when the concept of lines of best fit is introduced, the summative assessments will be conducted differently: Algebra I will have data given to them that will fit each time of correlation and will not do the lines of best fit without a calculator whereas the honors will have to construct their own data tables representing each correlation and use both a calculator and no calculator to construct lines of best fit.