Sample Year-Long Schedule for Math Instruction
SpringBoard Intensive Algebra I

The following sample schedule integrates the Intensive Algebra I Springboard curriculum, LEAP 360 Diagnostic and LEAP 360 Interim Assessments to allow teachers to move at a pace that best supports student learning. This sample should be used to guide instructional timing but should not dictate exactly what lesson a teacher should be on during a given day. The guidance has been broken into 9 weeks, as this is the calendar that most Louisiana schools systems follow.

- Coding: DI-1 represents the Day of Instruction 1.
- Days of Instruction are based blocks of 90 to 100 minutes.
- To enable this course to be completed prior to the EOC, some Practice Activities are designated as Take Home Assignments (THA). As a result, there appear to be missing Days of Instruction in the calendar
- All On Grade Level and Remediation lessons, activities, and assessments are included in this calendar.
- Lessons and activities marked as "Enrichment" or "Optional" in the Springboard Curriculum Map have not been included in this calendar.

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	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	FLEX	DI-1 Unpack Assessment Remediation	LEAP 360 Diagnostic Assessment	DI-2 Lesson 1-1	DI-3 Lesson 1-2 THA Practice Activity 1
Week 2	DI -5 Lesson 2-1	DI-6 Lesson 2-2	DI-7 Lesson 2-3	DI-8 Lesson 2-4	DI-9 Lesson 2-5 THA Practice Activity 2
Week 3	DI-11 Embedded Assessment	DI-2 Lesson 3-1	DI-13 Lesson 3-2	DI-14 Lesson 3-3 THA Practice Activity 3	DI-16 Embedded Assessment
Week 4	DI-17 **End of Unit 1 Assessment**	DI-18 Unpack Assessment Remediation	DI-19 Lesson 5-1	DI-20 Lesson 5-2	DI-21 Lesson 5-3
Week 5	DI-22 Practice Activity 5	DI-23 Lesson 6-1	DI-24 Lesson 6-2	DI-25 Lesson 6-3 THA Practice Activity 6	DI-27 Lesson 7-1
Week 6	DI-28 Lesson 7-2	DI-29 Lesson 7-3	DI-30 Practice Activity 7	DI-31 Lesson 8-1	Di-32 Lesson 8-2 THA Practice Activity 8
Week 7	DI-34 Embedded Assessment	DI-35 Lesson 9-1	DI-36 Lesson 9-2	1DI-37 Lesson 9-3	DI-38 Practice Activity 9
Week 8	DI-39 Lesson 10-1	DI-40 Lesson 10-2	DI-41 Lesson 10-3	DI-42 Practice Activity 10	DI-43 Lesson 11-1
Week 9	DI-44 Lesson 11-2	DI-45 Lesson 11-3	DI-46 Practice Activity 11	DI-47 Embedded Assessment	DI-48 Unpack Assess Lesson 12-1
Week 10	DI-49 Lesson 12-2	DI-50 Lesson 12-3	DI-51 Lesson 12-4	DI-52 Practice Activity 12	DI-53 Lesson 13-1
Week 11	DI-54 Lesson 13-2	DI-55 Lesson 13-3	DI-56 Practice Activity 13	DI-57 Embedded Assessment	D-58 **End of Unit 2 Assessment**

Week 12	DI-59 Unpack Assessment Getting Ready	DI-60 Lesson 14-1	DI-61 Lesson 14-2	DI-62 Lesson 14-3	DI-63 Lesson 14-4 THA Practice Activity 14
Week 13	DI-65 Lesson 15-1	DI-66 Lesson 15-2	DI-67 Lesson 15-3	DI-68 Practice Activity 15	DI-69 Lesson 16-1
Week 14	DI-70 Lesson 16-2	DI-71 Practice Activity 16	DI-72 Embedded Assessment	DI-73 Unpack Assessment Lesson 17-1	DI-74 Lesson 17-2
Week 15	DI-75 Lesson 7-3	DI-76 Lesson 7-4	DI-77 Lesson 7-5	DI-78 Practice Activity 17	DI-79 Lesson 18-1
Week 16	DI-80 Lesson 18-2	DI-81 Practice Activity 18	DI-82 Embedded Assessment	DI-83 **End of Unit 3 Assessment**	DI-84 Unpack Assessment Getting Ready
Week 17	DI-85 Lesson 19-1	DI-86 Lesson 19-2	DI-87 Lesson 19-3	DI-88 Practice Activity 19	DI-89 Lesson 20-1
Week 18	DI-90 Lesson 20-2	DI-91 Lesson 20-3	DI-92 Practice Activity 20	LEAP 360 Interim Form 1	DI-93 Lesson 21-1
Week 19	DI-94 Lesson 21-2	DI-95 Practice Activity 21	DI-96 Embedded Assessment	DI-97 Unpack Assess Lesson 22-1	DI-98 Lesson 22-2
Week 20	DI-99 Lesson 22-3	DI-100 Practice Activity 22	DI-101 Lesson 23-1	DI-102 Lesson 23-2	DI-103 Practice Activity 23
Week 21	DI-104 Embedded Assessment	DI-105 Unpack Assessment Lesson 24-1	DI-106 Lesson 24-2	DI-107 Lesson 24-3	DI-108 Practice Activity 24
Week 22	DI-109 Lesson 25-1	DI-110 Lesson 25-2	D-111 Lesson 25-3	DI-112 Practice Activity 25	DI-113 Embedded Assessment
Week 23	DI-114 Unpack Assessment Lesson 26-1	DI-115 Lesson 26-2 THA Practice Activity 26	DI-117 Lesson 27-1	DI-118 Lesson 27-2	Practice Activity 27
Week 24	DI-120 Embedded Assessment	DI-121 **End of Unit 4 Assessment**	DI-122 Unpack Assess Getting Ready	DI-123 Lesson 29-1	DI-124 Lesson 29-2 THA Practice Activity 29
Week 25	DI-126 Lesson 30-1	DI-127 Lesson 30-2	DI-128 Lesson 30-3	DI-129 Practice Activity 30	DI-130 Embedded Assessment
Week 26	DI-131 Unpack Assess Lesson 31-1	DI-132 Lesson 31-2	DI-133 Lesson 31-3	DI-134 Practice Activity 31	DI-135 Lesson 32-1
Week 27	DI-136 Lesson 32-2	DI-137 Lesson 32-3	DI-138 Lesson 32-4 THA Practice Activity 32	LEAP 360 Interim Form 2	DI-140 Lesson 33-1
Week 28	DI-141 Lesson 33-2 THA Practice Activity 33	DI-I43 Embedded Assessment	DI-144 Lesson 34-1	DI-145 Lesson 34-2	DI-146 Lesson 34-3 THA Practice Activity 34
Week 29	DI-148 Embedded Assessment	DI-149 **End of Unit 5 Assessment**	DI-150 Unpack Assess Getting Ready	DI-151 Lesson 36-1	DI-152 Lesson 36-2 THA Practice Activity 36
Week 30	DI-154 Lesson 37-1	DI-155 Lesson 37-2	DI-156 Lesson 37-3 THA Practice Activity 37	DI-158 Embedded Assessment	Flex

Week 31	DI-159 Lesson 38-1	DI-160 Lesson 38-2 THA Practice Activity 38	DI-162 Lesson 39-1	DI-163 Lesson 39-2	DI-164 Lesson 39-3
Week 32	DI-165 Lesson 39-4 THA Practice Activity 39	DI-167 Lesson 40-1	DI-168 Lesson 40-2 THA Practice Activity 40	DI-170 Embedded Assessment	DI-171 **End of Unit 6 Assessment**
Week 33	Reserved for state testing (dates will vary)				
Week 34					
Week 35					
Week 36					

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
1	On Grade Level	**Unpack Embedded Assessment 1**–Patterns and Equations (p. 61)	☐ A1: N-Q.A.1 ▣ A1: A-CED.A.1 ▣ A1: A-CED.A..4 ▣ A1: A-REI.A.1 ▣ A1: A-REI.B.3 ☐ A1: F-LE.A.1b	Assessment Focus: • Identifying patterns • Modeling patterns with expressions • Using patterns to make predictions • Writing, solving, and interpreting multi-step equations • Solving literal equations for a variable
	Remediation	Unit 1 **Getting Ready** (p. 2)	*Assesses prerequisite skills necessary for work in Unit 1.*	
		Operations with Fractions (p. ❶ 1)	◆ 8.EE.A.1	• Perform arithmetic operations on fractions and mixed numbers.
		Exponents (p. ❶ 4)	◆ 7.NS.A.1	• Simplify arithmetic expressions involving exponents.
		Operations with Mixed Numbers (p. ❶ 5)	◆ 7.NS.A.3	• Multiply and divide mixed numbers to solve real-world problems.
		Integers (p. ❶ 7)	◆ 7.NS.A.3	• Use number lines to locate integers. • Compare and order integer expressions.
		Decimals (p. ❶ 11)	◆ 6.NS.B.3	• Perform arithmetic operations with decimals.
		Solving One-Step Equations (p. ❶ 14)	◆ 8.EE.C.7	• Solve one-step equations.
		Simplifying Expressions (p. ❶ 15)	◆ 7.EE.A.1	• Simplify algebraic expressions using the distributive property.
		Venn Diagrams (p. ❶ 16)	◆ 6.SP.B.5	• Use Venn diagrams to organize data.
2	On Grade Level	**Lesson 1-1** Numeric and Graphic Representations of Data (p. 3) **Formative Assessment, Differentiation, and Practice** 1. Lesson 1-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 1-1 Practice (p. 7)	☐ A1: N-Q.A.1 ☐ A1: N-Q.A.2 ▣ A1: A-SSE.A.1a A2: F-BF.A.2	• Identify patterns in data. • Use tables, graphs, and expressions to model situations. • Use expressions to make predictions.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
3	On Grade Level	**Lesson 1-2** Writing Expressions (p. 8) **Formative Assessment, Differentiation, and Practice** 1. Lesson 1-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 1-2 Practice (p. 13)	☐ A1: N-Q.A.1 ☐ A1: N-Q.A.2 ■ A1: A-SSE.A.1a A2: F-BF.A.2	• Use patterns to write expressions. • Use tables, graphs, and expressions to model situations.
4	On Grade Level	**Activity 1 Practice** (p. 14) • Use SpringBoard Learning Strategy to engage students in reflection of the work of **Activity 1** (p. 618)	☐ A1: N-Q.A.1 ☐ A1: N-Q.A.2 ■ A1: A-SSE.A.1a A2: F-BF.A.2	• Identify patterns in data. • Use tables, graphs, and expressions to model situations. • Use expressions to make predictions. • Use patterns to write expressions. • Use tables, graphs, and expressions to model situations.

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Continue the Khan Academy Algebra Mission.
View Khan Academy Videos: Intro to dimensional analysis • Writing expressions with variables •
Writing expressions with variables & parentheses • Evaluating an expression with one variable •
Evaluating expressions with variables: temperature
Khan Academy Practice: Introduction to algebra

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
5	On Grade Level	**Lesson 2-1** Writing and Solving Equations (p. 15) **Formative Assessment, Differentiation, and Practice** 1. Lesson 2-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 2-1 Practice (p. 18)	☐ A1: N-Q.A.1 ☐ A1: N-Q.A.2 🟩 A1: A-SSE.A.1a 🟩 A1: A-CED.A..1 🟩 A1: A-REI.A.1 🟩 A1: A-REI.B.3	• Use the algebraic method to solve an equation. • Write and solve an equation to model a real-world situation.
		Mini-Lesson (optional): Solving Equations Using Algebra Tiles (p. ⓘ 18)	◆ 8.EE.C.7	• Use algebra tiles to solve equations.
		Mini-Lesson (optional): Solving Equations Using Flow Charts (p. ⓘ 20)	◆ 8.EE.C.7	• Use flow charts to solve equations.
6	On Grade Level	**Lesson 2-2** Equations with Variables on Both Sides (p. 19) **Formative Assessment, Differentiation, and Practice** 1. Lesson 2-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 2-2 Practice (p. 21)	☐ A1: N-Q.A.1 ☐ A1: N-Q.A.2 🟩 A1: A-SSE.A.1a 🟩 A1: A-CED.A..1 🟩 A1: A-REI.A.1 🟩 A1: A-REI.B.3	• Write and solve an equation to model a real-world situation. • Interpret parts of an expression in terms of its context.
		Mini-Lesson (optional): Properties of Real Numbers (p. ⓘ 22)	◆ 7.NS.A.1d ◆ 7.NS.A.2c	• Identify properties of real numbers.
		Mini-Lesson (optional): Connect to Business—*Profit, Revenue, and Cost* (p. ⓘ 24)	◆ 8.EE.C.7	• Solve real-world problems related to business.
7	On Grade Level	**Lesson 2-3** Solving More Complex Equations (p. 22) **Formative Assessment, Differentiation, and Practice** 1. Lesson 2-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 2-3 Practice (p. 24)	🟩 A1: A-REI.A.1 🟩 A1: A-REI.B.3	• Solve complex equations with variables on both sides and justify each step in the solution process. • Write and solve an equation to model a real-world situation.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
8	On Grade Level	**Lesson 2-4** Equations with No Solution or Infinitely Many Solutions (p. 25) **Formative Assessment, Differentiation, and Practice** 1. Lesson 2-4 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 2-4 Practice (p. 27)	🟩 A1: A-REI.A.1 🟩 A1: A-REI.B.3	• Identify equations that have no solution. • Identify equations that have infinitely many solutions.
9	On Grade Level	**Lesson 2-5** Solving Literal Equations for a Variable (p. 28) **Formative Assessment, Differentiation, and Practice** 1. Lesson 2-5 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 2-5 Practice (p. 30)	⬜ A1: N-Q.A.1 ⬜ A1: N-Q.A.2 🟩 A1: A-SSE.A.1b 🟩 A1: A-CED.A..4	• Solve literal equations for a specified variable. • Use a formula that has been solved for a specified variable to determine an unknown quantity.
10	On Grade Level	**Activity 2 Practice** (p. 31) • Use SpringBoard Learning Strategy to engage students in reflection of the work of **Activity 2**. (p. 618)	⬜ A1: N-Q.A.1 ⬜ A1: N-Q.A.2 🟩 A1: A-SSE.A.1 🟩 A1: A-CED.A..1 🟩 A1: A-CED.A..4 🟩 A1: A-REI.A.1 🟩 A1: A-REI.B.3	• Use the algebraic method to solve an equation. • Write and solve an equation to model a real-world situation. • Write and solve an equation to model a real-world situation. • Interpret parts of an expression in terms of its context. • Solve complex equations with variables on both sides and justify each step in the solution process. • Write and solve an equation to model a real-world situation. • Identify equations that have no solution. • Identify equations that have infinitely many solutions. • Solve literal equations for a specified variable. • Use a formula that has been solved for a specified variable to determine an unknown quantity.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
11	On Grade Level	**Embedded Assessment 1**–Patterns and Equations (p. 33) • Use SpringBoard Learning Strategy to engage students in reflection of the work of **Embedded Assessment 1**–Patterns and Equations (p. 618) • Consider **Unpacking Embedded Assessment 2**–Inequalities and Absolute Value (p. 61) during this time.	☐ A1: N-Q.A.1 🟩 A1: A-CED.A..1 🟩 A1: A-CED.A..4 🟩 A1: A-REI.A.1 🟩 A1: A-REI.B.3 ☐ A1: F-LE.A.1b	Assessment Focus: • Identifying patterns • Modeling patterns with expressions • Using patterns to make predictions • Writing, solving, and interpreting multi-step equations • Solving literal equations for a variable
		KHANACADEMY	**Continue the Khan Academy Algebra Mission.** View Khan Academy Videos: Same thing to both sides of equations • Why we do the same thing to both sides: Variables on both sides • Representing a relationship with an equation • One-step equations intuition • One-step division equation • One-step multiplication equations • One-step subtraction equations • Simple equations: examples solving a variety of forms • Intro to two-step equations • One-step addition & subtraction equations • Dividing both sides of an equation • Two-step equations intuition • Intro to equations with variables on both sides • Equations with parentheses • Worked example: number of solutions to equations • Number of solutions to equations • Manipulating formulas: area • Solving an equation for a variable **Khan Academy Practice: Solving basic equations & inequalities**	

Louisiana Algebra 1 Curriculum Map

ACTIVITY 3 | **Unit 1: Equations and Inequalities** | **Pacing: 17 class periods (90- to 100-minutes)**

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
	On Grade Level	**Unpack Embedded Assessment 2**–Inequalities and Absolute Value (p. 61)	A1: A-CED.A..1 A1: A-CED.A..3 A1: A-REI.B.3	Assessment Focus: • Writing, solving, and graphing inequalities • Writing and graphing compound inequalities • Solving and graphing absolute value inequalities
12	On Grade Level	**Lesson 3-1** Inequalities and Their Solutions (p. 35) **Formative Assessment, Differentiation, and Practice** 1. Lesson 3-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 3-1 Practice (p. 37)	A1: A-CED.A..1 A1: A-CED.A..3 A1: A-REI.B.3	• Understand what is meant by a solution of an inequality. • Graph solutions of inequalities on a number line.
		Mini-Lesson (optional): Verifying Solutions to Inequalities (p. ⓘ 25)	A1: A-REI.B.3	• Determine and verify solutions to inequalities.
13	On Grade Level	**Lesson 3-2** Solving Inequalities (p. 38) **Formative Assessment, Differentiation, and Practice** 1. Lesson 3-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 3-2 Practice (p. 42)	A1: A-CED.A..1 A1: A-CED.A..3 A1: A-REI.B.3	• Write inequalities to represent real-world situations. • Solve multi-step inequalities.
14	On Grade Level	**Lesson 3-3** Compound Inequalities (p. 43) **Formative Assessment, Differentiation, and Practice** 1. Lesson 3-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 3-3 Practice (p. 46)	A1: A-REI.B.3	• Graph compound inequalities. • Solve compound inequalities.
15	On Grade Level	**Activity 3 Practice** (p. 47) Use SpringBoard Learning Strategy to engage students in reflection of the work of **Activity 3**. (p. 618)	A1: A-CED.A..1 A1: A-CED.A..3 A1: A-REI.B.3	• Understand what is meant by a solution of an inequality. • Graph solutions of inequalities on a number line. • Write inequalities to represent real-world situations. • Solve multi-step inequalities. • Graph compound inequalities. • Solve compound inequalities.

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Continue the Khan Academy Algebra Mission.
View Khan Academy Videos: One-step inequality word problem • One-step inequality involving addition • Inequalities using addition and subtraction • One-step inequalities examples • One-step inequalities: $-5c \le 15$ • Two-step inequality word problems: apples • Two-step inequalities • Multi-step inequalities • Compound inequalities examples
Khan Academy Practice: Solving basic equations & inequalities

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
	Enrichment	**Lesson 4-1** Absolute Value Equations (p. 49) **Formative Assessment, Differentiation, and Practice** 1. Lesson 4-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 4-1 Practice (p. 53)	🟩 A1: A-CED.A..1	• Understand what is meant by a solution of an absolute value equation. • Solve absolute value equations.
		Mini-Lesson (optional): Solution Set Notation (p. ⓘ 26)	🟩 A1: A-REI.B.3	• Determine solution sets to equations and inequalities.
	Enrichment	**Lesson 4-2** Absolute Value Inequalities (p. 54) **Formative Assessment, Differentiation, and Practice** 1. Lesson 4-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 4-2 Practice (p. 58)	🟩 A1: A-CED.A..1	• Solve absolute value inequalities. • Graph solutions of absolute value inequalities.
	Enrichment	**Activity 4 Practice** (p. 59) Use SpringBoard Learning Strategy to engage students in reflection of the work of **Activity 4**. (p. 618)	🟩 A1: A-CED.A..1	• Understand what is meant by a solution of an absolute value equation. • Solve absolute value equations. • Solve absolute value inequalities. • Graph solutions of absolute value inequalities.
16	On Grade Level	**Embedded Assessment 2**–Inequalities and Absolute Value (p.61) • Use SpringBoard Learning Strategy to engage students in reflection of the work of **Embedded Assessment 2**–Inequalities and Absolute Value (p. 618) • Consider **Unpacking Embedded Assessment 1**–Representations of Functions (p. 121) during this time.	🟩 A1: A-CED.A..1 🟩 A1: A-CED.A..3 🟩 A1: A-REI.B.3	Assessment Focus: • Writing, solving, and graphing inequalities • Writing and graphing compound inequalities • Solving and graphing absolute value inequalities
17	On Grade Level	**End-of-Unit 1 Assessment** (SBD)*	*Assesses A1 standards covered in the unit.*	

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Continue the Khan Academy Algebra Mission.
View Khan Academy Videos: Intro to absolute value equations and graphs • Worked example: absolute value equations with no solution • Intro to absolute value inequalities
Khan Academy Practice: Absolute value equations, functions, & inequalities

* contains some enrichment

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
18	On Grade Level	**Unpack Embedded Assessment 1**–Representations of Functions (p. 121)	🟩 A1: F-IF.A.1 🟩 A1: F-IF.A.2 🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.5 ⭕ A1: F-BF.B.3	Assessment Focus: • Functions, range and domain • Graphs of functions and their key features • Writing and using equations of functions • Transforming functions
	Remediation	Unit 2 **Getting Ready** (p. 64)	*Assesses prerequisite skills necessary for work in Unit 2.*	
		Patterns (p. ❶ 38)	◆ 4.OA.C.5 ◆ 5.OA.B.3	• Identify and extend patterns represented in a table.
		Inequalities (p. ❶ 39)	◆ 6.EE.B5	• Graph inequalities on a number line and identify the integers in the solution set.
		Evaluating Expressions (p. ❶ 43)	◆ 6.EE.A.2	• Substitute given values into algebraic expressions, then simplify.
		Coordinate Plane (p. ❶ 44)	◆ 6.NS.C.8	• Identify and plot ordered pairs on the coordinate plane.
		Representing Data with an Equation (p. ❶ 49)	◆ 8.F.B.4	• Write equations for data given in a table.
		Algebraic Equations (p. ❶ 50)	◆ 7.EE.B.4a ◆ 8.EE.C.7b	• Write and solve linear equations.
19	On Grade Level	**Lesson 5-1** Relations and Functions (p. 65) **Formative Assessment, Differentiation, and Practice** 1. Lesson 5-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 5-1 Practice (p. 70)	◆ 8.F.A.1 🟩 A1: F-IF.A.1	• Represent relations and functions using tables, diagrams, and graphs. • Identify relations that are functions.
20	On Grade Level	**Lesson 5-2** Domain and Range (p. 71) **Formative Assessment, Differentiation, and Practice** 1. Lesson 5-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 5-2 Practice (p. 75)	◆ 8.F.A.1 🟩 A1: F-IF.A.1	• Describe the domain and range of a function. • Find input-output pairs for a function.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
21	On Grade Level	**Lesson 5-3** Function Notation (p. 76) **Formative Assessment, Differentiation, and Practice** 1. Lesson 5-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 5-3 Practice (p. 78)	🟩 A1: F-IF.A.1 🟩 A1: F-IF.A.2	• Use and interpret function notation. • Evaluate a function for specific values of the domain.
22	On Grade Level	**Activity 5 Practice** (p. 79) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 5. (p. 618)	🟩 A1: F-IF.A.1 🟩 A1: F-IF.A.2	• Represent relations and functions using tables, diagrams, and graphs. • Identify relations that are functions. • Describe the domain and range of a function. • Find input-output pairs for a function. • Use and interpret function notation. • Evaluate a function for specific values of the domain.

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View Khan Academy Videos: What is a function? • Relations and functions • Recognizing functions from verbal description • Domain and range of a function • What is the domain of a function? • What is the range of a function?
Khan Academy Practice: Functions

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
23	On Grade Level	**Lesson 6-1** Key Features of Graphs (p. 81) **Formative Assessment, Differentiation, and Practice** 1. Lesson 6-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 6-1 Practice (p. 86)	🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.5	• Relate the domain and range of a function to its graph. • Identify and interpret key features of graphs.
24	On Grade Level	**Lesson 6-2** More Complex Graphs (p. 87) **Formative Assessment, Differentiation, and Practice** 1. Lesson 6-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 6-2 Practice (p. 91)	🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.5	• Relate the domain and range of a function to its graph and to its function rule. • Identify and interpret key features of graphs.
25	On Grade Level	**Lesson 6-3** Graphs of Real-World Situations (p. 92) **Formative Assessment, Differentiation, and Practice** 1. Lesson 6-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 6-3 Practice (p. 94)	🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.5 ☐ A1: F-IF.C.7	• Identify and interpret key features of graphs. • Determine the reasonable domain and range for a real-world situation.
26	On Grade Level	**Activity 6 Practice** (p. 95) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 6. (p. 618)	🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.5 ☐ A1: F-IF.C.7	• Relate the domain and range of a function to its graph. • Identify and interpret key features of graphs. • Relate the domain and range of a function to its graph and to its function rule. • Identify and interpret key features of graphs. • Identify and interpret key features of graphs. • Determine the reasonable domain and range for a real-world situation.

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Continue the Khan Academy Algebra Mission.
View Khan Academy Algebra Videos: Worked example: domain and range from graph • Recognizing functions from graph • Testing if a relationship is a function • Interpreting a graph example
Khan Academy Practice: Linear equations, functions, & graphs

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
27	On Grade Level	**Lesson 7-1** The Spring Experiment (p. 97) **Formative Assessment, Differentiation, and Practice** 1. Lesson 7-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 7-1 Practice (p. 100)	🟩 A1: A-REI.D.10 🟩 A1: F-IF.B.5 ☐ A1: F-IF.C.7 ☐ A1: F-IF.C.7a	• Graph a function given a table. • Write an equation for a function given a table or graph.
28	On Grade Level	**Lesson 7-2** The Falling Object Experiment (p. 101) **Formative Assessment, Differentiation, and Practice** 1. Lesson 7-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 7-2 Practice (p. 104)	🟩 A1: A-REI.D.10 🟩 A1: F-IF.B.5 ☐ A1: F-IF.C.7 ☐ A1: F-IF.C.7a	• Graph a function describing a real-world situation and identify and interpret key features of the graph.
29	On Grade Level	**Lesson 7-3** The Radioactive Decay Experiment (p. 105) **Formative Assessment, Differentiation, and Practice** 1. Lesson 7-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 7-3 Practice (p. 108)	🟩 A1: A-REI.D.10 🟩 A1: F-IF.B.5 ☐ A1: F-IF.C.7 ☐ A1: F-IF.C.7e	• Given a verbal description of a function, make a table and a graph of the function. • Graph a function, and identify and interpret key features of the graph.
30	On Grade Level	**Activity 7 Practice** (p. 109) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 7. (p. 618)	🟩 A1: A-REI.D.10 🟩 A1: F-IF.B.5 ☐ A1: F-IF.C.7	• Graph a function given a table. • Write an equation for a function given a table or graph. • Graph a function describing a real-world situation and identify and interpret key features of the graph. • Given a verbal description of a function, make a table and a graph of the function. • Graph a function, and identify and interpret key features of the graph.

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Continue the Khan Academy Algebra Mission.
View Khan Academy Videos: Exponential function graph • Interpreting a graph example
Khan Academy Practice: Linear equations, functions, & graphs

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
31	On Grade Level	**Lesson 8-1** Exploring $f(x) + k$* (p. 111) **Formative Assessment, Differentiation, and Practice** 1. Lesson 8-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 8-1 Practice (p. 114)	⬤ A1: F-BF.B.3	• Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$. • Identify the transformation used to produce one graph from another.
32	On Grade Level	**Lesson 8-2** Exploring $f(x + k)$* (p. 119) **Formative Assessment, Differentiation, and Practice** 1. Lesson 8-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 8-2 Practice (p. 118)	⬤ A1: F-BF.B.3	• Identify the effect on the graph of replacing $f(x)$ by $f(x + k)$. • Identify the transformation used to produce one graph from another.
33	On Grade Level	**Activity 8 Practice** (p. 119) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 8. (p. 618)	⬤ A1: F-BF.B.3	• Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$. • Identify the transformation used to produce one graph from another. • Identify the effect on the graph of replacing $f(x)$ by $f(x + k)$. • Identify the transformation used to produce one graph from another.
34	On Grade Level	**Embedded Assessment 1**–Representations of Functions (p. 121) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 1–Representations of Functions (p. 618) • Consider **Unpacking Embedded Assessment 2**–Linear Functions and Equations (p. 173) during this time.	🟩 A1: F-IF.A.1 🟩 A1: F-IF.A.2 🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.5 ⬤ A1: F-BF.B.3	Assessment Focus: • Functions, range, and domain • Graphs of functions and their key features • Writing and using equations of functions • Transforming functions

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View Khan Academy Videos: Shifting functions • Graphing shifted functions
Khan Academy Practice: Functions

* contains some enrichment

ACTIVITY 9 | **Unit 2: Functions** | Pacing: **41 class periods (90- to 100- minutes)**

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
35	On Grade Level	**Unpack Embedded Assessment 2**–Linear Functions and Equations (p. 173)	🟩 A1: F-IF.B.5 🔲 A1: F-BF.A.1 🔲 A1: F-LE.A.2	Assessment Focus: • Modeling with tables, graphs and linear functions • Analyzing linear models
	On Grade Level	**Lesson 9-1** Slope (p. 123) **Formative Assessment, Differentiation, and Practice** 1. Lesson 9-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 9-1 Practice (p. 127)	🟩 A1: F-IF.B.6	• Determine the slope of a line from a graph. • Develop and use the formula for slope.
36	On Grade Level	**Lesson 9-2** Slope and Rate of Change (p. 128) **Formative Assessment, Differentiation, and Practice** 1. Lesson 9-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 9-2 Practice (p. 132)	🟩 A1: F-IF.B.6	• Calculate and interpret the rate of change for a function. • Understand the connection between rate of change and slope.
37	On Grade Level	**Lesson 9-3** More about Slopes (p. 133) **Formative Assessment, Differentiation, and Practice** 1. Lesson 9-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 9-3 Practice (p. 136)	🟩 A1: F-IF.B.6 🔲 A1: F-LE.A.1 🔲 A1: F-LE.A.1b	• Show that a linear function has a constant rate of change. • Understand when the slope of a line is positive, negative, zero, or undefined. • Identify functions that do not have a constant rate of change and understand that these functions are not linear.
38	On Grade Level	**Activity 9 Practice** (p. 137) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 9. (p. 618)	🟩 A1: F-IF.B.6 🔲 A1: F-LE.A.1	• Determine the slope of a line from a graph. • Develop and use the formula for slope. • Calculate and interpret the rate of change for a function. • Understand the connection between rate of change and slope. • Show that a linear function has a constant rate of change. • Understand when the slope of a line is positive, negative, zero, or undefined. • Identify functions that do not have a constant rate of change and understand that these functions are not linear.

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View Khan Academy Videos: Worked example: slope from graph • Positive & negative slope • Slope (more examples)
Khan Academy Practice: Linear equations, functions, & graphs

desmos

Consider using Desmos Classroom Activity Polygraph: Lines. Goals of this Activity:
Students will be able to: Identify important features of lines • Precisely describe these features to their peers • Increase their vocabulary relevant to lines

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
39	On Grade Level	**Lesson 10-1** Direct Variation (p. 139) **Formative Assessment, Differentiation, and Practice** 1. Lesson 10-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 10-1 Practice (p. 143)	■ A1: A-CED.A.1 ■ A1: F-IF.B.5 □ A1: F-BF.A.1 □ A1: F-BF.A.1a □ A1: F-LE.B.5	• Write and graph direct variation. • Identify the constant of variation.
40	On Grade Level	**Lesson 10-2** Indirect Variation (p. 144) **Formative Assessment, Differentiation, and Practice** 1. Lesson 10-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 10-2 Practice (p. 147)	■ A1: A-CED.A.1 □ A1: F-BF.A.1 □ A1: F-BF.A.1a	• Write and graph indirect variations. • Distinguish between direct and indirect variation.
41	On Grade Level	**Lesson 10-3** Another Linear Model (p. 148) **Formative Assessment, Differentiation, and Practice** 1. Lesson 10-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 10-3 Practice (p. 151)	□ A1: N-Q.A.3 ■ A1: A-CED.A.1 □ A1: F-LE.B.5	• Write, graph, and analyze a linear model for a real-world situation. • Interpret aspects of a model in terms of the real-world situation.
	Enrichment	**Lesson 10-4** Inverse Functions (p. 152) **Formative Assessment, Differentiation, and Practice** 1. Lesson 10-4 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 10-4 Practice (p. 156)	■ A1: A-CED.A.1 ■ A1: F-IF.B.5 A2: F-BF.B.4a A2: F-BF.B.4 □ A1: F-LE.B.5	• Write the inverse function for a linear function. • Determine the domain and range of an inverse function.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
42	On Grade Level	**Activity 10 Practice** (p. 157) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 10. (p. 618)	☐ A1: N-Q.A.3 ■ A1: A-CED.A.1 ■ A1: F-IF.B.5 ☐ A1: F-BF.A.1 A2: F-BF.B.4 ☐ A1: F-LE.B.5	• Write and graph direct variation. • Identify the constant of variation. • Write and graph indirect variations. • Distinguish between direct and indirect variation. • Write, graph, and analyze a linear model for a real-world situation. • Interpret aspects of a model in terms of the real-world situation. • Write the inverse function for a linear function. • Determine the domain and range of an inverse function.
		KHANACADEMY		**Continue the Khan Academy Algebra Mission.** View Khan Academy Videos: Intro to direct & inverse variation • Direct variation word problem: space travel • Intro to inverse functions **Khan Academy Practice: Linear equations, functions, & graphs**

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
43	On Grade Level	**Lesson 11-1** Identifying Arithmetic Sequences (p. 159) **Formative Assessment, Differentiation, and Practice** 1. Lesson 11-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 11-1 Practice (p. 161)	🟩 A1: F-IF.B.5 A2: F-BF.A.2	• Identify sequences that are arithmetic sequences. • Use the common difference to determine a specified term of an arithmetic sequence.
44	On Grade Level	**Lesson 11-2** A Formula for Arithmetic Sequences (p. 162) **Formative Assessment, Differentiation, and Practice** 1. Lesson 11-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 11-2 Practice (p. 165)	🟩 A1: F-IF.B.5 A2: F-BF.A.2	• Develop an explicit formula for the nth term of an arithmetic sequence. • Use an explicit formula to find any term of an arithmetic sequence. • Write a formula for an arithmetic sequence given two terms or a graph.
45	On Grade Level	**Lesson 11-3** Arithmetic Sequences as Functions (p. 166) **Formative Assessment, Differentiation, and Practice** 1. Lesson 11-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 11-3 Practice (p. 168)	🟩 A1: F-IF.A.3 🟩 A1: F-IF.B.5 A2: F-BF.A.2	• Use function notation to write a general formula for the nth term of an arithmetic sequence. • Find any term of an arithmetic sequence written as a function.
	Enrichment	**Lesson 11-4** Recursive Formula (p. 168) **Formative Assessment, Differentiation, and Practice** 1. Lesson 11-4 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 11-4 Practice (p. 170)	🟩 A1: F-IF.A.3 A2: F-BF.A.2	• Write a recursive formula for a given arithmetic sequence. • Use a recursive formula to find the terms of an arithmetic sequence.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
46	On Grade Level	**Activity 11 Practice** (p. 171) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 11. (p. 618)	■ A1: F-IF.A.3 ■ A1: F-IF.B.5 A2: F-BF.A.2	• Identify sequences that are arithmetic sequences. • Use the common difference to determine a specified term of an arithmetic sequence. • Develop an explicit formula for the nth term of an arithmetic sequence. • Use an explicit formula to find any term of an arithmetic sequence. • Write a formula for an arithmetic sequence given two terms or a graph. • Use function notation to write a general formula for the nth term of an arithmetic sequence. • Find any term of an arithmetic sequence written as a function. • Write a recursive formula for a given arithmetic sequence. • Use a recursive formula to find the terms of an arithmetic sequence.
47	On Grade Level	**Embedded Assessment 2**–Linear Functions and Equations (p. 173) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 2–Linear Functions and Equations (p. 618) • Consider **Unpacking Embedded Assessment 3**–Linear Models and Slope as Rate of Change (p. 207) during this time.	■ A1: F-IF.B.5 ☐ A1: F-BF.A.1 ☐ A1: F-LE.A.2	Assessment Focus: • Modeling with tables, graphs and linear functions • Analyzing linear models

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View Khan Academy Videos: Intro to arithmetic sequences • Sequences intro
Khan Academy Practice: Sequences

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
48	On Grade Level	**Unpack Embedded Assessment 3**–Linear Models and Slope as Rate of Change (p. 207)	☐ A1: F-IF.C.7 ☐ A1: F-LE.A.2 ☐ A1: F-LE.B.5	Assessment Focus: • Scatter plots • Linear regression • Line of best fit • Slope and domain • Comparing data
	On Grade Level	**Lesson 12-1** Slope-Intercept Form (p. 175) **Formative Assessment, Differentiation, and Practice** 1. Lesson 12-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 12-1 Practice (p. 178)	◆ 8.F.A.3 🟩 A1: A-REI.D.10 ☐ A1: F-LE.A.2	• Write the equation of a line in slope-intercept form. • Use slope-intercept form to solve problems.
	On Grade Level	**Mini-lesson** (optional)**:** Slope-Intercept Form (p. ⓘ 53)	☐ A1: F-LE.A.2	• Write linear equations in slope-intercept form.
49	On Grade Level	**Lesson 12-2** Point-Slope Form (p. 179) **Formative Assessment, Differentiation, and Practice** 1. Lesson 12-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 12-2 Practice (p. 182)	🟩 A1: A-REI.D.10 ☐ A1: F-LE.A.2	• Write the equation of a line in point-slope form. • Use point-slope form to solve problems.
		Mini-lesson (optional)**:** Point-Slope Form (p. ⓘ 54)	☐ A1: F-LE.A.2	• Write linear equations in point-slope form.
	On Grade Level	**Mini-lesson** (optional)**:** Point-Slope Form Given Two Points (p. ⓘ 55)	☐ A1: F-LE.A.2	• Write linear equations in point-slope form given two points.
50	On Grade Level	**Lesson 12-3** Standard Form (p. 183) **Formative Assessment, Differentiation, and Practice** 1. Lesson 12-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 12-3 Practice (p. 186)	🟩 A1: A-REI.D.10 ☐ A1: F-LE.A.2	• Write the equation of a line in standard form. • Use the standard form of a linear equation to solve problems.
	On Grade Level	**Mini-lesson** (optional)**:** Standard Form (p. ⓘ 56)	☐ A1: F-LE.A.2	• Write linear equations in standard form.

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
51	On Grade Level	**Lesson 12-4** Slopes of Parallel and Perpendicular Lines (p. 187) **Formative Assessment, Differentiation, and Practice** 1. Lesson 12-4 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 12-4 Practice (p. 190)	■ A1: A-REI.D.10 ☐ A1: F-LE.A.2	• Describe the relationship among the slopes of parallel lines and perpendicular lines. • Write an equation of a line that contains a given point and is parallel or perpendicular to a given line
52	On Grade Level	**Activity 12 Practice** (p. 191) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 12. (p. 618)	■ A1: A-REI.D.10 ☐ A1: F-LE.A.2	• Write the equation of a line in slope-intercept form. • Use slope-intercept form to solve problems. • Write the equation of a line in point-slope form. • Use point-slope form to solve problems. • Write the equation of a line in standard form. • Use the standard form of a linear equation to solve problems. • Describe the relationship among the slopes of parallel lines and perpendicular lines. • Write an equation of a line that contains a given point and is parallel or perpendicular to a given line
		KHANACADEMY		**Continue the Khan Academy Algebra Mission.** View Khan Academy Videos: Modeling with linear equations: gym membership and lemonade • Graph from slope-intercept equation • Converting to slope-intercept form • Slope-intercept form from a table • Slope-intercept equation from graph • Graphing using intercepts • *x*-intercept of a line • Intercepts from a table • Slope-intercept equation from slope & point • Slope-intercept equation from two points • Writing linear equations in all forms **Khan Academy Practice: Linear equations, functions, & graphs**
		desmos		**Consider using Desmos Classroom Activity Marbleslides: Lines. Goals of this Activity:** Students will be able to: Restrict, reposition, and rotate lines at will using slope-intercept form • Use precision in describing these transformations using words and/or symbols

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
53	On Grade Level	**Lesson 13-1** Scatter Plots and Trend Lines (p. 193) **Formative Assessment, Differentiation, and Practice** 1. Lesson 13-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 13-1 Practice (p. 196)	■ A1: F-IF.B.4 ☐ A1: F-LE.A.2 ☐ A1: F-LE.B.5 ☐ A1: S-ID.B.6	• Use collected data to make a scatter plot. • Determine the equation of a trend line.
54	On Grade Level	**Lesson 13-2** Linear Regression (p. 197) **Formative Assessment, Differentiation, and Practice** 1. Lesson 13-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 13-2 Practice (p. 199)	☐ A1: F-LE.B.5 ☐ A1: S-ID.B.6	• Use a linear model to make predictions. • Use technology to perform a linear regression
55	On Grade Level	**Lesson 13-3** Quadratic and Exponential Regressions (p. 200) **Formative Assessment, Differentiation, and Practice** 1. Lesson 13-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 13-3 Practice (p. 204)	☐ A1: S-ID.B.6	• Use technology to perform quadratic and exponential regressions, and then make predictions. • Compare and contrast linear, quadratic, and exponential regressions.
56	On Grade Level	**Activity 13 Practice** (p. 205) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 13. (p. 618)	■ A1: F-IF.B.4 ☐ A1: F-LE.A.2 ☐ A1: F-LE.B.5 ☐ A1: S-ID.B.6	• Use collected data to make a scatter plot. • Determine the equation of a trend line. • Use a linear model to make predictions. • Use technology to perform a linear regression • Use technology to perform quadratic and exponential regressions, and then make predictions. • Compare and contrast linear, quadratic, and exponential regressions.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
57	On Grade Level	**Embedded Assessment 3**–Linear Models and Slope as Rate of Change (p. 207) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 3–Linear Models and Slope as Rate of Change (p. 618) • Consider **Unpacking Embedded Assessment 1**–Graphing Inequalities and Piecewise-Defined Functions (p. 249) during this time.	☐ A1: F-IF.C.7 ☐ A1: F-LE.A.2 ☐ A1: F-LE.B.5	Assessment Focus: • Scatter plots • Linear regression • Line of best fit • Slope and domain • Comparing data
58	On Grade Level	**End of Unit 2 Assessment** (SBD)*	*Assesses A1 standards covered in the unit.*	
	KHANACADEMY		**Continue the Khan Academy Algebra Mission.** View Khan Academy Videos: Constructing a scatter plot • Correlation and causality • Fitting a line to data • Comparing models to fit data • Estimating the line of best fit exercise • Interpreting a trend line **Khan Academy Practice: Describing relationships in quantitative data**	

* contains some enrichment

ACTIVITY 14	Unit 3: Extensions of Linear Concepts	Pacing: 25 class periods (90- to 100- minutes)

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
59	On Grade Level	**Unpack Embedded Assessment 1**– Graphing Inequalities and Piecewise-Defined Functions (p. 249)	🟩 A1: A-REI.D.12 🟩 A1: F-IF.A.2 ☐ A1: F-IF.C.7	Assessment Focus: • Linear inequalities • Piecewise functions • Graphing inequalities • Graphing piecewise functions
	Remediation	Unit 3 **Getting Ready** (p. 210)	*Assesses prerequisite skills necessary for work in Unit 3.*	
		Linear Data (p. ❶ 88)	☐ A1: F-LE.A.1	• Write and plot ordered pairs to determine if data is linear.
		Writing an Equation for Data (p. ❶ 91)	☐ A1: F-LE.A.2	• Write linear equations from data represented in a table.
		Linear Relationships (p. ❶ 93)	☐ A1: F-LE.A.2	• Determine if an equation is linear.
		Graphing Linear Equations (p. ❶ 99)	☐ A1: F-IF.C.7	• Graph linear equations using the slope-intercept and x-and y-intercept methods.
		Solutions of Linear Inequalities in Two Variables (p. ❶ 104)	🟩 A1: A-REI.D.12	• Determine if ordered pairs represent solutions to linear inequalities.
		Graphing Compound Inequalities (p. ❶ 105)	◆ 6.EE.B.8	• Compare and contrast graphs of compound inequalities.
		Functions with a Constant Rate of Change (p. ❶ 106)	☐ A1: F-LE.A.1	• Use slope to determine if functions are linear or nonlinear.
60	On Grade Level	**Lesson 14-1** Function Notation and Rate of Change (p. 211) **Formative Assessment, Differentiation, and Practice** 1. Lesson 14-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 14-1 Practice (p. 214)	🟩 A1: F-IF.A.2 🟩 A1: F-IF.B.6	• Use function notation and interpret statements that use function notation in terms of a context. • Calculate the rate of change of a linear function presented in multiple representations.
61	On Grade Level	**Lesson 14-2** Writing Functions and Finding Domain and Range (p. 215) **Formative Assessment, Differentiation, and Practice** 1. Lesson 14-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 14-2 Practice (p. 218)	🟩 A1: F-IF.A.2	• Write linear equations in two variables given a table of values, a graph, or a verbal description. • Determine the domain and range of a linear function, determine their reasonableness, and represent them using inequalities.

| ACTIVITY 14 | Unit 3: Extensions of Linear Concepts | Pacing: 25 class periods (90- to 100- minutes) |

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
62	On Grade Level	**Lesson 14-3** Evaluating Functions and Graphing Piecewise-Defined Linear Functions (p. 219) **Formative Assessment, Differentiation, and Practice** 1. Lesson 14-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 14-3 Practice (p. 220)	🟩 A1: F-IF.A.2 🟩 A1: F-IF.B.5 ☐ A1: F-IF.C.7 ☐ A1: F-IF.C.7b	• Evaluate a function at specific inputs within the function's domain. • Graph piecewise-defined functions.
63	On Grade Level	**Lesson 14-4** Comparing Functions (p. 221) **Formative Assessment, Differentiation, and Practice** 1. Lesson 14-4 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 14-4 Practice (p. 224)	🟩 A1: F-IF.A.2 🟩 A1: F-IF.B.6 ☐ A1: F-IF.C.7 ☐ A1: F-IF.C.9	• Compare the properties of two functions each represented in a different way.
64	On Grade Level	**Activity 14 Practice** (p. 225) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 14. (p. 618)	🟩 A1: F-IF.A.2 🟩 A1: F-IF.B.5 🟩 A1: F-IF.B.6 ☐ A1: F-IF.C.7 ☐ A1: F-IF.C.9	• Use function notation and interpret statements that use function notation in terms of a context. • Calculate the rate of change of a linear function presented in multiple representations. • Write linear equations in two variables given a table of values, a graph, or a verbal description. • Determine the domain and range of a linear function, determine their reasonableness, and represent them using inequalities. • Evaluate a function at specific inputs within the function's domain • Graph piecewise-defined functions. • Compare the properties of two functions each represented in a different way.

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View Khan Academy Videos: Introduction to piecewise functions • Piecewise function graphs • Evaluate piecewise functions
Khan Academy Practice: Functions

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
65	On Grade Level	**Lesson 15-1** Writing Equations from Graphs and Tables (p. 227) **Formative Assessment, Differentiation, and Practice** 1. Lesson 15-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 15-1 Practice (p. 230)	🟩 A1: A-CED.A.2 🟩 A1: A-REI.D.10 🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.6 ⬜ A1: F-LE.B.5	• Write a linear equation given a graph or a table. • Analyze key features of a function given its graph.
66	On Grade Level	**Lesson 15-2** Comparing Functions with Inequalities (p. 231) **Formative Assessment, Differentiation, and Practice** 1. Lesson 15-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 15-2 Practice (p. 234)	🟩 A1: A-CED.A.2 🟩 A1: A-CED.A.3 🟩 A1: A-REI.D.10 🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.6 ⬜ A1: F-IF.C.9 ⬜ A1: F-LE.B.5	• Graph and analyze functions on the same coordinate plane. • Write inequalities to represent real-world situations.
67	On Grade Level	**Lesson 15-3** Writing Equations from Verbal Descriptions (p. 235) **Formative Assessment, Differentiation, and Practice** 1. Lesson 15-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 15-3 Practice (p. 236)	🟩 A1: A-CED.A.2 🟩 A1: A-CED.A.3 🟩 A1: A-REI.D.10 🟩 A1: F-IF.B.4 ⬜ A1: F-IF.C.7 ⬜ A1: F-LE.B.5	• Write a linear equation given a verbal description. • Graph and analyze functions on the same coordinate plane.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
68	On Grade Level	**Activity 15 Practice** (p. 237) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 15. (p. 618)	▪ A1: A-CED.A.2 ▪ A1: A-CED.A.3 ▪ A1: A-REI.D.10 ▪ A1: F-IF.B.4 ▪ A1: F-IF.B.6 ☐ A1: F-IF.C.9 ☐ A1: F-LE.B.5	• Write a linear equation given a graph or a table. • Analyze key features of a function given its graph. • Graph and analyze functions on the same coordinate plane. • Write inequalities to represent real-world situations. • Write a linear equation given a verbal description. • Graph and analyze functions on the same coordinate plane.

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View Khan Academy Videos: Modeling with linear equations: snow • Two-step equation word problem: oranges • Graphing a linear equation: $y = 2x + 7$ • Linear graphs word problems • Linear function example: spending money
Khan Academy Practice: Functions

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
69	On Grade Level	**Lesson 16-1** Writing and Graphing Inequalities in Two Variables (p. 239) **Formative Assessment, Differentiation, and Practice** 1. Lesson 16-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 16-1 Practice (p. 241)	🟩 A1: A-CED.A.1 🟩 A1: A-CED.A.3 🟩 A1: A-REI.B.3 🟩 A1: A-REI.D.12	• Write linear inequalities in two variables. • Read and interpret the graph of the solutions of a linear inequality in two variables.
70	On Grade Level	**Lesson 16-2** Graphing Inequalities in Two Variables (p. 242) **Formative Assessment, Differentiation, and Practice** 1. Lesson 16-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 16-2 Practice (p. 246)	🟩 A1: A-CED.A.1 🟩 A1: A-CED.A.3 🟩 A1: A-REI.B.3 🟩 A1: A-REI.D.12	• Graph on a coordinate plane the solutions of a linear inequality in two variables. • Interpret the graph of the solutions of a linear inequality in two variables.
71	On Grade Level	**Activity 16** Practice (p. 247) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 16. (p. 618)	🟩 A1: A-CED.A.1 🟩 A1: A-CED.A.3 🟩 A1: A-REI.B.3 🟩 A1: A-REI.D.12	• Write linear inequalities in two variables. • Read and interpret the graph of the solutions of a linear inequality in two variables. • Graph on a coordinate plane the solutions of a linear inequality in two variables. • Interpret the graph of the solutions of a linear inequality in two variables.
72	On Grade Level	**Embedded Assessment 1**– Graphing Inequalities and Piecewise-Defined Functions (p. 249) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 1– Graphing Inequalities and Piecewise-Defined Functions (p. 618) • Consider **Unpacking Embedded Assessment 2**– Systems of Equations and Inequalities (p. 283)during this time.	🟩 A1: A-CED.A.1 🟩 A1: A-CED.A.2 🟩 A1: A-CED.A.3 🟩 A1: A-REI.D.12 🟩 A1: F-IF.A.2 ⬜ A1: F-IF.C.7	Assessment Focus: • Linear inequalities • Piecewise functions • Graphing inequalities • Graphing piecewise functions

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
	On Grade Level	**Unpack Embedded Assessment 2**– Systems of Equations and Inequalities (p. 283)	🟩 A1: A-CED.A.3 🟡 A1: A-REI.C.6	Assessment Focus: • Systems of linear equations • Systems of linear inequalities
73	On Grade Level	**Lesson 17-1** The Graphing Method (p. 251) **Formative Assessment, Differentiation, and Practice** 1. Lesson 17-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 17-1 Practice (p. 255)	🔶 8.EE.C.8 🟩 A1: A-CED.A.3 🟡 A1: A-REI.C.6 🟩 A1: A-REI.D.11	• Solve a system of linear equations by graphing. • Interpret the solution of a system of linear equations.
	On Grade Level	**Mini-lesson** (optional)**:** Using Graphing Calculators to Solve Systems of Equations (p. ❶ 109)	🟡 A1: A-REI.C.6	• Explore systems of equations and their solutions using graphing calculators.
74	On Grade Level	**Lesson 17-2** Using Tables and the Substitution Method (p. 256) **Formative Assessment, Differentiation, and Practice** 1. Lesson 17-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 17-2 Practice (p. 260)	🔶 8.EE.C.8 🟩 A1: A-CED.A.3 🟡 A1: A-REI.C.6 🟩 A1: A-REI.D.11	• Solve a system of linear equations using a table or substitution. • Interpret the solution of a system of linear equations.
75	On Grade Level	**Lesson 17-3** The Elimination Method (p. 261) **Formative Assessment, Differentiation, and Practice** 1. Lesson 17-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 17-3 Practice (p. 263)	🔶 8.EE.C.8 🟩 A1: A-CED.A.3 🟡 A1: A-REI.C.5 🟡 A1: A-REI.C.6 🟩 A1: A-REI.D.11	• Use the elimination method to solve a system of linear equations. • Write a system of linear equations to model a situation.
76	On Grade Level	**Lesson 17-4** Systems Without a Unique Solution (p. 264) **Formative Assessment, Differentiation, and Practice** 1. Lesson 17-4 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 17-4 Practice (p. 266)	🟡 A1: A-REI.C.5 🟡 A1: A-REI.C.6	• Explain when a system of linear equations has no solution. • Explain when a system of linear equations has infinitely many solutions.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
77	On Grade Level	**Lesson 17-5** Classifying Systems of Equations (p. 267) **Formative Assessment, Differentiation, and Practice** 1. Lesson 17-5 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 17-5 Practice (p. 270)	○ A1: A-REI.C.5 ○ A1: A-REI.C.6	• Determine the number of solutions of a system of linear equations. • Classify a system of linear equations as independent or dependent and as consistent or inconsistent.
78	On Grade Level	**Activity 17 Practice** (p. 271) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 17. (p. 618)	■ A1: A-CED.A.3 ○ A1: A-REI.C.5 ○ A1: A-REI.C.6 ■ A1: A-REI.D.11	• Solve a system of linear equations by graphing • Interpret the solution of a system of linear equations • Solve a system of linear equations using a table or substitution • Interpret the solution of a system of linear equations • Use the elimination method to solve a system of linear equations • Write a system of linear equations to model a situation • Explain when a system of linear equations has no solution • Explain when a system of linear equations has infinitely many solutions • Determine the number of solutions of a system of linear equations • Classify a system of linear equations as independent or dependent and as consistent or inconsistent
		KHANACADEMY	**Continue the Khan Academy Algebra Mission.** View Khan Academy Videos: Systems of equations with graphing • Systems of equations with graphing: $y = \frac{7}{5} x$ 5 & $\frac{3}{5} x - 1$ • Systems of equations with graphing: $5x + 3y = 7$ & $3x - 2y = 8$ • Systems of equations with graphing: chores • Systems of equations with substitution: $y = -\frac{1}{4}x + 100$ & $y = -\frac{1}{4}x + 120$ • Systems of equations with substitution: $-3x - 4y = -2$ & $y = 2x - 5$ • Systems of equations with elimination: TV & DVD • Systems of equations with elimination: $6x - 6y = -24$ & $-5x - 5y = -60$ • Systems of equations number of solutions: fruit prices (1 of 2) • Systems of equations number of solutions: fruit prices (2 of 2) • Forming systems of equations with different numbers of solutions • Number of solutions to a system of equations graphically • Solutions to systems of equations: consistent vs. inconsistent • Solutions to systems of equations: dependent vs. independent **Khan Academy Practice: System of equations**	

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
79	On Grade Level	**Lesson 18-1** Representing the Solution of a System of Inequalities (p. 273) **Formative Assessment, Differentiation, and Practice** 1. Lesson 18-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 18-1 Practice (p. 277)	🟩 A1: A-CED.A.3 🟩 A1: A-REI.D.12	• Determine whether an ordered pair is a solution of a system of linear inequalities. • Graph the solutions of a system of linear inequalities.
80	On Grade Level	**Lesson 18-2** Interpreting the Solution of a System of Inequalities (p. 278) **Formative Assessment, Differentiation, and Practice** 1. Lesson 18-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 18-2 Practice (p. 280)	🟩 A1: A-CED.A.3 🟩 A1: A-REI.D.12	• Identify solutions to systems of linear inequalities when the solution region is determined by parallel lines. • Interpret solutions of systems of linear inequalities.
81	On Grade Level	**Activity 18 Practice** (p. 281) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 18. (p. 618)	🟩 A1: A-CED.A.3 🟩 A1: A-REI.D.12	• Determine whether an ordered pair is a solution of a system of linear inequalities. • Graph the solutions of a system of linear inequalities. • Identify solutions to systems of linear inequalities when the solution region is determined by parallel lines. • Interpret solutions of systems of linear inequalities.
82	On Grade Level	**Embedded Assessment 2**– Systems of Equations and Inequalities (p. 283) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 2– Systems of Equations and Inequalities (p. 618) • Consider **Unpacking Embedded Assessment 1**– Exponents, Radicals, and Geometric Sequences (p. 323) during this time.	🟩 A1: A-CED.A.3 ⭕ A1: A-REI.C.6	Assessment Focus: • Systems of linear equations • Systems of linear inequalities
83	On Grade Level	**End of Unit 3 Assessment**	*Assesses A1 standards covered in the unit.*	

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Khan Academy Practice: Two-variable inequalities

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
84	On Grade Level	**Unpack Embedded Assessment 1**– Exponents, Radicals, and Geometric Sequences (p. 323)	A2: N-RN.A.2 🟩 A1: A-SSE.A.2 🔲 A1: A-SSE.B.3 🟩 A1: F-IF.A.3 A2: F-BF.A.2 🔲 A1: F-LE.A.1	Assessment Focus: • Properties of exponents • Integer exponents • Simplifying expressions involving exponents • Simplifying radical expressions • Performing operations with radical expressions • Distinguishing rational and irrational numbers • Identifying geometric sequences • Recursive and explicit formulas for geometric sequences • Finding a given term of a geometric sequence
	Remediation	Unit 4 **Getting Ready** (p. 286)	*Assesses prerequisite skills necessary for work in Unit 4.*	
	Remediation	Factoring (p. ℹ️ 126)	♦ 4.OA.B.4 ♦ 6.NS.B.4	• Find the greatest common factor of a pair of numbers. • Find the prime factorization of arithmetic and algebraic expressions.
		Exponential Expressions (p. ℹ️ 129)	♦ 6.EE.A.1 ♦ 6.EE.A.2	• Identify components of exponential expressions. • Use exponent to write equivalent expressions.
		Distributive Property (p. ℹ️ 130)	♦ 3.OA.B.5	• Evaluate arithmetic expressions using the distributive property.
		Linear Relationships in Tables (p. ℹ️ 131)	♦ 8.F.B.4	• Complete tables to create a linear representation.
		Linear Equations and Their Graphs (p. ℹ️ 132)	🔲 A1: F-IF.C.7	• Use graphs of linear equations to solve problems.
		Ratio (p. ℹ️ 136)	♦ 6.RP.A.1	• Write ratios to compare two quantities.
		Real Numbers (p. ℹ️ 140)	♦ 8.NS.A.1	• Classify real numbers as rational or irrational.
		Operations with Fractions (p. ℹ️ 143)	♦ 7.NS.A.1b	• Perform arithmetic operations on fractions and mixed numbers.
85	On Grade Level	**Lesson 19-1** Basic Exponent Properties (p. 287) **Formative Assessment, Differentiation, and Practice** 1. Lesson 19-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 19-1 Practice (p. 290)	♦ 8.EE.A.1 🔲 A1: A-SSE.B.3c A2: N-RN.A.1 A2: N-RN.A.2	• Develop basic exponent properties. • Simplify expressions involving exponents.

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
86	On Grade Level	**Lesson 19-2** Negative and Zero Powers (p. 291) **Formative Assessment, Differentiation, and Practice** 1. Lesson 19-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 19-2 Practice (p. 293)	◆ 8.EE.A.1 ☐ A1: A-SSE.B.3c A2: N-RN.A.2	• Understand what is meant by negative and zero powers. • Simplify expressions involving exponents.
87	On Grade Level	**Lesson 19-3** Additional Properties of Exponents (p. 294) **Formative Assessment, Differentiation, and Practice** 1. Lesson 19-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 19-3 Practice (p. 296)	◆ 8.EE.A.1 ☐ A1: A-SSE.B.3c A2: N-RN.A.1 A2: N-RN.A.2	• Develop the Power of a Power, Power of a Product, and the Power of a Quotient Properties. • Simplify expressions involving exponents.
88	On Grade Level	**Activity 19 Practice** (p. 297) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 19. (p. 618)	◆ 8.EE.A.1 ☐ A1: A-SSE.B.3c A2: N-RN.A.1 A2: N-RN.A.2	• Develop basic exponent properties. • Simplify expressions involving exponents. • Understand what is meant by negative and zero powers. • Simplify expressions involving exponents. • Develop the Power of a Power, Power of a Product, and the Power of a Quotient Properties. • Simplify expressions involving exponents.

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
89	On Grade Level	**Lesson 20-1** Radical Expressions* (p. 299)	■ A1: A-SSE.A.2	• Write and simplify radical expressions. • Understand what is meant by a rational exponent.
		Formative Assessment, Differentiation, and Practice 1. Lesson 20-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 20-1 Practice (p. 303)	A2: N-RN.A.2	
	Remediation	**Mini-lesson** (optional)**:** Using Prime Factorization to Simplify Square Roots (p. ❶ 146)	◆ 8.NS.A.1	• Simplify square roots using prime factorization.
90	On Grade Level	**Lesson 20-2** Adding and Subtracting Radical Expressions (p. 304)	○ A1: N-RN.B.3	• Add radical expressions. • Subtract radical expressions.
		Formative Assessment, Differentiation, and Practice 1. Lesson 20-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 20-2 Practice (p. 306)	■ A1: A-SSE.A.2	
91	On Grade Level	**Lesson 20-3** Multiplying and Dividing Radical Expressions (p. 307)	○ A1: N-RN.B.3	• Multiply and divide radical expressions. • Rationalize the denominator of a radical expression.
		Formative Assessment, Differentiation, and Practice 1. Lesson 20-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 20-3 Practice (p. 310)	■ A1: A-SSE.A.2	
92	On Grade Level	**Activity 20 Practice** (p. 311) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 20. (p. 618)	A2: N-RN.A.2 ○ A1: N-RN.B.3 ■ A1: A-SSE.A.2	• Write and simplify radical expressions. • Understand what is meant by a rational exponent. • Add radical expressions. • Subtract radical expressions. • Multiply and divide radical expressions. • Rationalize the denominator of a radical expression.

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Khan Academy Practice: Exponential & logarithmic functions

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
93	On Grade Level	**Lesson 21-1** Identifying Geometric Sequences (p. 313) **Formative Assessment, Differentiation, and Practice** 1. Lesson 21-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 21-1 Practice (p. 315)	■ A1: F-IF.A.3 A2: F-BF.A.2 ☐ A1: F-LE.A.1	• Identify geometric sequences and the common ratio in a geometric sequence. • Distinguish between arithmetic and geometric sequences.
94	On Grade Level	**Lesson 21-2** Formulas for Geometric Sequences* (p. 316) **Formative Assessment, Differentiation, and Practice** 1. Lesson 21-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 21-2 Practice (p. 320)	■ A1: F-IF.A.3 A2: F-BF.A.2	• Write a recursive formula for a geometric sequence. • Write an explicit formula for a geometric sequence. • Use a formula to find a given term of a geometric sequence.
95	On Grade Level	**Activity 21 Practice** (p. 321) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 21. (p. 618)	■ A1: F-IF.A.3 A2: F-BF.A.2 ☐ A1: F-LE.A.1	• Identify geometric sequences and the common ratio in a geometric sequence. • Distinguish between arithmetic and geometric sequences. • Write a recursive formula for a geometric sequence. • Write an explicit formula for a geometric sequence. • Use a formula to find a given term of a geometric sequence.
96	On Grade Level	**Embedded Assessment 1**– Exponents, Radicals, and Geometric Sequences (p. 323) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 1– Exponents, Radicals, and Geometric Sequences (p. 618) • Consider **Unpacking Embedded Assessment 2**– Exponential Functions (p. 353) during this time.	A2: N-RN.A.2 ■ A1: A-SSE.A.2 ☐ A1: A-SSE.B.3 ■ A1: F-IF.A.3 A2: F-BF.A.2 ☐ A1: F-LE.A.1	Assessment Focus: • Properties of exponents • Integer exponents • Simplifying expressions involving exponents • Simplifying radical expressions • Performing operations with radical expressions • Distinguishing rational and irrational numbers • Identifying geometric sequences • Recursive and explicit formulas for geometric sequences • Finding a given term of a geometric sequence

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Khan Academy Practice: Sequences

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
97	On Grade Level	**Unpack Embedded Assessment 2–** Exponential Functions (p. 353)	☐ A1: A-SSE.B.3 🟩 A1: A-CED.A.2 🟩 A1: F-IF.B.4 ☐ A1: F-IF.C.7 ☐ A1: F-LE.B.5	Assessment Focus: • Exponential functions • Compound interest
	On Grade Level	**Lesson 22-1** Exponential Functions and Exponential Growth (p. 325) **Formative Assessment, Differentiation, and Practice** 1. Lesson 22-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 22-1 Practice (p. 328)	🟩 A1: A-CED.A.2 🟩 A1: F-IF.B.4 ☐ A1: F-IF.C.7	• Understand the definition of an exponential function. • Graph and analyze exponential growth functions.
98	On Grade Level	**Lesson 22-2** Exponential Decay (p. 329) **Formative Assessment, Differentiation, and Practice** 1. Lesson 22-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 22-2 Practice (p. 332)	🟩 A1: A-CED.A.1 🟩 A1: A-CED.A.2 🟩 A1: F-IF.B.4 ☐ A1: F-IF.C.7	• Describe characteristics of exponential decay functions. • Graph and analyze exponential decay functions.
99	On Grade Level	**Lesson 22-3** Graphs of Exponential Functions (p. 333) **Formative Assessment, Differentiation, and Practice** 1. Lesson 22-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 22-3 Practice (p. 338)	🟩 A1: A-CED.A.1 🟩 A1: A-CED.A.2 🟩 A1: F-IF.B.4 ☐ A1: F-LE.A.3	• Describe key features of graphs of exponential functions. • Compare graphs of exponential and linear functions.
100	On Grade Level	**Activity 22 Practice** (p. 339) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 22. (p. 618)	🟩 A1: A-CED.A.1 🟩 A1: A-CED.A.2 🟩 A1: F-IF.B.4 ☐ A1: F-IF.C.7 ☐ A1: F-LE.A.3	• Understand the definition of an exponential function. • Graph and analyze exponential growth functions. • Describe characteristics of exponential decay functions. • Graph and analyze exponential decay functions. • Describe key features of graphs of exponential functions. • Compare graphs of exponential and linear functions.

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
101	On Grade Level	**Lesson 23-1** Compound Interest (p. 341) **Formative Assessment, Differentiation, and Practice** 1. Lesson 23-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 23-1 Practice (p. 346)	☐ A1: A-SSE.B.3 ☐ A1: A-SSE.B.3c 🟩 A1: A-CED.A.1	• Create an exponential function to model compound interest.
102	On Grade Level	**Lesson 23-2** Population Growth (p. 347) **Formative Assessment, Differentiation, and Practice** 1. Lesson 23-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 23-2 Practice (p. 350)	☐ A1: A-SSE.B.3 🟩 A1: A-CED.A.1 A2: S-ID.B.6	• Create an exponential function to fit population data. • Interpret values in an exponential function.
103	On Grade Level	**Activity 23 Practice** (p. 351) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 23. (p. 618)	☐ A1: A-SSE.B.3 🟩 A1: A-CED.A.1	• Create an exponential function to model compound interest. • Create an exponential function to fit population data. • Interpret values in an exponential function.
104	On Grade Level	**Embedded Assessment 2**–Exponential Functions (p. 353) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 2–Exponential Functions (p. 618) • Consider **Unpacking Embedded Assessment 3**–Polynomial Operations (p. 383) during this time.	☐ A1: A-SSE.B.3 🟩 A1: A-CED.A.2 🟩 A1: F-IF.B.4 ☐ A1: F-IF.C.7 ☐ A1: F-LE.B.5	Assessment Focus: • Exponential functions • Compound interest

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Khan Academy Practice: Exponential & logarithmic functions

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
105	On Grade Level	**Unpack Embedded Assessment 3–** Polynomial Operations (p. 383)	🟩 A1: A-APR.A.1	Assessment Focus: • Adding polynomials • Multiplying polynomials
	On Grade Level	**Lesson 24-1** Polynomial Terminology* (p. 355) **Formative Assessment, Differentiation, and Practice** 1. Lesson 24-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 24-1 Practice (p. 358)	🟩 A1: A-SSE.A.1 🟩 A1: A-SSE.A.1a 🟩 A1: A-APR.A.1	• Identify parts of a polynomial. • Identify the degree of a polynomial.
106	On Grade Level	**Lesson 24-2** Adding Polynomials (p. 359) **Formative Assessment, Differentiation, and Practice** 1. Lesson 24-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 24-2 Practice (p. 363)	🟩 A1: A-SSE.A.1 🟩 A1: A-APR.A.1	• Use algebra tiles to add polynomials. • Add polynomials algebraically.
107	On Grade Level	**Lesson 24-3** Subtracting Polynomials (p. 364) **Formative Assessment, Differentiation, and Practice** 1. Lesson 24-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 24-3 Practice (p. 366)	🟩 A1: A-SSE.A.1 🟩 A1: A-APR.A.1	• Subtract polynomials algebraically.
	On Grade Level	**Mini-lesson** (optional)**:** Subtracting Polynomials using Algebra Tiles (p. ⓘ 147)	🟩 A1: A-APR.A.1	• Use algebra tiles to subtract polynomials.
108	On Grade Level	**Activity 24 Practice** (p. 367) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 24. (p. 618)	🟩 A1: A-SSE.A.1 🟩 A1: A-APR.A.1	• Identify parts of a polynomial. • Identify the degree of a polynomial. • Use algebra tiles to add polynomials. • Add polynomials algebraically. • Subtract polynomials algebraically.

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Khan Academy Practice: Polynomial expressions, equations, & functions

* contains some enrichment

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
109	On Grade Level	**Lesson 25-1** Multiplying Binomials (p. 369) **Formative Assessment, Differentiation, and Practice** 1. Lesson 25-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 25-1 Practice (p. 375)	■ A1: A-SSE.A.1 ■ A1: A-APR.A.1	• Use a graphic organizer to multiply expressions. • Use the Distributive Property to multiply expressions.
110	On Grade Level	**Lesson 25-2** Special Products of Binomials (p. 376) **Formative Assessment, Differentiation, and Practice** 1. Lesson 25-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 25-2 Practice (p. 378)	■ A1: A-SSE.A.1 ■ A1: A-APR.A.1	• Multiply binomials. • Find special products of binomials.
111	On Grade Level	**Lesson 25-3** Multiplying Polynomials (p. 379) **Formative Assessment, Differentiation, and Practice** 1. Lesson 25-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 25-3 Practice (p. 380)	■ A1: A-SSE.A.1 ■ A1: A-APR.A.1	• Use a graphic organizer to multiply polynomials. • Use the Distributive Property to multiply polynomials.
112	On Grade Level	**Activity 25 Practice** (p. 381) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 25. (p. 618)	■ A1: A-SSE.A.1 ■ A1: A-APR.A.1	• Use a graphic organizer to multiply expressions. • Use the Distributive Property to multiply expressions. • Multiply binomials. • Find special products of binomials. • Use a graphic organizer to multiply polynomials. • Use the Distributive Property to multiply polynomials.
113	On Grade Level	**Embedded Assessment 3**–Polynomial Operations (p. 383) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 3– Polynomial Operations (p. 618)	■ A1: A-APR.A.1	Assessment Focus: • Adding polynomials • Multiplying polynomials

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Khan Academy Practice: Polynomial expressions, equations, & functions

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
114	On Grade Level	**Unpack Embedded Assessment 4**: Factoring and Simplifying Rational Expressions (p. 419)	🟩 A1: A-SSE.A.1 🟩 A1: A-SSE.A.2 A2: A-APR.D.6 A2: A-APR.D.7 (+)	Assessment Focus: • Factoring perfect square trinomials • Factoring trinomials of the form $ax^2 + bx + c$ • Dividing polynomials • Expressing the remainder of polynomial division as a rational expression • Dividing rational expressions • Simplifying rational expressions
	On Grade Level	**Lesson 26-1** Factoring by Greatest Common Factor (GCF) (p. 385) **Formative Assessment, Differentiation, and Practice** 1. Lesson 26-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 26-1 Practice (p. 387)	🟩 A1: A-SSE.A.1 🟩 A1: A-SSE.A.1a 🟩 A1: A-SSE.A.2	• Identify the GCF of the terms in a polynomial. • Factor the GCF from a polynomial.
	Remediation	**Mini-lesson** (optional): Greatest Common Factor of Monomials (p. ⓘ 149)	🔶 6.NS.B.4	• Factor the GCF from polynomials.
115	On Grade Level	**Lesson 26-2** Factoring Special Products (p. 388) **Formative Assessment, Differentiation, and Practice** 1. Lesson 26-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 26-2 Practice (p. 390)	🟩 A1: A-SSE.A.1 🟩 A1: A-SSE.A.2	• Factor a perfect square trinomial. Factor a difference of two squares.
116	On Grade Level	**Activity 26 Practice** (p. 391) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 26. (p. 618)	🟩 A1: A-SSE.A.1 🟩 A1: A-SSE.A.2	• Identify the GCF of the terms in a polynomial. • Factor the GCF from a polynomial. Factor a perfect square trinomial. Factor a difference of two squares.

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Khan Academy Practice: Polynomial expressions, equations, & functions

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
117	On Grade Level	**Lesson 27-1** Factoring $x^2 + bx + c$ (p. 393) **Formative Assessment, Differentiation, and Practice** 1. Lesson 27-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 27-1 Practice (p. 397)	🟩 A1: A-SSE.A.1 🟩 A1: A-SSE.A.2	• Use algebra tiles to factor trinomials of the form $x^2 + bx + c$. • Factor trinomials of the form $x^2 + bx + c$.
118	On Grade Level	**Lesson 27-2** Factoring $ax^2 + bx + c$ (p. 398) **Formative Assessment, Differentiation, and Practice** 1. Lesson 27-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 27-2 Practice (p. 400)	🟩 A1: A-SSE.A.1 🟩 A1: A-SSE.A.1a 🟩 A1: A-SSE.A.2	• Factor trinomials of the form $ax^2 + bx + c$ when the GCF is 1. • Factor trinomials of the form $ax^2 + bx + c$ when the GCF is not 1.
119	On Grade Level	**Activity 27 Practice** (p. 401) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 27. (p. 618)	🟩 A1: A-SSE.A.1 🟩 A1: A-SSE.A.2	• Use algebra tiles to factor trinomials of the form $x^2 + bx + c$. • Factor trinomials of the form $x^2 + bx + c$. • Factor trinomials of the form $ax^2 + bx + c$ when the GCF is 1. • Factor trinomials of the form $ax^2 + bx + c$ when the GCF is not 1.

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Khan Academy Practice: Polynomial expressions, equations, & functions

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
	Enrichment	**Lesson 28-1** Simplifying Rational Expressions **Formative Assessment, Differentiation, and Practice** 1. Lesson 28-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 28-1 Practice (p. 405) (p. 403)	A2: A-APR.D.6 A2: A-APR.D.7 (+)	• Simplify a rational expression by dividing a polynomial by a monomial. • Simplify a rational expression by dividing out common factors.
	Enrichment	**Lesson 28-2** Dividing Polynomials (p. 406) **Formative Assessment, Differentiation, and Practice** 1. Lesson 28-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 28-2 Practice (p. 410)	A2: A-APR.D.6 A2: A-APR.D.7 (+)	• Divide a polynomial of degree one or two by a polynomial of degree one or two. • Express the remainder of polynomial division as a rational expression.
	Enrichment	**Lesson 28-3** Multiplying and Dividing Rational Expressions (p. 411) **Formative Assessment, Differentiation, and Practice** 1. Lesson 28-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 28-3 Practice (p. 412)	A2: A-APR.D.6 A2: A-APR.D.7 (+)	• Multiply rational expressions. • Divide rational expressions.
	Remediation	**Mini-lesson** (optional): Dividing Out Common Factors (p. ⓘ 151)	6.NS.B.4	• Divide fractions and rational expressions.
	Enrichment	**Lesson 28-4** Adding and Subtracting Rational Expressions (p. 413) **Formative Assessment, Differentiation, and Practice** 1. Lesson 28-4 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 28-4 Practice (p. 416)	A2: A-APR.D.6 A2: A-APR.D.7 (+)	• Identify the least common multiple (LCM) of algebraic expressions. • Add and subtract rational expressions.
	Remediation	**Mini-lesson** (optional): Least Common Multiple (p. ⓘ 153)	◆ 6.NS.B.4	• Determine the least common multiple of pairs of numbers.

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
	Enrichment	**Activity 28 Practice** (p. 417) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 28. (p. 618)	A2: A-APR.D.6 A2: A-APR.D.7 (+)	• Simplify a rational expression by dividing a polynomial by a monomial. • Simplify a rational expression by dividing out common factors. • Divide a polynomial of degree one or two by a polynomial of degree one or two. • Express the remainder of polynomial division as a rational expression. • Multiply rational expressions. • Divide rational expressions. • Identify the least common multiple (LCM) of algebraic expressions. • Add and subtract rational expressions.
120	On Grade Level	**Embedded Assessment 4**–Factoring and Simplifying Rational Expressions (p. 419) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 4–Factoring and Simplifying Rational Expressions (p. 618) • Consider **Unpacking Embedded Assessment 1**–Graphing Quadratic Functions (p. 453) during this time.	🟩 A1: A-SSE.A.1 🟩 A1: A-SSE.A.2 A2: A-APR.D.6 A2: A-APR.D.7 (+)	Assessment Focus: • Factoring perfect square trinomials • Factoring trinomials of the form $ax^2 + bx + c$ • Dividing polynomials • Expressing the remainder of polynomial division as a rational expression • Dividing rational expressions • Simplifying rational expressions
121	On Grade Level	**End of Unit 4 Assessment** (SBD)*	*Assesses A1 standards covered in the unit.*	

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Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
122	On Grade Level	**Unpack Embedded Assessment 1**– Graphing Quadratic Functions (p. 453)	■ A1: F-IF.B.4 ■ A1: F-IF.B.5 ▢ A1: F-IF.C.7 ▢ A1: F-IF.C.9 ▢ A1: F-BF.A.1 ○ A1: F-BF.B.3	Assessment Focus: • Writing quadratic functions • Analyzing quadratic functions • Graphing quadratic functions • Transforming quadratic functions
	On Grade Level	Unit 5 **Getting Ready** (p. 422)	*Assesses prerequisite skills necessary for work in Unit 5.*	
	On Grade Level	Multiply Polynomial Expressions (p. ⓘ 183)	■ A1: A-APR.A.1	• Use the distributive property to multiply polynomials.
		Factoring Polynomial Expressions (p. ⓘ 185)	■ A1: A-SSE.A.2	• Factor binomials and trinomials.
		Evaluating Functions (p. ⓘ 189)	■ A1: F-IF.A.2	• Substitute given input values to determine output values.
		Solving Equations (p. ⓘ 190)	◆ 7.EE.B.4	• Use properties of equality to solve equations.
		Solving Inequalities (p. ⓘ 191)	◆ 7.EE.B.4	• Use properties of inequality to solve inequalities.
		Linear Equations and Their Graphs (p. ⓘ 192)	▢ A1: F-IF.C.7	• Use graphs of linear equations to solve problems.
		Interpreting Graphs of Linear Functions (p. ⓘ 196)	▢ A1: F-IF.C.7	• Model a real-world situation with a linear function.
123	On Grade Level	**Lesson 29-1** Modeling with a Quadratic Function (p. 423) **Formative Assessment, Differentiation, and Practice** 1. Lesson 29-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 29-1 Practice (p. 426)	▢ A1: F-IF.C.7 ▢ A1: F-BF.A.1	• Model a real-world situation with a quadratic function. • Identify quadratic functions. • Write a quadratic function in standard form.
	On Grade Level	**Mini-lesson** (optional)**:** Identifying Quadratic Functions (p. ⓘ 197)	◆ 8.F.A.1	• Determine if functions are quadratic.

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
124	On Grade Level	**Lesson 29-2** Graphing and Analyzing a Quadratic Function (p. 427) **Formative Assessment, Differentiation, and Practice** 1. Lesson 29-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 29-2 Practice (p. 430)	▪ A1: F-IF.B.4 ☐ A1: F-IF.C.7 ☐ A1: F-IF.C.7a	• Graph a quadratic function. • Interpret key features of the graph of a quadratic function.
125	On Grade Level	**Activity 29 Practice** (p. 431) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 29. (p. 618)	▪ A1: F-IF.B.4 ☐ A1: F-IF.C.7 ☐ A1: F-BF.A.1	• Model a real-world situation with a quadratic function. • Identify quadratic functions. • Write a quadratic function in standard form. • Graph a quadratic function. • Interpret key features of the graph of a quadratic function.

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
126	On Grade Level	**Lesson 30-1** Translations of the Quadratic Parent Function (p. 433) **Formative Assessment, Differentiation, and Practice** 1. Lesson 30-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 30-1 Practice (p. 439)	🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.5 ◻ A1: F-IF.C.7 ◻ A1: F-IF.C.7a 🟡 A1: F-BF.B.3	• Graph translations of the quadratic parent function. • Identify and distinguish among transformations.
127	On Grade Level	**Lesson 30-2** Stretching and Shrinking the Quadratic Parent Function (p. 440) **Formative Assessment, Differentiation, and Practice** 1. Lesson 30-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 30-2 Practice (p. 443)	🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.5 ◻ A1: F-IF.C.7 🟡 A1: F-BF.B.3	• Graph vertical stretches and shrinks of the quadratic parent function. • Identify and distinguish among transformations.
128	On Grade Level	**Lesson 30-3** Multiple Transformations of the Quadratic Parent Function (p. 444) **Formative Assessment, Differentiation, and Practice** 1. Lesson 30-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 30-3 Practice (p. 450)	🟩 A1: F-IF.B.4 ◻ A1: F-IF.C.7 ◻ A1: F-IF.C.9 🟡 A1: F-BF.B.3	• Graph reflections of the quadratic parent function. • Identify and distinguish among transformations. • Compare functions represented in different ways.
129	On Grade Level	**Activity 30 Practice** (p. 451) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 30. (p. 618)	🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.5 ◻ A1: F-IF.C.7 ◻ A1: F-IF.C.9 🟡 A1: F-BF.B.3	• Graph translations of the quadratic parent function. • Identify and distinguish among transformations. • Graph vertical stretches and shrinks of the quadratic parent function. • Identify and distinguish among transformations. • Graph reflections of the quadratic parent function. • Identify and distinguish among transformations. • Compare functions represented in different ways.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
130	On Grade Level	**Embedded Assessment 1**– Graphing Quadratic Functions (p. 419) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 1–Graphing Quadratic Functions (p. 618) • Consider **Unpacking Embedded Assessment 2–** Solving Quadratic Equations (p. 493) during this time.	🟩 A1: F-IF.B.4 🟩 A1: F-IF.B.5 🔲 A1: F-IF.C.7 🔲 A1: F-IF.C.9 🔲 A1: F-BF.A.1 ⭕ A1: F-BF.B.3	Assessment Focus: • Writing quadratic functions • Analyzing quadratic functions • Graphing quadratic functions • Transforming quadratic functions

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
131	On Grade Level	**Unpack Embedded Assessment 2**–Solving Quadratic Equations (p. 493)	☐ A1: N-Q.A.3 ☐ A1: A-SSE.B.3 🟩 A1: A-CED.A.1 🟩 A1: A-REI.B.4 🟩 A1: F-IF.B.5 ☐ A1: F-IF.C.8 ☐ A1: F-BF.A.1	Assessment Focus: • Solving quadratic equations by factoring • Solving quadratic equations by the square root method • Solving quadratic equations using the quadratic formula • Choosing a method to solve a quadratic equation • Writing the equation of a quadratic function to fit data • Using a quadratic model to solve problems • Interpreting solutions of a quadratic equation
	On Grade Level	**Lesson 31-1** Solving by Graphing or Factoring (p. 455) **Formative Assessment, Differentiation, and Practice** 1. Lesson 31-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 31-1 Practice (p. 458)	☐ A1: A-SSE.B.3 ☐ A1: A-SSE.B.3a 🟩 A1: A-REI.B.4 🟩 A1: A-REI.B.4b	• Use a graph to solve a quadratic equation. • Use factoring to solve a quadratic equation. • Describe the connection between the zeros of a quadratic function and the *x*-intercepts of the function's graph.
132	On Grade Level	**Lesson 31-2** The Axis of Symmetry and the Vertex (p. 459) **Formative Assessment, Differentiation, and Practice** 1. Lesson 31-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 31-2 Practice (p. 461)	☐ A1: A-APR.B.3 ☐ A1: A-SSE.B.3	• Identify the axis of symmetry of the graph of a quadratic function. • Identify the vertex of the graph of a quadratic function.
133	On Grade Level	**Lesson 31-3** Graphing a Quadratic Function (p. 462) **Formative Assessment, Differentiation, and Practice** 1. Lesson 31-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 31-3 Practice (p. 464)	☐ A1: A-APR.B.3 ☐ A1: A-SSE.B.3a 🟩 A1: F-IF.B.4	• Use the axis of symmetry, the vertex, and the zeros to graph a quadratic function. • Interpret the graph of a quadratic function.

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
134	On Grade Level	**Activity 31 Practice** (p. 465) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 31. (p. 618)	☐ A1: A-APR.B.3 ☐ A1: A-SSE.B.3 ▪ A1: A-REI.B.4 ▪ A1: F-IF.B.4	• Use a graph to solve a quadratic equation. • Use factoring to solve a quadratic equation. • Describe the connection between the zeros of a quadratic function and the *x*-intercepts of the function's graph. • Identify the axis of symmetry of the graph of a quadratic function. • Identify the vertex of the graph of a quadratic function. • Use the axis of symmetry, the vertex, and the zeros to graph a quadratic function. • Interpret the graph of a quadratic function.

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Khan Academy Practice: Quadratic equations & functions

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
135	On Grade Level	**Lesson 32-1** The Square Root Method (p. 467) **Formative Assessment, Differentiation, and Practice** 1. Lesson 32-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 32-1 Practice (p. 470)	☐ A1: A-SSE.B.3 ■ A1: A-REI.B.4 ■ A1: A-REI.B.4a ☐ A1: F-IF.C.8	• Solve quadratic equations by the square root method. • Provide examples of quadratic equations having a given number of real solutions.
136	On Grade Level	**Lesson 32-2** Completing the Square (p. 471) **Formative Assessment, Differentiation, and Practice** 1. Lesson 32-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 32-2 Practice (p. 473)	☐ A1: A-SSE.B.3 ■ A1: A-REI.B.4 ■ A1: A-REI.B.4a ☐ A1: F-IF.C.8	• Solve quadratic equations by completing the square. • Complete the square to analyze a quadratic function.
	On Grade Level	**Mini-lesson** (optional): Using a Graphic Organizer to Complete the Square (p. ❶ 198)	■ A1: A-REI.B.4	• Solve quadratic equations by completing the square.
137	On Grade Level	**Lesson 32-3** The Quadratic Formula (p. 474) **Formative Assessment, Differentiation, and Practice** 1. Lesson 32-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 32-3 Practice (p. 476)	☐ A1: A-SSE.B.3 ■ A1: A-REI.B.4 ■ A1: A-REI.B.4a ☐ A1: F-IF.C.8	• Derive the quadratic formula. • Solve quadratic equations using the quadratic formula.
	On Grade Level	**Mini-lesson** (optional): Simplifying Radicals (p. ❶ 200)	■ A1: A-REI.B.4b	• Express solutions to quadratic equations in simplest radical form.
138	On Grade Level	**Lesson 32-4** Choosing a Method and Using the Discriminant (p. 477) **Formative Assessment, Differentiation, and Practice** 1. Lesson 32-4 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 32-4 Practice (p. 479)	☐ A1: A-SSE.B.3 ■ A1: A-REI.B.4 ■ A1: A-REI.B.4a ☐ A1: F-IF.C.8	• Choose a method to solve a quadratic equation. • Use the discriminant to determine the number of real solutions of a quadratic equation.
	Enrichment	**Lesson 32-5** Complex Solutions (p. 480) **Formative Assessment, Differentiation, and Practice** 1. Lesson 32-5 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 32-5 Practice (p. 482)	☐ A1: A-SSE.B.3 ■ A1: A-REI.B.4 ☐ A1: F-IF.C.8	• Use the imaginary unit i to write complex numbers. • Solve a quadratic equation that has complex solutions.

Louisiana Algebra 1 Curriculum Map

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
139	On Grade Level	**Activity 32 Practice** (p. 483) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 32. (p. 618)	☐ A1: A-SSE.B.3 ■ A1: A-REI.B.4 ■ A1: A-REI.B.4b ☐ A1: F-IF.C.8	• Solve quadratic equations by the square root method. • Provide examples of quadratic equations having a given number of real solutions. • Solve quadratic equations by completing the square. • Complete the square to analyze a quadratic function. • Derive the quadratic formula. • Solve quadratic equations using the quadratic formula. • Choose a method to solve a quadratic equation. • Use the discriminant to determine the number of real solutions of a quadratic equation. • Use the imaginary unit i to write complex numbers. • Solve a quadratic equation that has complex solutions.

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Khan Academy Practice: Quadratic equations & functions

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
140	On Grade Level	**Lesson 33-1** Fitting Data with a Quadratic Function (p. 485) **Formative Assessment, Differentiation, and Practice** 1. Lesson 33-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 33-1 Practice (p. 487)	■ A1: A-CED.A.1 ■ A1: F-IF.B.5 □ A1: F-BF.A.1 □ A1: S-ID.B.6	• Write a quadratic function to fit data. • Use a quadratic model to solve problems.
	On Grade Level	**Mini-lesson** (optional): Quadratic Regression (p. ① 201)	□ A1: S-ID.B.6	• Use graphing calculators to write quadratic functions.
141	On Grade Level	**Lesson 33-2** Interpreting Solutions of Quadratic Equations (p. 488) **Formative Assessment, Differentiation, and Practice** 1. Lesson 33-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 33-2 Practice (p. 490)	■ A1: A-REI.B.4 ■ A1: F-IF.B.5	• Solve quadratic equations. • Interpret the solutions of a quadratic equation in a real-world context.
	On Grade Level	**Mini-lesson** (optional): Solving a Quadratic Equation by Graphing (p. ① 202)	□ A1: F-IF.C.7	• Use graphing calculators to solve quadratic equations.
142	On Grade Level	**Activity 33 Practice** (p. 491) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 33. (p. 618)	■ A1: A-CED.A.1 ■ A1: A-REI.B.4 ■ A1: F-IF.B.5 □ A1: F-BF.A.1	• Write a quadratic function to fit data. • Use a quadratic model to solve problems. • Solve quadratic equations. • Interpret the solutions of a quadratic equation in a real-world context.

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
143	On Grade Level	**Embedded Assessment 2**– Solving Quadratic Equations (p. 493) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 2– Solving Quadratic Equations (p. 618) • Consider **Unpacking Embedded Assessment 3**– Solving Systems of Equations (p. 519) during this time.	☐ A1: N-Q.A.3 ☐ A1: A-SSE.B.3 🟩 A1: A-CED.A.1 🟩 A1: A-REI.B.4 🟩 A1: F-IF.B.5 ☐ A1: F-IF.C.8 ☐ A1: F-BF.A.1	Assessment Focus: • Solving quadratic equations by factoring • Solving quadratic equations by the square root method • Solving quadratic equations using the quadratic formula • Choosing a method to solve a quadratic equation • Writing the equation of a quadratic function to fit data • Using a quadratic model to solve problems • Interpreting solutions of a quadratic equation
	KHANACADEMY		**Continue the Khan Academy Algebra Mission.** View Khan Academy Videos: Comparing models to fit data example • Fitting quadratic and exponential functions to scatter plots **Khan Academy Practice: Quadratic equations & functions**	

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
144	On Grade Level	**Unpack Embedded Assessment 3**–Solving Systems of Equations (p. 519)	☐ A1: N-Q.A.3 A2: A-REI.C.7 ■ A1: F-IF.B.5 ☐ A1: F-BF.A.1 ☐ A1: F-LE.A.3	Assessment Focus: • Identifying the type of function necessary to represent the value of items in a table • Graphing linear, quadratic, and exponential functions • Identifying the domain of a function • Identifying increasing and decreasing functions • Identifying the function with the greatest maximum value • Solving systems of equations
	On Grade Level	**Lesson 34-1** Constructing Models (p. 495) **Formative Assessment, Differentiation, and Practice** 1. Lesson 34-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 34-1 Practice (p. 499)	☐ A1: F-IF.C.7 ☐ A1: F-IF.C.7a ☐ A1: F-IF.C.7c ☐ A1: F-IF.C.9 ☐ A1: F-BF.A.1	• Construct linear, quadratic, and exponential models for data. • Graph and interpret linear, quadratic, and exponential functions.
145	On Grade Level	**Lesson 34-2** Comparing Models (p. 500) **Formative Assessment, Differentiation, and Practice** 1. Lesson 34-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 34-2 Practice (p. 502)	☐ A1: F-IF.C.9 ☐ A1: F-BF.A.1 ☐ A1: F-BF.A.1b ☐ A1: F-LE.A.3	• Identify characteristics of linear, quadratic, and exponential functions. • Compare linear, quadratic, and exponential functions.
146	On Grade Level	**Lesson 34-3** Extending Models (p. 503) **Formative Assessment, Differentiation, and Practice** 1. Lesson 34-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 34-3 Practice (p. 506)	☐ A1: F-IF.C.7 ☐ A1: F-IF.C.7a ☐ A1: F-IF.C.7b ☐ A1: F-IF.C.9 ☐ A1: F-LE.A.3	• Compare piecewise-defined, linear, quadratic, and exponential functions. • Write a verbal description that matches a given graph.

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
147	On Grade Level	**Activity 34 Practice** (p. 507) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 34. (p. 618)	☐ A1: F-IF.C.7 ☐ A1: F-IF.C.9 ☐ A1: F-BF.A.1 ☐ A1: F-LE.A.3	• Construct linear, quadratic, and exponential models for data. • Graph and interpret linear, quadratic, and exponential functions. • Identify characteristics of linear, quadratic, and exponential functions. • Compare linear, quadratic, and exponential functions. • Compare piecewise-defined, linear, quadratic, and exponential functions. • Write a verbal description that matches a given graph.

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Khan Academy Practice: Functions

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
	Enrichment	**Lesson 35-1** Solving a System Graphically (p. 509) **Formative Assessment, Differentiation, and Practice** 1. Lesson 35-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 35-1 Practice (p. 512)	A2: A-REI.C.7 🟩 A1: A-REI.D.11 ☐ A1: F-IF.C.9 ☐ A1: F-LE.A.3	• Write a function to model a real-world situation. • Solve a system of equations by graphing.
	Enrichment	**Lesson 35-2** Solving a System Algebraically (p. 513) **Formative Assessment, Differentiation, and Practice** 1. Lesson 35-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 35-2 Practice (p. 516)	A2: A-REI.C.7 🟩 A1: A-REI.D.11 ☐ A1: F-IF.C.9	• Write a system of equations to model a real-world situation. • Solve a system of equations algebraically.
	Enrichment	**Activity 35 Practice** (p. 517) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 35. (p. 618)	A2: A-REI.C.7 🟩 A1: A-REI.D.11 ☐ A1: F-IF.C.9 ☐ A1: F-LE.A.3	• Write a function to model a real-world situation. • Solve a system of equations by graphing. • Write a system of equations to model a real-world situation. • Solve a system of equations algebraically.
148	On Grade Level	**Embedded Assessment 3**– Solving Systems of Equations (p. 519) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 3– Solving Systems of Equations (p. 618) • Consider **Unpack Embedded Assessment 1**– Comparing Univariate Distributions (p. 557) during this time.	☐ A1: N-Q.A.3 A2: A-REI.C.7 🟩 A1: F-IF.B.5 ☐ A1: F-BF.A.1 ☐ A1: F-LE.A.3	Assessment Focus: • Identifying the type of function necessary to represent the value of items in a table • Graphing linear, quadratic, and exponential functions • Identifying the domain of a function • Identifying increasing and decreasing functions • Identifying the function with the greatest maximum value • Solving systems of equations
149	On Grade Level	**End-of-Unit 5 Assessment** (SBD)*	*Assesses A1 standards covered in the unit.*	

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Khan Academy Practice: System of equations

* contains some enrichment

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
150	On Grade Level	**Unpack Embedded Assessment 1**–Comparing Univariate Distributions (p. 557)	○ A1: S-ID.A.1 ○ A1: S-ID.A.2 ○ A1: S-ID.A.3	Assessment Focus: • Visual comparison of univariate graphical displays • Computational comparisons of center and spread • Computing specific measures of center and spread (including five-number summary) • Determining outliers • Creating modified box plots • Determining appropriate measures of variability
	Remediation	Unit 6 **Getting Ready** (p. 522)	*Assesses prerequisite skills necessary for work in Unit 6.*	
	Remediation	Estimating a Trend Line (p. ⓘ 227)	◆ 8.SP.A.2	• Write a linear equation to fit data represented in a scatter plot.
		Interpreting Slope in Context (p. ⓘ 229)	◆ 8.F.B.4 ◆ 8.SP.A.3	• Interpret the slope of a trend line in relation to the variable quantities.
		Determining Missing Values in Two-Way Tables (p. ⓘ 230)	◆ 8.SP.A.4	• Complete two-way tables using addition and subtraction.
		Determining Row/Column Percentages in Two-Way Tables (p. ⓘ 232)	◆ 8.SP.A.4	• Use two-way tables to find the row or column percentage.
		Mean, Median, Mode (p. ⓘ 234)	◆ 6.SP.A.3 ◆ 6.SP.B.5	• Find measures of central tendency for data sets.
		Constructing a Graph for Univariate Data (p. ⓘ 237)	◆ 6.SP.B.4	• Construct dot plot for sets of univariate data.
		The Shape of the Distribution of Data (p. ⓘ 238)	◆ 6.SP.A.2	• Describe the shape of data distributions shown in dot plots.
151	On Grade Level	**Lesson 36-1** Mean, Median, Mode, and MAD (p. 523) **Formative Assessment, Differentiation, and Practice** 1. Lesson 36-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 36-2 Practice (p. 531)	○ A1: S-ID.A.2	• Interpret differences in center and spread of data in context. • Compare center and spread of two or more data sets. • Determine the mean absolute deviation of a set of data.
	On Grade Level	**Mini-lesson** (optional): Measures of Central Tendency (p. ⓘ 239)	○ A1: S-ID.A.2	• Determine mean, median, and mode of given data sets.

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
152	On Grade Level	**Lesson 36-2** Another Measure of Variability (p. 532) **Formative Assessment, Differentiation, and Practice** 1. Lesson 36-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 36-1 Practice (p. 535)	⭕ A1: S-ID.A.2	• Use summation and subscript notation. • Calculate and interpret the standard deviation of a numerical data set. • Select appropriate measures of spread by examining the shape of a distribution.
153	On Grade Level	**Activity 36 Practice** (p. 536) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 36. (p. 618)	⭕ A1: S-ID.A.2	• Interpret differences in center and spread of data in context. • Compare center and spread of two or more data sets. • Determine the mean absolute deviation of a set of data. • Use summation and subscript notation. • Calculate and interpret the standard deviation of a numerical data set. • Select appropriate measures of spread by examining the shape of a distribution.
	KHANACADEMY		**Continue the Khan Academy Algebra Mission.** View Khan Academy Videos: Statistics intro: Mean, median, & mode • Mean, median, & mode example • Comparing means of distributions • Means and medians of different distributions • Variance of a population **Khan Academy Practice: Displaying and describing data**	

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
154	On Grade Level	**Lesson 37-1** Dot Plots and Box Plots (p. 537) **Formative Assessment, Differentiation, and Practice** 1. Lesson 37-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 37-1 Practice (p. 541)	○ A1: S-ID.A.1 ○ A1: S-ID.A.2	• Construct representations of univariate data in a real-world context. • Describe characteristics of a data distribution, such as center, shape, and spread, using graphs and numerical summaries. • Compare distributions, commenting on similarities and differences among them.
155	On Grade Level	**Lesson 37-2** Modified Box Plots (p. 543) **Formative Assessment, Differentiation, and Practice** 1. Lesson 37-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 37-2 Practice (p. 547)	○ A1: S-ID.A.1 ○ A1: S-ID.A.2 ○ A1: S-ID.A.3	• Use modified box plots to summarize data in a way that shows outliers. • Compare distributions, commenting on similarities and differences among them.
156	On Grade Level	**Lesson 37-3** Normally Distributed (p. 548) **Formative Assessment, Differentiation, and Practice** 1. Lesson 37-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 37-3 Practice (p. 553)	○ A1: S-ID.A.1 ○ A1: S-ID.A.2 A2: S-ID.A.4	• Use the mean and standard deviation to fit a normal distribution. • Develop an understanding of the normal distribution. • Use technology to estimate the percentages under the normal curve.
157	On Grade Level	**Activity 37** Practice (p. 554) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 37. (p. 618)	○ A1: S-ID.A.1 ○ A1: S-ID.A.2 ○ A1: S-ID.A.3 A2: S-ID.A.4	• Construct representations of univariate data in a real-world context. • Describe characteristics of a data distribution, such as center, shape, and spread, using graphs and numerical summaries. • Compare distributions, commenting on similarities and differences among them. • Use modified box plots to summarize data in a way that shows outliers. • Compare distributions, commenting on similarities and differences among them. • Use the mean and standard deviation to fit a normal distribution. • Develop an understanding of the normal distribution. • Use technology to estimate the percentages under the normal curve.

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
158	On Grade Level	**Embedded Assessment 1–**Comparing Univariate Distributions (p. 557) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 1–Comparing Univariate Distributions (p. 618) • Consider **Unpacking Embedded Assessment 2–** Bivariate Distributions (p. 609) during this time.	⭕ A1: S-ID.A.1 ⭕ A1: S-ID.A.2 ⭕ A1: S-ID.A.3	Assessment Focus: • Visual comparison of univariate graphical displays • Computational comparisons of center and spread • Computing specific measures of center and spread (including five-number summary) • Determining outliers • Creating modified box plots • Determining appropriate measures of variability

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View Khan Academy Videos: Reading box plots • Constructing a box plot • Range and mid-range • Introduction to the normal distribution
Khan Academy Practice: Displaying and describing data

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
159	On Grade Level	**Unpack Embedded Assessment 2**–Bivariate Distributions (p. 609)	☐ A1: S-ID.B.5 ☐ A1: S-ID.B.6 ■ A1: S-ID.C.7 ■ A1: S-ID.C.8	Assessment Focus: • Describing a bivariate numerical relationship and associating that description with a correlation coefficient • Developing a linear model, interpreting its components, using the model for prediction, and recognizing its limitations • Reading a two-way table • Creating row percentages • Developing a segmented bar graph • Analyzing row percentages and segmented bar graphs to investigate association
	On Grade Level	**Lesson 38-1** Scatter Plots (p. 559) **Formative Assessment, Differentiation, and Practice** 1. Lesson 38-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 38-1 Practice (p. 563)	■ A1: S-ID.C.8	• Describe a linear relationship between two numerical variables in terms of direction and strength. • Use the correlation coefficient to describe the strength and direction of a linear relationship between two numerical variables.
160	On Grade Level	**Lesson 38-2** Correlation Coefficient (p. 564) **Formative Assessment, Differentiation, and Practice** 1. Lesson 38-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 38-2 Practice (p. 567)	■ A1: S-ID.C.8 ■ A1: S-ID.C.9	• Calculate correlation. • Distinguish between correlation and causation.
161	On Grade Level	**Activity 38** Practice (p. 569) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 38. (p. 618)	■ A1: S-ID.C.8 ■ A1: S-ID.C.9	• Describe a linear relationship between two numerical variables in terms of direction and strength. • Use the correlation coefficient to describe the strength and direction of a linear relationship between two numerical variables. • Calculate correlation. • Distinguish between correlation and causation.

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Khan Academy Practice: Describing relationships in quantitative data

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
162	On Grade Level	**Lesson 39-1** Line of Best Fit (p. 571) **Formative Assessment, Differentiation, and Practice** 1. Lesson 39-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 39-1 Practice (p. 576)	☐ A1: S-ID.B.6	• Describe the linear relationship between two numerical variables using the best-fit line. • Use the equation of the best-fit line to make predictions and compare the predictions to actual values.
163	On Grade Level	**Lesson 39-2** Residuals (p. 577) **Formative Assessment, Differentiation, and Practice** 1. Lesson 39-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 39-2 Practice (p. 581)	☐ A1: S-ID.B.6	• Use technology to determine the equation of the best-fit line. • Describe the linear relationship between two numerical variables using the best-fit line. • Use residuals to investigate whether a given line is an appropriate model of the relationship between numerical variables.
164	On Grade Level	**Lesson 39-3** Interpreting the Slope and Intercept of the Best-Fit Line (p. 582) **Formative Assessment, Differentiation, and Practice** 1. Lesson 39-3 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 39-3 Practice (p. 587)	☐ A1: S-ID.B.6 ■ A1: S-ID.C.7	• Interpret the slope of the best-fit line in the context of the data. • Distinguish between scatter plots that show a linear relationship and those where the relationship is not linear.
165	On Grade Level	**Lesson 39-4** Plotting Residuals (p. 588) **Formative Assessment, Differentiation, and Practice** 1. Lesson 39-4 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 39-4 Practice (p. 593)	☐ A1: S-ID.B.6	• Create a residual plot given a set of data and the equation of the best-fit line. • Use residuals to investigate whether a line is an appropriate description of the relationship between numerical variables.

Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
166	On Grade Level	**Activity 39** Practice (p. 594) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 39. (p. 618)	☐ A1: S-ID.B.6	• Describe the linear relationship between two numerical variables using the best-fit line. • Use the equation of the best-fit line to make predictions and compare the predictions to actual values. • Use technology to determine the equation of the best-fit line. • Describe the linear relationship between two numerical variables using the best-fit line.
			■ A1: S-ID.C.7	• Use residuals to investigate whether a given line is an appropriate model of the relationship between numerical variables. • Interpret the slope of the best-fit line in the context of the data. • Distinguish between scatter plots that show a linear relationship and those where the relationship is not linear. • Create a residual plot given a set of data and the equation of the best-fit line. • Use residuals to investigate whether a line is an appropriate description of the relationship between numerical variables.

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Khan Academy Practice: Describing relationships in quantitative data

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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
167	On Grade Level	**Lesson 40-1** Bivariate Categorical Data (p. 595) **Formative Assessment, Differentiation, and Practice** 1. Lesson 40-1 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 40-1 Practice (p. 599)	☐ A1: S-ID.B.5	• Summarize bivariate categorical data in a two-way frequency table. • Interpret frequencies and relative frequencies in two-way tables.
168	On Grade Level	**Lesson 40-2** Presenting Relative Frequency Data Graphically (p. 600) **Formative Assessment, Differentiation, and Practice** 1. Lesson 40-2 Short Cycle Assessment (SBD) 2. Individual or Small Group Assignments (Skills Workshop p. xvii or Khan Academy Practice p. xxii) 3. Lesson 40-2 Practice (p. 606)	☐ A1: S-ID.B.5	• Interpret frequencies and relative frequencies in two-way tables. • Recognize and describe patterns of association in two-way tables.
169	On Grade Level	**Activity 40** Practice • Use SpringBoard Learning Strategy to engage students in reflection of the work of Activity 40. (p. 618)	☐ A1: S-ID.B.5	• Summarize bivariate categorical data in a two-way frequency table. • Interpret frequencies and relative frequencies in two-way tables. • Interpret frequencies and relative frequencies in two-way tables. • Recognize and describe patterns of association in two-way tables.
170	On Grade Level	**Embedded Assessment 2**– Bivariate Distributions (p. 557) • Use SpringBoard Learning Strategy to engage students in reflection of the work of Embedded Assessment 2– Bivariate Distributions (p. 618)	☐ A1: S-ID.B.5 ☐ A1: S-ID.B.6 ■ A1: S-ID.C.7 ■ A1: S-ID.C.8	• Describing a bivariate numerical relationship and associating that description with a correlation coefficient • Developing a linear model, interpreting its components, using the model for prediction, and recognizing its limitations • Reading a two-way table • Creating row percentages • Developing a segmented bar graph • Analyzing row percentages and segmented bar graphs to investigate association
171	On Grade Level	**End-of-Unit 6 Assessment** (SBD)	*Assesses A1 standards covered in the unit.*	

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Khan Academy Practice: Describing relationships in quantitative data