

Please Note:

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

Publisher Resource:

[Math Nation](#)

Other Course Supplemental Resources:

[Khan Academy - Algebra 1](#)

[Khan Academy - Geometry](#)

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	Week	Major Concepts / Topics	Possible Resources
Quarter 1 Aug 16 – Oct 15	1 8/16 – 8/20	<ul style="list-style-type: none"> 1-1 Using Expressions to Represent Real-World Situations 1-7 Understanding Polynomial Expressions 2-1 Equations: True or False? 2-2 Identifying Properties When Solving Equations 	<i>Unit: Solving Equations - Khan Academy</i> <i>Unit: Solving Inequalities – Khan Academy</i>
	2 8/23 – 8/27	<ul style="list-style-type: none"> 2-3 Solving Equations 2-5 Solving Inequalities - Part 1 2-6 Solving Inequalities - Part 2 2-7 Solving Compound Inequalities 	Compound Inequalities – Khan Academy Evaluating Expressions with Two Variables - Khan Academy
	3 8/30 – 9/3	<ul style="list-style-type: none"> 2-8 Rearranging Formulas 2-9 Solution Sets to Equations with Two Variables Remediate/Review Assess 3-1 Input and Output Values 	<i>Unit: Functions - Khan Academy</i> Matching an input to a function's output - Khan Academy
	4 9/6 – 9/10	<ul style="list-style-type: none"> Labor Day Holiday – 9/6 3-2 Representing, Naming, and Evaluating Functions 3-3 Adding and Subtracting Functions 3-4 Multiplying Functions 	Adding functions - Khan Academy Subtracting functions - Khan Academy Multiplying functions - Khan Academy
	5 9/13 – 9/17	<ul style="list-style-type: none"> Interims Issued – 9/14 3-5 Closure Property 3-7 Key Features of Graphs of Functions – Part 1 3-8 Key Features of Graphs of Functions – Part 2 3-9 Average Rate of Change Over an Interval 	Recognizing functions from graph - Khan Academy Average Rate of Change - Khan Academy Comparing linear functions; faster rate of change - Khan Academy
	6 9/20 – 9/24	<ul style="list-style-type: none"> Remediate/Review Assess 4-2 Rate of Change of Linear Functions 4-3 Interpreting Rate of Change and y-Intercept in a Real-World Context - Part 1 	
	7 9/27 – 10/1	<ul style="list-style-type: none"> 4-4 Interpreting Rate of Change and y-Intercept in a Real-World Context - Part 2 4-5 Introduction to Systems of Equations 	<i>Unit: Systems of Equations - Khan Academy</i> Systems of equations with substitution - Khan Academy

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

		<ul style="list-style-type: none"> • 4-6 Finding Solution Sets to Systems of Equations Using Substitution and Graphing • 4-7 Using Equivalent Systems of Equations 	Systems of equations with graphing - Khan Academy
	8 10/4 – 10/8	<ul style="list-style-type: none"> • 4-8 Finding Solution Sets to Systems of Equations Using Elimination • 4-9 Solution Sets to Inequalities with Two Variables • 4-10 Finding Solution Sets to Systems of Linear Inequalities • Remediate/Review • Assess 	Systems of equations with elimination - Khan Academy Solutions to Two Variable Inequalities - Khan Academy
	9 10/11 – 10/15	<ul style="list-style-type: none"> • PSAT/NMSQT – 10/13 • 5-1 Real-World Examples of Quadratic Functions • 5-3 Solving Quadratic Equations by Factoring 	<i>Unit: Quadratics</i> - Khan Academy Solving Quadratic Equations by Factoring – Khan Academy

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	Week	Major Concepts / Topics	Possible Resources
Quarter 2 Oct 18 – Dec 21	1 10/18 – 10/22	<ul style="list-style-type: none"> Teacher Planning Day – 10/18 5-7 Solving Quadratic Equations by Completing the Square 5-9 Solving Quadratic Equations Using the Quadratic Formula 	Completing the square - Khan Academy Quadratic formula - Khan Academy
	2 10/25 – 10/29	<ul style="list-style-type: none"> Report Cards – 10/26 5-10 Quadratic Functions in Action Remediate/Review 	
	3 11/1 – 11/5	<ul style="list-style-type: none"> Assess 6-1 Observations from a Graph of a Quadratic Function 6-2 Nature of the Zeros of Quadratic Equations and Functions 	Forms and features of quadratics – Khan Academy Zero product property - Khan Academy
	4 11/8 – 11/12	<ul style="list-style-type: none"> Veterans Day 11/11 6-4 Graphing Quadratic Functions Using the Vertex and Intercepts 6-6 Graphing Quadratic Functions Using Vertex Form - Part 2 Remediate/Review 	Graphing quadratics: vertex form - Khan Academy
	5 11/15 – 11/19	<ul style="list-style-type: none"> Interims Issued – 11/16 Assess 7-2 Exponential Functions 7-3 Graphs of Exponential Functions - Part 1 	Exponential function graph - Khan Academy
	6 11/22 – 11/26	<ul style="list-style-type: none"> Thanksgiving Holiday 11/24 – 11/26 7-5 Growth and Decay Rates of Exponential Functions Remediate/Review 	Graphing exponential growth and decay - Khan Academy
	7 11/29 – 12/3	<ul style="list-style-type: none"> Assess 8-1 Comparing Linear, Quadratic, and Exponential Functions - Part 1 8-2 Comparing Linear, Quadratic, and Exponential Functions - Part 2 	Exponential vs linear growth - Khan Academy
	8 12/6 – 12/10	<ul style="list-style-type: none"> 8-5 Modeling with Functions 8-10 Finding Zeros of Polynomial Functions of Higher Degree 8-12 Graphing Polynomial Functions of Higher Degree Assess 9-1 Dot Plots 	Finding zeros of polynomials part 1 - Khan Academy Finding zeros of polynomials part 2 - Khan Academy Frequency tables and dot plots - Khan Academy
	9 12/13 – 12/17	<ul style="list-style-type: none"> 9-2 Histograms 9-3 Box Plots - Part 1 	Creating a histogram - Khan Academy Constructing a box plot - Khan Academy

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	10 12/20 – 12/24	<ul style="list-style-type: none">• Second Quarter/First Semester Ends – 12/21• Winter Break – 12/22 –1/4• 9-4 Box Plots - Part 2	Interpreting box plots - Khan Academy
--	---------------------	---	---

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	Week	Major Concepts / Topics	Possible Resources
Quarter 3 Jan 6 – Mar 10	1 1/5 – 1/7	<ul style="list-style-type: none"> Teacher Planning Day – 1/5 9-5 Measures of Center and Shapes of Distributions 9-6 Measures of Spread - Part 1 	Shapes of distributions - Khan Academy
	2 1/10 – 1/14	<ul style="list-style-type: none"> 9-7 Measures of Spread - Part 2 9-8 The Empirical Rule 	Range, variance and standard deviation - Khan Academy Normal distribution: Empirical rule - Khan Academy
	3 1/17 – 1/21	<ul style="list-style-type: none"> Martin Luther King Jr. Holiday – 1/17 Report Cards – 1/19 9-9 Outliers in Data Sets Remediate/Review 	Judging outliers in a dataset - Khan Academy
	4 1/24 – 1/28	<ul style="list-style-type: none"> Assess Bootcamp 	
	5 1/31 – 2/4	<ul style="list-style-type: none"> Bootcamp 	
	6 2/7 – 2/11	<ul style="list-style-type: none"> Teacher Inservice – 2/7 Interims Issued – 2/8 Bootcamp 	
	7 2/14 – 2/18	<ul style="list-style-type: none"> Bootcamp 	
	8 2/21 – 2/25	<ul style="list-style-type: none"> Presidents Day Holiday – 2/21 Bootcamp Remediate/Review Assess 1-1 Basics of Geometry – Part 1 	
	9 2/28 – 3/4	<ul style="list-style-type: none"> 1-2 Basics of Geometry – Part 2 1-11 Basic Constructions – Part 1 1-12 Basic Constructions – Part 2 1-13 Constructing Perpendicular Bisectors Remediate/Review 	Unit: Geometric constructions - Khan Academy Perpendicular bisector - Khan Academy

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

		<ul style="list-style-type: none"> • Assess • 2-1 Introductions to Angles – part 1 	
	10 3/7 – 3/11	<ul style="list-style-type: none"> • Teacher Planning Day – 3/11 • 2-2 Introductions to Angles – part 2 • 2-10 Copying Angles and Constructing Angle Bisectors • Remediate/Review 	Measuring line segments – Khan Academy Measuring angles - Khan Academy Angle construction - Khan Academy Congruent angle construction - Khan Academy

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	Week	Major Concepts / Topics	Possible Resources
Quarter 4 Mar 14 – May 31	1 3/14 – 3/18	<ul style="list-style-type: none"> • SPRING BREAK – NO SCHOOL 	
	2 3/21 – 3/25	<ul style="list-style-type: none"> • Assess • 3-1 Introduction to Transformations • 3-2 Examining and Using Transformations • 3-4 Examining and Using Reflections 	<i>Unit: Performing transformations - Khan Academy</i> Translating shapes - Khan Academy Reflections – Khan Academy
	3 3/28 – 4/1	<ul style="list-style-type: none"> • Report Cards – 3/29 • 3-6 Examining and Using Rotations • 3-10 Symmetries of Regular Polygons • Remediate/Review • Assess 	Rotations – Khan Academy Reflective symmetry - Khan Academy Rotational symmetry - Khan Academy
	4 4/4 – 4/8	<ul style="list-style-type: none"> • 4-6 Congruence of Polygons • 4-7 Similarity of Polygons • Remediate/Review 	<i>Unit: Congruence - Khan Academy</i> Congruent shapes and transformations - Khan Academy <i>Unit: Similarity - Khan Academy</i>
	5 4/11 – 4/15	<ul style="list-style-type: none"> • Holiday – 4/15 • Assess • 5-4 Triangle Congruence – SSS and SAS – Part 1 • 5-6 Triangle Congruence – ASA and AAS – Part 1 • 5-8 Base Angle of Isosceles Triangles • 5-10 Using Triangle Congruency to Find Missing Variables 	Congruent angles in congruent triangles – Khan Academy Triangle congruence postulates - Khan Academy Determining congruent triangles - Khan Academy Isosceles and equilateral triangles – Khan Academy

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

	6 4/18 – 4/22	<ul style="list-style-type: none"> • Holiday – 4/18 • 6-1 Triangle Similarity – Part 1 • 6-2 Triangle Similarity – Part 2 • Remediate/Review • Assess • 7-1 The Pythagorean Theorem 	<i>Unit: Similarity - Khan Academy</i> CPCTC – Khan Academy <i>Unit: Right triangles and trigonometry - Khan Academy</i> Pythagorean theorem with isosceles triangle - Khan Academy
	7 4/25 – 4/29	<ul style="list-style-type: none"> • Interims Issued – 4/26 • 7-6 Right Triangles Similarity – Part 1 • 7-7 Right Triangles Similarity – Part 2 • Remediate/Review • Assess • 10-4 Constructing Inscribed Polygons in a Circle • 10-9 Constructing Inscribed and Circumscribed Circles of Triangles 	Pythagorean theorem with isosceles triangles - Khan Academy Right triangle word problem - Khan Academy <i>Unit: Circles - Khan Academy</i> Circle-inscribed square - Khan Academy Circle-inscribed equilateral triangle - Khan Academy Triangle-inscribing circle - Khan Academy
	8 5/2 – 5/6	<ul style="list-style-type: none"> • Remediate/Review • Assess • 11-4 Volume of Prisms and Cylinders • 11-6 Volume of Pyramids and Cones • 11-8 Spheres 	<i>Unit: Solid Geometry - Khan Academy</i> Volume of triangular prism and cube - Khan Academy Volume of a cone - Khan Academy Cylinder volume and surface area - Khan Academy
	9 5/9 – 5/13	<ul style="list-style-type: none"> • 11-10 Geometric Design • 11-11 Volume in Real World Contexts • 11-12 Density • 11-14 Cross Sections and Plane Rotations 	Applying volumes of solids - Khan Academy Density word problem - Khan Academy Slicing a rectangular pyramid - Khan Academy

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

			Ways to cross-section a cube - Khan Academy
	10 5/16 – 5/20	<ul style="list-style-type: none"> • Remediate/Review • Assess • Standards Review 	
	11 5/23 – 5/27	<ul style="list-style-type: none"> • Standards Review 	
	12 5/30 – 6/2	<ul style="list-style-type: none"> • Memorial Day Holiday – 5/30 • Standards Review 	

All standards in the state course description are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will be addressed in a specific course is best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.