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	LEAP 360 Interim Form 1	DI-85 Lesson 19-1	DI-86 Lesson 19-2	DI-87 Lesson 19-3	DI-88 Practice Activity 19
Week 18	DI-89 Lesson 20-1	DI-90 Lesson 20-2	DI-91 Lesson 20-3	DI-92 Practice Activity 20	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[i] 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	LEAP Interim Form 3 (Optional)

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. ⓘ 1)	◆ 8.EE.A.1	• Perform arithmetic operations on fractions and mixed numbers.
		Exponents (p. ⓘ 4)	◆ 7.NS.A.1	• Simplify arithmetic expressions involving exponents.
		Operations with Mixed Numbers (p. ⓘ 5)	◆ 7.NS.A.3	• Multiply and divide mixed numbers to solve real-world problems.
		Integers (p. ⓘ 7)	◆ 7.NS.A.3	• Use number lines to locate integers. • Compare and order integer expressions.
		Decimals (p. ⓘ 11)	◆ 6.NS.B.3	• Perform arithmetic operations with decimals.
		Solving One-Step Equations (p. ⓘ 14)	◆ 8.EE.C.7	• Solve one-step equations.
		Simplifying Expressions (p. ⓘ 15)	◆ 7.EE.A.1	• Simplify algebraic expressions using the distributive property.
		Venn Diagrams (p. ⓘ 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.

KHANACADEMY

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.

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.

ACTIVITY 2 | **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
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**

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
12	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
	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: $-5c \leq 15$ • 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

ACTIVITY 4		**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
	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
	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
18	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.B.5	• 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.

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.
	KHANACADEMY		**Continue the Khan Academy Algebra Mission.** 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**	

| ACTIVITY 6 | 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
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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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

ACTIVITY 7 | **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
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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View Khan Academy Videos: Exponential function graph • Interpreting a graph example
Khan Academy Practice: Linear equations, functions, & graphs

ACTIVITY 8 | **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
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

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**

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: <u>Intro to arithmetic sequences</u> • <u>Sequences intro</u>
<u>Khan Academy Practice: Sequences</u>

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

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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

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.*	

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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

Louisiana Algebra 1 Curriculum Map

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.

Louisiana Algebra 1 Curriculum Map

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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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
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.

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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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
		KHAN ACADEMY		**Continue the Khan Academy Algebra Mission.** View Khan Academy Videos: Systems of equations with graphing • Systems of equations with graphing: y = ⅞ x 5 & ⅗ 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 = −¼x + 100 & y = -¼x + 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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Louisiana Algebra 1 Curriculum Map

Pacing: 38 class periods (90- to 100- minutes)

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. ⓘ 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. ⓘ 129)	◆ 6.EE.A.1 ◆ 6.EE.A.2	• Identify components of exponential expressions. • Use exponent to write equivalent expressions.
		Distributive Property (p. ⓘ 130)	◆ 3.OA.B.5	• Evaluate arithmetic expressions using the distributive property.
		Linear Relationships in Tables (p. ⓘ 131)	◆ 8.F.B.4	• Complete tables to create a linear representation.
		Linear Equations and Their Graphs (p. ⓘ 132)	☐ A1: F-IF.C.7	• Use graphs of linear equations to solve problems.
		Ratio (p. ⓘ 136)	◆ 6.RP.A.1	• Write ratios to compare two quantities.
		Real Numbers (p. ⓘ 140)	◆ 8.NS.A.1	• Classify real numbers as rational or irrational.
		Operations with Fractions (p. ⓘ 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	
		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	• Write and simplify radical expressions. • Understand what is meant by a rational exponent.
	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	
		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	• Add radical expressions. • Subtract radical expressions.
91	On Grade Level	**Lesson 20-3** Multiplying and Dividing Radical Expressions (p. 307)	◯ A1: N-RN.B.3	
		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	• Multiply and divide radical expressions. • Rationalize the denominator of a radical expression.
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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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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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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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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* 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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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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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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Day of Instruction	Level of Instruction	Instructional Focus	Louisiana Student Standard(s)	Learning Targets or Assessment Focus
	Enrichment	**Lesson 28-1** Simplifying Rational Expressions	A2: A-APR.D.6	• Simplify a rational expression by dividing a polynomial by a monomial. • Simplify a rational expression by dividing out common factors.
		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.7 (+)	
	Enrichment	**Lesson 28-2** Dividing Polynomials (p. 406)	A2: A-APR.D.6	• 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.
		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.7 (+)	
	Enrichment	**Lesson 28-3** Multiplying and Dividing Rational Expressions (p. 411)	A2: A-APR.D.6	• Multiply rational expressions. • Divide rational expressions.
		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.7 (+)	
	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)	A2: A-APR.D.6	• Identify the least common multiple (LCM) of algebraic expressions. • Add and subtract rational expressions.
		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.7 (+)	
	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	• 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.
			A2: A-APR.D.7 (+)	
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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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.

Louisiana Algebra 1 Curriculum Map

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.

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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.

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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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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. ⓘ 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. ⓘ 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.
	KHANACADEMY		**Continue the Khan Academy Algebra Mission.** View Khan Academy Videos: Solving quadratics by taking square roots: challenge • Completing the square • The quadratic formula • Discriminant review **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
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. ⓘ 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. ⓘ 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**	

| | ACTIVITY 34 | Unit 5: Quadratic Functions | Pacing: 28 class periods (90- to 100- minutes) |

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.

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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Louisiana Algebra 1 Curriculum Map

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
	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.*	
150	Remediation	Estimating a Trend Line (p. ❶ 227)	◆ 8.SP.A.2	• Write a linear equation to fit data represented in a scatter plot.
		Interpreting Slope in Context (p. ❶ 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. ❶ 230)	◆ 8.SP.A.4	• Complete two-way tables using addition and subtraction.
		Determining Row/Column Percentages in Two-Way Tables (p. ❶ 232)	◆ 8.SP.A.4	• Use two-way tables to find the row or column percentage.
		Mean, Median, Mode (p. ❶ 234)	◆ 6.SP.A.3 ◆ 6.SP.B.5	• Find measures of central tendency for data sets.
		Constructing a Graph for Univariate Data (p. ❶ 237)	◆ 6.SP.B.4	• Construct dot plot for sets of univariate data.
		The Shape of the Distribution of Data (p. ❶ 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. ❶ 239)	◯ A1: S-ID.A.2	• Determine mean, median, and mode of given data sets.

Louisiana Algebra 1 Curriculum Map

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.

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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
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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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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Louisiana Algebra 1 Curriculum Map

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.

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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 🟩 A1: S-ID.C.7	• 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. • 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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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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