



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:  
Algebra I

Purpose of Planning	Unit One Q1 W1-3	Unit Two Q1 W4-6	Unit Three Q1 W7 – Q2 W1	Unit Four Q2 W2-5	Unit Five Q2 W5-8
<b>Unit Topic and Overview:</b>	Properties of Real Numbers	Equations	Inequalities	Functions	Linear Functions
<b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?	Upon entering Algebra I, students should have knowledge of operations and types of numbers, and they also should have had some exposure to graphing.	Students should understand reciprocal operations (addition and subtraction, multiplication and division), fractions, decimals, and percents.	Students must understand how to balance an equation and plot numbers on a number line.	Students need to know how to graph numbers on a number line and will need to understand how to break down a sentence or paragraph and discard extraneous information.	Students need to understand how to balance an equation in order to isolate a variable.
<b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?	Students will demonstrate the order of operations and the distributive property to find the solutions to expressions.  Essential Question: What is the order of operations?	Students will solve one- and two-step equations in which the variables are on one side of the equation and both sides of the equation. Students will also find solutions to problems involving ratios, proportions, and percents.  Essential Question: What is balancing an equation and how is it accomplished?	Students will solve inequalities and represent their solutions on number lines. They will also determine the unions and intersections of sets and solve and graph absolute functions.  Essential Question: How are inequalities related to equations?	Students will describe the relationship between two variables and demonstrate this relationship graphically. They will also create equations based on information provided to them in word problems.  Essential Question: How are x and y values graphed?	Students will use slope-intercept, point-slope, and standard forms to graph lines and determine the slopes and intercepts of those lines.  Essential Question: What are the three forms of a line and what information does each form provide when graphing a line?



## Curriculum Map- Scope and Sequence: Algebra I

### Saddlebrook Preparatory School

<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Class Website</a></li> <li>• Vocabulary and Formulas List</li> <li>• PowerPoint</li> <li>• <a href="#">Pearson SuccessNet</a></li> <li>• <a href="#">Teacher Facebook Page</a></li> </ul>	<ul style="list-style-type: none"> <li>• Khan Academy</li> <li>• <a href="#">Class Website</a></li> <li>• Vocabulary and Formulas List</li> <li>• PowerPoint: Balancing Equations</li> <li>• <a href="#">Pearson SuccessNet</a></li> <li>• <a href="#">Teacher Facebook Page</a></li> </ul>	<ul style="list-style-type: none"> <li>• Khan Academy</li> <li>• <a href="#">Class Website</a></li> <li>• Vocabulary and Formulas List</li> <li>• PowerPoint</li> <li>• <a href="#">Pearson SuccessNet</a></li> <li>• <a href="#">Teacher Facebook Page</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Class Website</a></li> <li>• Vocabulary and Formulas List</li> <li>• PowerPoint</li> <li>• <a href="#">Pearson SuccessNet</a></li> <li>• <a href="#">Teacher Facebook Page</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Class Website</a></li> <li>• Vocabulary and Formulas List</li> <li>• PowerPoint: Graphing Lines through Slope-Intercept Form</li> <li>• <a href="#">Pearson SuccessNet</a></li> <li>• <a href="#">Teacher Facebook Page</a></li> </ul>



**Saddlebrook Preparatory School**

**Curriculum Map- Scope and Sequence:  
Algebra I**

<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> <li>• Bell work to reinforce and improve basic arithmetic skills or an SAT-type question</li> <li>• Review of previous day's homework assignment</li> <li>• Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed)</li> <li>• Teacher-assisted practice on the assigned homework</li> <li>• Discuss the order of operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work to reinforce and improve basic arithmetic skills or an SAT-type question</li> <li>• Review of previous day's homework assignment</li> <li>• Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed)</li> <li>• Teacher-assisted practice on the assigned homework</li> <li>• Discuss how to balance an equation.</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work to reinforce and improve basic arithmetic skills or an SAT-type question</li> <li>• Review of previous day's homework assignment</li> <li>• Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed)</li> <li>• Teacher-assisted practice on the assigned homework</li> <li>• Discuss how inequalities are related to equations.</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work to reinforce and improve basic arithmetic skills or an SAT-type question</li> <li>• Review of previous day's homework assignment</li> <li>• Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed)</li> <li>• Teacher-assisted practice on the assigned homework</li> <li>• Discuss how x and y values are graphed.</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work to reinforce and improve basic arithmetic skills or an SAT-type question</li> <li>• Review of previous day's homework assignment</li> <li>• Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed)</li> <li>• Teacher-assisted practice on the assigned homework</li> <li>• Discuss the three forms of a line and the information that each provides.</li> </ul>
--	---	--	---	--	--



**Saddlebrook Preparatory School**

**Curriculum Map- Scope and Sequence:  
Algebra I**

<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<ul style="list-style-type: none"> <li>• Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book)</li> <li>• Bell work, homework, and classwork</li> <li>• Summative quizzes every two to three sections</li> <li>• Summative test at the end of each chapter</li> <li>• 80% of students will achieve mastery of the course material on a formal unit assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book)</li> <li>• Bell work, homework, and classwork</li> <li>• Summative quizzes every two to three sections</li> <li>• Summative test at the end of each chapter</li> <li>• 80% of students will achieve mastery of the course material on a formal unit assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book)</li> <li>• Bell work, homework, and classwork</li> <li>• Summative quizzes every two to three sections</li> <li>• Summative test at the end of each chapter</li> <li>• 80% of students will achieve mastery of the course material on a formal unit assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book)</li> <li>• Bell work, homework, and classwork</li> <li>• Summative quizzes every two to three sections</li> <li>• Summative test at the end of each chapter</li> <li>• 80% of students will achieve mastery of the course material on a formal unit assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book)</li> <li>• Bell work, homework, and classwork</li> <li>• Summative quizzes every two to three sections</li> <li>• Summative test at the end of each chapter</li> <li>• Final cumulative exam</li> <li>• 80% of students will achieve mastery of the course material on a formal unit assessment.</li> </ul>
---	--	--	--	--	---



**Saddlebrook Preparatory School**

**Curriculum Map- Scope and Sequence:  
Algebra I**

<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p>Assignment: Demonstrate the properties of real numbers using examples from golf and tennis.</p> <p>Physical Education</p>	<p>Assignment: You are an executive who has been given the privilege of designing your floor of the office building. Below is the outline of the floor plan for you floor. There are a few things that cannot be moved because they affect the other floors of the building. The plan is drawn to a scale 1 in.: 18 ft. and each unit on the grid represents .3 in.</p> <ol style="list-style-type: none"> <li>1. What are the actual dimensions of the entire floor?</li> <li>2. What is the actual size of the restrooms? Elevators? Stairwells?</li> <li>3. Design your office and the offices of those people who work for you. What are the sizes of their workspaces/offices?</li> </ol> <p>Architecture</p>	<p>Assignment: When you walk to school, measure the distance you traveled using a phone app like MapMyRun or Runkeeper. On your way home from the school measure the distance you walked.</p> <ol style="list-style-type: none"> <li>1. What is the total?</li> <li>2. Why isn't the answer 0?</li> <li>3. How does this relate to absolute value?</li> </ol> <p>Physical Education</p>	<p>Assignment: For each country that has at least three students at Saddlebrook, determine if a pattern can be established as to their eye color and hair color.</p> <p>Biology/Human Geography</p>	<p>Assignment: Choose a Shakespearean sonnet. Is there a correlation between the syllables in a line and the placement of the line in the quatrain? What about for limericks (choose three limericks)? Haiku (choose three haiku)?</p> <p>Language Arts</p>
--	--	--	---	---	---



**Saddlebrook Preparatory School**

**Curriculum Map- Scope and Sequence:  
Algebra I**

<p><b>Honors Course Differentiation(s):</b></p>	<ul style="list-style-type: none"> <li>• Additional questions on assignments</li> <li>• Additional questions on each quiz and test that require greater thought and skill to complete</li> <li>• Semester long project – Farming Project</li> </ul>	<ul style="list-style-type: none"> <li>• Additional questions on assignments</li> <li>• Additional questions on each quiz and test that require greater thought and skill to complete</li> <li>• Semester long project – Farming Project</li> </ul>	<ul style="list-style-type: none"> <li>• Additional questions on assignments</li> <li>• Additional questions on each quiz and test that require greater thought and skill to complete</li> <li>• Semester long project – Farming Project</li> </ul>	<ul style="list-style-type: none"> <li>• Additional questions on assignments</li> <li>• Additional questions on each quiz and test that require greater thought and skill to complete</li> <li>• Semester long project – Farming Project</li> </ul>	<ul style="list-style-type: none"> <li>• Additional questions on assignments</li> <li>• Additional questions on each quiz and test that require greater thought and skill to complete</li> <li>• Semester long project – Farming Project</li> </ul>
<p><b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links</p>	<ul style="list-style-type: none"> <li>• Review of Pre-Algebra concepts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.Math.Content.HSA.R.EI.A.1</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.Math.Content.HSA.R.EI.B.3</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.Math.Content.HSA.CED.A.1</a></li> <li>• <a href="#">CCSS.Math.Content.HSA.CED.A.2</a></li> <li>• <a href="#">CCSS.Math.Content.HSA.CED.A.3</a></li> <li>• <a href="#">CCSS.Math.Content.HSF.IF.A.1</a><a href="#">CCSS.Math.Content.HSF.IF.A.2</a><a href="#">CCSS.Math.Content.HSF.IF.B.4</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.Math.Content.HSA.R.EI.B.3</a></li> <li>• <a href="#">CCSS.Math.Content.HSA.R.EI.C.6</a></li> <li>• <a href="#">CCSS.Math.Content.HSA.R.EI.D.10</a></li> <li>• <a href="#">CCSS.Math.Content.HSF.IF.B.6</a></li> <li>• <a href="#">CCSS.Math.Content.HSF.IF.C.7.a</a></li> </ul>
<p><b>Integrated CCSS Writing Standards (List):</b> *See Below for Links</p>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li>• <a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> </ul>
<p><b>Links to CCSS/NGSSS Curriculum Standards:</b></p>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> <li>• The <a href="#">Common Core State Standard</a> expectations in Algebra</li> <li>• The <a href="#">K-12 English LA and Content Area Writing Standards</a></li> <li>• The <a href="#">K-12 Reading Standards</a></li> <li>• The <a href="#">K-12 Mathematics Standards</a></li> <li>• The <a href="#">K-12 NGSSS Science &amp; Social Studies Standards</a></li> </ul>				



Saddlebrook Preparatory School

Curriculum Map- Scope and Sequence:  
Algebra I

Purpose of Planning	Unit Six Q3 W1-4	Unit Seven Q3 W4-7	Unit Eight Q3 W8 – Q4 W2	Unit Nine Q4 W3-4	Unit Ten Q4 W5-8
<b>Unit Topic and Overview:</b>	Systems of Equations and Inequalities	Exponents	Polynomials	Radicals	Quadratic Functions
<b>Prerequisite Student Knowledge</b> *What should students have previously mastered prior to this unit?	Students must understand that an isolated variable is equal to the quantity on the opposite side of the equal sign. They also must understand the distributive property.	Students should have an understanding of the application of exponents.	Students will use their understanding of the distributive property and the properties of exponents from the previous unit to expand binomials.	Students need to understand the properties of exponents and that radicals are the reciprocal operation of exponents.	Students need to know how to create a data table and substitute values for the input value to find the output value.
<b>Essential Knowledge &amp; Student Expectations</b> *What are the anticipated learning outcomes for students?	Students will find the solution to a system of equations through graphing, substitution, and elimination. They will also find the set of solutions to a set of inequalities by graphing.  Essential Question: What are the extra steps to finding a solution to a set of inequalities by graphing (as opposed to finding the solution to a set of equations)?	Students will memorize and apply the rules that govern exponents.  Essential Question: In what ways can exponents be combined?	Students will perform operations on polynomials and binomials, and then work backwards to factor polynomials.  Essential Question: What is the process for factoring a polynomial?	Students will memorize and apply the rules that govern radicals.  Essential Question: How is factoring related to the simplification of radicals?	Students will factor, solve, and graph quadratic functions.  Essential Question: What are the steps to graphing a quadratic function from standard form?



## Curriculum Map- Scope and Sequence: Algebra I

### Saddlebrook Preparatory School

<p><b>Anchor Text and Supplemental Texts</b> *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>	<p>Randall I. Charles, et al., <i>Algebra 2</i> (Boston, Chandler, Glenview, Upper Saddle River: Pearson Prentice Hall, 2011)</p>
<p><b>Multi-Media Links:</b> *Videos, presentations, any and all supplemental online material.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Class Website</a></li> <li>• Vocabulary and Formulas List</li> <li>• PowerPoint: Systems of Equations and Inequalities</li> <li>• <a href="#">Pearson SuccessNet</a></li> <li>• <a href="#">Teacher Facebook Page</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Class Website</a></li> <li>• Vocabulary and Formulas List</li> <li>• PowerPoint: Rules for Exponents</li> <li>• <a href="#">Pearson SuccessNet</a></li> <li>• <a href="#">Teacher Facebook Page</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Class Website</a></li> <li>• Vocabulary and Formulas List</li> <li>• PowerPoint</li> <li>• <a href="#">Pearson SuccessNet</a></li> <li>• <a href="#">Teacher Facebook Page</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Class Website</a></li> <li>• Vocabulary and Formulas List</li> <li>• PowerPoint: Rules for Radicals</li> <li>• <a href="#">Pearson SuccessNet</a></li> <li>• <a href="#">Teacher Facebook Page</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">Class Website</a></li> <li>• Vocabulary and Formulas List</li> <li>• PowerPoint: Graphing Quadratic Functions</li> <li>• <a href="#">Pearson SuccessNet</a></li> <li>• <a href="#">Teacher Facebook Page</a></li> </ul>





**Saddlebrook Preparatory School**

**Curriculum Map- Scope and Sequence:  
Algebra I**

<p><b>Instructional Practices:</b> * Various Instructional Modalities, including Technology used</p>	<ul style="list-style-type: none"> <li>• Bell work to reinforce and improve basic arithmetic skills or an SAT-type question</li> <li>• Review of previous day's homework assignment</li> <li>• Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed)</li> <li>• Teacher-assisted practice on the assigned homework</li> <li>• Discuss the steps to finding the solution to a set of inequalities by graphing.</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work to reinforce and improve basic arithmetic skills or an SAT-type question</li> <li>• Review of previous day's homework assignment</li> <li>• Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed)</li> <li>• Teacher-assisted practice on the assigned homework</li> <li>• Discuss the ways that exponents can be combined.</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work to reinforce and improve basic arithmetic skills or an SAT-type question</li> <li>• Review of previous day's homework assignment</li> <li>• Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed)</li> <li>• Teacher-assisted practice on the assigned homework</li> <li>• Discuss the process for factoring a polynomial.</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work to reinforce and improve basic arithmetic skills or an SAT-type question</li> <li>• Review of previous day's homework assignment</li> <li>• Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed)</li> <li>• Teacher-assisted practice on the assigned homework</li> <li>• Discuss how factoring is related to the simplification of radicals.</li> </ul>	<ul style="list-style-type: none"> <li>• Bell work to reinforce and improve basic arithmetic skills or an SAT-type question</li> <li>• Review of previous day's homework assignment</li> <li>• Direct instruction of the new lesson with probing questions and demonstration of the concepts on the whiteboard (PowerPoint projection if needed)</li> <li>• Teacher-assisted practice on the assigned homework</li> <li>• Discuss the steps to graph a quadratic function in standard form.</li> </ul>
--	--	---	--	--	--



**Saddlebrook Preparatory School**

**Curriculum Map- Scope and Sequence:  
Algebra I**

<p><b>Assessments:</b> *Types and Measurements of Mastery</p>	<ul style="list-style-type: none"> <li>• Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book)</li> <li>• Bell work, homework, and classwork</li> <li>• Summative quizzes every two to three sections</li> <li>• Summative test at the end of each chapter</li> <li>• 80% of students will achieve mastery of the course material on a formal unit assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book)</li> <li>• Bell work, homework, and classwork</li> <li>• Summative quizzes every two to three sections</li> <li>• Summative test at the end of each chapter</li> <li>• 80% of students will achieve mastery of the course material on a formal unit assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book)</li> <li>• Bell work, homework, and classwork</li> <li>• Summative quizzes every two to three sections</li> <li>• Summative test at the end of each chapter</li> <li>• 80% of students will achieve mastery of the course material on a formal unit assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book)</li> <li>• Bell work, homework, and classwork</li> <li>• Summative quizzes every two to three sections</li> <li>• Summative test at the end of each chapter</li> <li>• 80% of students will achieve mastery of the course material on a formal unit assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment during homework review and in the instruction of new materials (Got-Its in the Pearson book)</li> <li>• Bell work, homework, and classwork</li> <li>• Summative quizzes every two to three sections</li> <li>• Summative test at the end of each chapter</li> <li>• Final cumulative exam</li> <li>• 80% of students will achieve mastery of the course material on a formal unit assessment.</li> </ul>
<p><b>Interdisciplinary Lessons &amp; Projects:</b> *State additional content areas and title all lesson(s) and project(s)</p>	<p>Assignment: In a chemistry lab, you have two vinegars. One is 5% acetic acid, and the other is 6.5% acetic acid. You want to make 200 mL of a vinegar with 6% acetic acid. How many milliliters of each vinegar do you need to mix together?</p> <p>Chemistry</p>	<p>Assignment: Go to the following page: <a href="http://htwins.net/scale2/">http://htwins.net/scale2/</a></p> <ol style="list-style-type: none"> <li>1. Write a ratio of the size of the sun to man.</li> <li>2. Of man to a skin cell.</li> <li>3. Of an ant to a quark.</li> </ol> <p>Science</p>	<p>Assignment: Write a description of the process to factor a quadratic trinomial. Use complete sentences.</p> <p>Language Arts</p>	<p>Assignment: A quarterback throws an incomplete pass. The height of the football at time <math>t</math> is modeled by the equation <math>h(t) = -16t^2 + 40t + 7</math>. Rounded to the nearest tenth, the solutions to the equation when <math>h(t) = 0</math> feet are <math>-0.2</math> s and <math>2.7</math> s. Which solution can be eliminated and why?</p> <p>Physics</p>	<p>Assignment: Go to the Internet and find the length of the base of the Great Pyramid of Giza. If the face of one side of the pyramid is a right triangle, then how long are the sides to the triangle?</p> <p>Geography/Architecture</p>



## Curriculum Map- Scope and Sequence: Algebra I

### Saddlebrook Preparatory School

<b>Honors Course Differentiation(s):</b>	<ul style="list-style-type: none"> <li>Additional questions on assignments</li> <li>Additional questions on each quiz and test that require greater thought and skill to complete</li> <li>Semester long project – Teaching Video – Systems of Inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Additional questions on assignments</li> <li>Additional questions on each quiz and test that require greater thought and skill to complete</li> <li>Semester long project – Teaching Video - Systems of Inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Additional questions on assignments</li> <li>Additional questions on each quiz and test that require greater thought and skill to complete</li> <li>Semester long project – Teaching Video – Systems of Inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Additional questions on assignments</li> <li>Additional questions on each quiz and test that require greater thought and skill to complete</li> <li>Semester long project – Teaching Video - Systems of Inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Additional questions on assignments</li> <li>Additional questions on each quiz and test that require greater thought and skill to complete</li> <li>Semester long project – Teaching Video – Systems of Inequalities</li> </ul>
<b>Integrated Common Core or NGSSS Standards (List):</b> *See Below for Links	<ul style="list-style-type: none"> <li><a href="#">CCSS.Math.Content.HSA.R.EI.C.5</a></li> <li><a href="#">CCSS.Math.Content.HSA.REI.C.6</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CCSS.Math.Content.HSF.L.E.B.5</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CCSS.Math.Content.HSA.A.PR.A.1</a></li> <li><a href="#">CCSS.Math.Content.HSF.IF.C.8.a</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CCSS.Math.Content.HSA.R.EI.A.2</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CCSS.Math.Content.HSA.R.EI.B.4</a></li> <li><a href="#">CCSS.Math.Content.HSF.IF.C.7.a</a></li> </ul>
<b>Integrated CCSS Writing Standards (List):</b> *See Below for Links	<ul style="list-style-type: none"> <li><a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li><a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li><a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li><a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li><a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">CCSS.ELA-Literacy.W.9-10.1.d</a></li> <li><a href="#">CCSS.ELA-Literacy.W.9-10.2.d</a></li> </ul>
<b>Links to CCSS/NGSSS Curriculum Standards:</b>	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> <li>The <a href="#">Common Core State Standard</a> expectations in Algebra</li> <li>The <a href="#">K-12 English LA and Content Area Writing Standards</a></li> <li>The <a href="#">K-12 Reading Standards</a></li> <li>The <a href="#">K-12 Mathematics Standards</a></li> <li>The <a href="#">K-12 NGSSS Science &amp; Social Studies Standards</a></li> </ul>				

