Mathematics
Algebra I: Year at a Glance
2018 - 2019

Q1		Q2		Q3		Q4	
Module 1 **Aug. 6 – Oct. 5**		**Module 3** **Oct. 15 - Dec. 19**		**Module 4** **Jan. 7 – Mar. 8**		**Modules 2 and 5** **Mar. 18 – May 24** **TN Ready Testing**	
Module 1 **Relationships Between Quantities and Reasoning with Equations and Their Graphs**		**Module 3** **Linear and Exponential Functions**		**Module 4** **Polynomials and Quadratic Expressions, Equations, and Functions**		**Modules 2** **Descriptive Statistics** **Module 5** **A Synthesis of Modeling with Equations and Functions**	
A1. N.Q.A.1	A1.A.REI. C.4*	A1. A. SSE. B.3	A1. F.IF.C.8*	A1. A. SSE. A.1	A1. F.IF.C.6*	A1. N.Q.A.2	A1. S.ID.A.1
A1. N.Q.A.2	A1.A.REI. D.5*	A1. A. SSE. B.3c*	A1. F.BF.A.1	A1. A. SSE. A.2	A1. F.IF.C.7*	A1. N.Q.A.3	A1. S.ID.A.2
A1. N.Q.A.3	A1.A.REI. D.7*	A1. A. CED.A.1	A1. F.BF.A.1a	A1. A. SSE. B.3	A1. F.IF.C.8*	A1. A. CED.A.1	A1. S.ID.A.3
A1. A. APR.A.1		A1.A.REI. D.6*	A1. F.BF.B.2*	A1. A. APR.A.1	A1. F.BF.B.2	A1. A. CED.A.2	A1. S.ID.B.4
A1. A. CED.A.1		A1. F.IF.A.1	A1. F.LE.A.1a	A1. A. APR.B.2*		A1. F.IF.B.3*	A1. S.ID.B.4a
A1. A. CED.A.2		A1. F.IF.A.2	A1. F.LE.A.2	A1. A. REI.B.3*		A1. F.IF.B.4*	A1. S.ID.B.4b*
A1. A. CED.A.3		A1. F.IF.B.3*	A1. F.LE.A.3	A1. A. CED.A.1		A1. F.IF.B.5*	A1. S.ID.C.5
A1. A. CED.A.4		A1. F.IF.B.4*	A1. F.LE.B.4*	A1. A. CED.A.2		A1. F.BF.A.1	A1. S.ID.C.6
A1. A. SSE. A.1		A1. F.IF.B.5*		A1.A.REI. D.6*		A1. F.LE.A.1	A1. S.ID.C.7
A1. A. SSE. A.2		A1. F.IF.B.6*		A1. F.IF.B.3*		A1. F.LE.A.1b	
A1. A. REI.A.1		A1. F.IF.C.6a*		A1. F.IF.B.4*		A1. F.LE.A.1c	
A1.A.REI.B. 2*		A1. F.IF.C.6b*		A1. F.IF.B.5*		A1. F.LE.A.2	

Key: **Major Content** | **Supporting Content**

*** (asterisk) Indicates a standard with differences between the TN State Standards' numbering and/or verbiage and the standards in Eureka**

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on the needs of their students.

Use the instructional map and Digital Suite resources as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

Introduction

Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?

In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

Curriculum and Instruction – Mathematics

Quarter 1 Algebra I

The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council of Teachers of Mathematics (NCTM) "processes and proficiencies" with longstanding importance in mathematics education. Throughout the year, students should continue to develop proficiency with the eight Standards for Mathematical Practice. The following are the eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of them.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

This curriculum map is designed to help teachers make effective decisions about what mathematical content to teach so that ultimately our students can reach Destination 2025. Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.

- Tennessee Mathematics Content Standards
- Standards for Mathematical Practice
- Literacy Skills for Mathematical Proficency

Structure of the Standards

Structure of the TN State Standards include:

- **Content Standards** - Statements of what a student should know, understand, and be able to do.
- **Clusters** - Groups of related standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. They are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.
- **Domains** - A large category of mathematics that the clusters and their respective content standards delineate and address. For example, Number and Operations – Fractions is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.
- **Conceptual Categories** – The content standards, clusters, and domains in the 9th-12th grades are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.

How to Use the Maps

Overview
An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards
TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content
This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support
District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency
The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

Instructional Calendar
As a support to teachers and leaders, an instructional calendar is provided ***as a guide***. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.

Topics Addressed in Quarter

Topic A: Introduction to Functions Studied this Year—Graphing Stories
Topic B: The Structure of Expressions
Topic C: Solving Equations and Inequalities
Topic D: Creating Equations to Solve Problems

Time Frame: August 6 – October 5, 2018

Overview

During this quarter, students complete **Module 1** where they explore the main functions that they will work with in Algebra I: linear, quadratic, and exponential functions, and analyze and explain precisely the process of solving an equation. Through repeated reasoning, students develop fluency in writing, interpreting, and translating between various forms of linear equations and inequalities and make conjectures about the form that a linear equation might take in a solution to a problem. They reason abstractly and quantitatively by choosing and interpreting units in the context of creating equations in two variables to represent relationships between quantities. They master the solution of linear equations and apply related solution techniques and the properties of exponents to the creation and solution of simple exponential equations. They learn the terminology specific to polynomials and understand that polynomials form a system analogous to the integers.

Grade Level Standard	Type of Rigor	Foundational Standards
A1. A. APR.A.1	Conceptual Understanding & Procedural Fluency	6.EE.A.3
A1. A. SSE. A.1	Conceptual Understanding	6.EE.A.2c, 6. EE.A.3. 6.EE.A.4, 8. EE.A.1
A1. A. SSE. A.2	Conceptual Understanding	8.EE.C.8
A1. A. CED.A.1	Conceptual Understanding & Application	8.EE
A1. A. CED.A.2	Conceptual Understanding, Procedural Fluency & Application	8.EE
A1. A. CED.A.3	Conceptual Understanding & Application	8.EE
A1. A. CED.A.4	Conceptual Understanding, Procedural Fluency & Application	8.EE
A1. A. REI.A.1	Procedural Skill & Application	8.EE.C.7, 8. EE.C.8
A1.A.REI.B. 2*	Procedural Fluency	8.EE.C.7, 8. EE.C.8
A1.A.REI. C.4*	Procedural Fluency	8.EE.C.7, 8. EE.C.8
A1.A.REI. D.5*	Conceptual Understanding	8.EE.C.7, 8. EE.C.8
A1.A.REI. D.7*	Procedural Fluency	8.EE.C.7, 8. EE.C.8

Curriculum and Instruction – Mathematics

Quarter 1 **Algebra I**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY

Module 1 Relationships Between Quantities and Reasoning with Equations and Their Graphs

Algebra I Pacing and Preparation Guide

Allow approximately 3.5 weeks for instruction, review and assessment of Topic B

Mid-Module 1 Assessment Window – August 23-27 (do not use problems from omitted lesson)

Allow approximately 4.5 weeks for instruction, review and assessment of Topic C

Allow approximately 1 week for instruction, review and assessment of Topic D

End-of-Module 1 Assessment Window – October 1-4 (do not use problems from omitted lesson)

Domain: Seeing Structure in Expressions

Cluster: Interpret the structure of expressions

- A1.A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context. ★
  a. Interpret parts of an expression, such as terms, factors, and coefficients.
  b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret* $P(1+r)^n$ *as the product of P and a factor not depending on P.*
- A1.A.SSE.A.2 Use the structure of an expression to identify ways to rewrite it

Domain: Arithmetic with Polynomials and Rational Expressions (A-APR)

Cluster: Perform arithmetic operations on polynomials

- A1.A.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Topic B Objectives:

Lesson 6:

- Students use the structure of an expression to identify ways to rewrite it.
- Students use the distributive property to prove equivalency of expressions.

Lesson 7:

- Students use the commutative and associative properties to recognize structure within expressions and to prove equivalency of expressions.

Lesson 8:

- Students understand that the sum or difference of two polynomials produces another polynomial and relate polynomials to the system of integers; students add and subtract polynomials.

Lesson 9:

- Students understand that the sum or difference of two polynomials produces another polynomial and relate polynomials to the system of integers; students add and subtract polynomials.

For Topic B, you may choose to use resources from Teacher Toolbox for review, remediation and/or assessment to meet the needs of your students.
Suggested lessons are as follows:

- **6th grade, Lesson 15: Numerical Expressions with Exponents**
- **8th grade, Lesson 1: Properties of Integer Exponents**
- **8th grade, Lesson 13: Solve Linear Equations with Rational Coefficients**

Topic B: The Structure of Expressions

Lesson 6
Lesson 7
Lesson 8
Lesson 9

Mid-Module 1 Assessment
***(Complete by 8/27/18;* do not use problems from omitted lesson)**

Special Note: *It is recommended that teachers assess student gaps and scaffold accordingly using the Additional Resources/Tasks below.*

Vocabulary for Module 1:

Algebraic Expression
Constant Term of a Polynomial in Standard Form
Degree of a Monomial
Degree of a Polynomial in Standard Form
Equivalent Algebraic Expressions
Equivalent Numerical Expressions
Graph of an Equation in Two Variables
Leading Term and Leading Coefficient of a Polynomial in Standard Form
Monomial
Numerical Expression
Numerical Symbol
Piecewise Linear Function
Polynomial Expression
Solution
Solution Set
Standard Form of a Polynomial Expression in One Variable
Variable Symbol
Zero Product Property

Familiar Terms and Symbols for Module 1:

Equation, Formula, Identity, Inequality, Linear Function, Properties of Equality, Properties of Inequality, Solve, System of Equations, Term

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
		Additional Resources/Tasks: MVP Module 1 Task 1 Checkerboard Borders (N.Q.2, A.SSE.1) MVP Module 1 Task 2 Building More Checkerboard Borders (N.Q.2, A.SSE.1) MVP Module 1 Task 3 Serving Up Symbol (A.SSE.1, N.Q.1) MVP Module 1 Task 4 Examining Units (N.Q.1)	
Domain: Creating Equations **Cluster** Create equations that describe numbers or relationships. A1.A.CED.A.3 Represent constraints by equations or inequalities and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. A1.A.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. **Domain:** Reasoning with Equations and Inequalities **Cluster:** Understand solving equations as a process of reasoning and explain the reasoning A1.A.REI.A.1 Explain each step in solving an equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. **Domain:** Reasoning with Equations and Inequalities	**Topic C Objectives:** **Lesson 10**: • Students understand that an equation is a statement of equality between two expressions. When values are substituted for the variables in an equation, the equation is either true or false. Students find values to assign to the variables in equations that make the equations true statements. **Lesson 11:** • Students understand that an equation with variables is often viewed as a question asking for the set of values one can assign to the variables of the equation to make the equation a true statement. They see the equation as a "filter" that sifts through all numbers in the domain of the variables, sorting those numbers into two disjoint sets: the Solution Set and the set of numbers for which the equation is false. • Students understand the commutative, associate, and distributive properties as identities, e.g., equations whose solution sets are the set of all values in the domain of the variables.	**For Topic C, you may choose to use resources from Teacher Toolbox for review, remediation and/or assessment to meet the needs of your students.** **Suggested lessons are as follows:** • **6th grade, Lesson 16: Algebraic Expressions** **Topic C: The Structure of Expressions** Lesson 10 Lesson 11 Lesson 12 **(2 days)** Lesson 13 Lesson 14 **(2 days)** ~~Lesson 15~~ **(omit)** ~~Lesson 16~~ **(omit)** Lesson 17 ~~Lesson 18~~ **(omit)** Lesson 19 **(2 days)** Lesson 20 Lesson 21 **Optional:** Before Lesson 22, Review material covered in Module 1, Lesson 5: Two Graphing Stories Lesson 22 Lesson 23 Lesson 24	

Curriculum and Instruction – Mathematics

Quarter 1 — Algebra I

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
Cluster: Solve equations and inequalities in one variable ■ A1.A.REI.B.2 **(formerly A.REI.B.3)** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. **Domain:** Reasoning with Equations and Inequalities **Cluster:** Solve systems of equations. ➢ A1.A.REI.C.4 **(formerly A.REI.C.6)** Write and solve a system of linear equations in context. **Domain:** Reasoning with Equations and Inequalities **Cluster:** Represent and solve equations and inequalities graphically. ■ A1.A.REI.D.5 **(formerly A.REI.D.10)** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). ■ A1.A.REI.D.7 **(formerly A.REI.D.12)** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	**Lesson 12**: • Students are introduced to the formal process of solving an equation: starting from the assumption that the original equation has a solution. Students explain each step as following from the properties of equality. Students identify equations that have the same solution set. **Lesson 13:** • Students learn "if-then" moves using the properties of equality to solve equations. Students also explore moves that may result in an equation having more solutions than the original equation. **Lesson 14:** • Students learn *if-then* moves using the addition and multiplication properties of inequality to solve inequalities and graph the solution sets on the number line. **Lesson 17:** • Students learn that equations of the form $(x - a)(x - b) = 0$ have the same solution set as two equations joined by "or:" $x - a = 0$ or $x - b = 0$. Students solve factored or easily factorable equations. **Lesson 19:** • Students learn to think of some of the letters in a formula as constants in order to define a relationship between two or more quantities, where one is in terms of another, for example holding V in $V = IR$ as constant, and finding R in terms of I. **Lesson 20:** • Students recognize and identify solutions to two-variable equations. They represent the solution set graphically. They create two variable equations to represent a situation. They	**Special Note:** *It is recommended that teachers assess student gaps and scaffold accordingly using the Additional Resources/Tasks below.* **Additional Resource(s):** ***Teacher Guide to Algebra I Standards: Linear Equations*** MVP Module 1 Task 5 Cafeteria Actions and Reactions (A.REI.1) MVP Module 1 Task 6 Elvira's Equations (A.REI.**2**, A.CED.4) MVP Module 1 Task 7 Solving Equations, Literally (A.REI.1, A.REI.**2,** A.CED.4) MathBits Algebra I Notebook *Assessments other than Mid-Module and End-of- Module assessments should be given based upon the lessons taught and the needs of the students.*	

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
	understand that the graph of the line $ax + by = c$ is a visual representation of the solution set to the equation $ax + by = c$. **Lesson 21:** • Students recognize and identify solutions to two-variable inequalities. They represent the solution set graphically. They create two variable inequalities to represent a situation. • Students understand that a half-plane bounded by the line $ax + by = c$ is a visual representation of the solution set to a linear inequality such as $ax + by < c$. They interpret the inequality symbol correctly to determine which portion of the coordinate plane is shaded to represent the solution. **Lesson 22:** • Students identify solutions to simultaneous equations or inequalities; they solve systems of linear equations and inequalities either algebraically or graphically. **Lesson 23:** • Students create systems of equations that have the same solution set as a given system. • Students understand that adding a multiple of one equation to another creates a new system of two linear equations with the same solution set as the original system. This property provides a justification for a method to solve a system of two linear equations algebraically. **Lesson 24:**		

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
	• Students use systems of equations or inequalities to solve contextual problems and interpret solutions within a particular context.		
Domain: Quantities **Cluster:** Reason quantitatively and use units to solve problems. ➢ A1. N.Q.A.1 **(formerly N.Q.B.1)** Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. **Domain:** Seeing Structure in Expressions **Cluster:** Interpret the structure of expressions ■ A1.A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context. ★ a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.* **Domain:** Create equations **Cluster:** Create equations that describe numbers or relationships. ■ A1.A.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. ■ A1.A.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations with	**Topic D Objectives:** **Lesson 25**: • Students investigate a problem that can be solved by reasoning quantitatively and by creating equations in one variable. • Students compare the numerical approach to the algebraic approach. **Lesson 28**: • Students create equations and inequalities in one variable and use them to solve problems. • Students create equations in two or more variables to represent relationships between quantities and graph equations on coordinate axes with labels and scales. • Students represent constraints by inequalities and interpret solutions as viable or non-viable options in a modeling context.	**Topic D: Creating Equations to Solve Problems** Lesson 25 ~~Lesson 26~~ **(omit)** ~~Lesson 27~~ **(omit)** Lesson 28 **(optional)** **Special Note:** *It is recommended that teachers assess student gaps and scaffold accordingly using the Additional Resources/Tasks below.* **Additional Resources:** *Choose from the following suggested Tasks:* Speeding Ticket (A.CED) Delivery Trucks (A. SSE.A.1) Kitchen Floor Tiles (A. SSE.A.1) Rabbit Food (A.CED; N.Q; A.REI) Cash Box (A.CED; A.REI) Algebra I – Paulie's Pen (A.CED) MathBits Algebra I Notebook **End-of-Module 1 Assessment** **(Complete by 10/4/18; do not use problems from omitted lessons)** **Special Note**: *It is recommended that teachers should begin preparing for next quarter with by attending the Module Study for*	

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY
two variables on coordinate axes with labels and scales. **Domain:** Reasoning with Equations and Inequalities **Cluster:** Solve equations and inequalities in one variable A1.A.REI.B.2 **(formerly A.REI.B.3)** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.		*Module 3 that will be held towards the end of the quarter.*	

Curriculum and Instruction – Mathematics

Quarter 1 — Algebra I

RESOURCE TOOLBOX		
Standards ***Teacher Guide* to Algebra I Standards: Linear Equations** **HS Flip Book with Examples of Each Standard** CCSS http://www.ccsstoolbox.org/ http://parcconline.org/ Achieve **Tennessee Academic Standards for Mathematics** **Tennessee Assessment LiveBinder**		**Videos** Khan Academy The Futures Channel The Teaching Channel Illuminations (NCTM) Get The Math
Calculator http://www.atomiclearning.com/ti_84 TICommonCore.com http://www.casioeducation.com/educators	**Manipulatives/Other Resources** **Algebra Tiles** MathBits Algebra I Notebook Problem Attic OpenEd National Library of Virtual Manipulatives http://www.shodor.org/interactivate/activities/ Edugoodies Graphic Organizers (9-12)	**NWEA MAP** **Resources:**https://teach.mapnwea.org/assist/help_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm - Sign in and Click the Learning Continuum Tab – this resources will help as you plan for intervention, and differentiating small group instruction on the skill you are currently teaching. (Four Ways to Impact Teaching with the Learning Continuum) https://support.nwea.org/khanrit - These Khan Academy lessons are aligned to RIT scores.
Tasks/Lessons Edutoolbox (formerly Tncore.org) Mathematics Assessment Project (MARS Tasks, Lessons & PD Modules) Dan Meyer's Three-Act Math Tasks Illustrative Math Tasks UT Dana Center Inside Math Tasks LearnZillion		**ACT** TN ACT Information & Resources ACT College & Career Readiness Mathematics Standards

Shelby County Schools – Algebra I - August 2018					
Mon	**Tue**	**Wed**	**Thu**	**Fri**	
		1	**2**	**3**	
6 Quarter 1 Begins **Prepare to Launch Module 1 including Foundational Skills**	**7** **Prepare to Launch Module 1 including Foundational Skills**	**8** **Prepare to Launch Module 1 including Foundational Skills**	**9** **Prepare to Launch Module 1 including Foundational Skills**	**10** **Prepare to Launch Module 1 including Foundational Skills**	
13 **Begin Module 1, Topic B (Lessons 6-9)**	**14**	**15**	**16**	**17**	
20 **Module 1, Topic B (Lessons 6-9) cont.**	**21**	**22**	**23** **Assessment, Remediation, and/or Further Application**	**24**	
27 **Mid Module Assessment Due (do not use problems from omitted lessons)**	**28** **Prepare to Launch Module 1, Topic C (Lessons 10-24)**	**29** **Prepare to Launch Module 1, Topic C (Lessons 10-24)**	**30** **Begin Module 1, Topic C (Lessons 10-24; omit Lessons 15, 16, and 18)**	**31**	

Shelby County Schools – Algebra I - September 2018

Mon	Tue	Wed	Thu	Fri	
3 **Labor Day**	**4** **Module 1, Topic C (Lessons 10-24; omit Lessons 15, 16, and 18) cont.**	**5**	**6**	**7**	
10 **Module 1, Topic C (Lessons 10-24; omit Lessons 15, 16, and 18) cont.**	**11**	**12**	**13** *Parent Conferences*	**14**	
17 **Module 1, Topic C (Lessons 10-24; omit Lessons 15, 16, and 18) cont.**	**18**	**19**	**20**	**21** **Prepare to Launch Module 1, Topic D (Lessons 25-28, omit Lessons 26 and 27)**	
24 **Prepare to Launch Module 1, Topic D (Lessons 25-28, omit Lessons 26 and 27)**	**25** **Module 1, Topic D (Lessons 25-28, omit Lessons 26 and 27)**	**26**	**27**	**28**	

Shelby County Schools – Algebra I - October 2018					
Mon	**Tue**	**Wed**	**Thu**	**Fri**	
1 **Assessment, Remediation, and/or Further Application**	**2**	**3**	**4** **End of Module Assessment Due (do not use problems from omitted lessons)**	**5** Q1 Ends	
8 **Fall Break**	**9** **Fall Break**	**10** **Fall Break**	**11** **Fall Break**	**12** **Fall Break**	
15	**16**	**17**	**18**	**19**	
22	**23**	**24**	**25**	**26**	
29	**30**	**31**			