## **Pascack Valley Regional High School District** Pascack Hills High School, Montvale, New Jersey Pascack Valley High School, Hillsdale, New Jersey **Course Name:** Algebra I (MA2300/2400/2500) Algebra I Enhanced (MA2400) Born On: August, 2016 Previous Revision: August, 2020 Current Revision: August, 2023 Board Approval: 8/28/23

## COURSE DESCRIPTION: Algebra I/Algebra I Enhanced

Algebra I Enhanced (MA2400) and Algebra I (MA2300/2500) are full year college preparatory, five-credit courses, aligned with the New Jersey Student Learning Standards, that are designed to formalize and extend the mathematics that students learned in the middle grades. Algebra I deepens and extends students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using quadratic functions. Both courses emphasize deep conceptual understanding, but Algebra I Enhanced (MA2400) places additional emphasis on procedural fluency.

All mathematics courses in the Pascack Valley Regional High School District *are* designed to address multiple learning styles and needs, and accommodations and modifications are made for students with disabilities, multilingual students, students at risk of failure, gifted and talented students, and students with 504 plans. *Algebra I* builds on concepts learned and skills developed in *Pre-Algebra*, while also spiraling in those concepts and skills to reinforce and strengthen students' algebraic foundation. Additionally, *Algebra I* anticipates higher-level mathematics that will be learned in *Algebra II with Trigonometry* and beyond, and enrichment opportunities are provided to challenge students and engage them in rich, interesting mathematics. Students are encouraged to analyze data using tools and models to make valid and reliable claims (9.4.12.IML.3), and various technologies are integrated throughout the curriculum, including scientific calculators, graphing calculators, specialized software, and various Internet programs and subscriptions. These tools enrich the curriculum by giving students' access to additional mathematical representations, and they also help to differentiate by providing students with additional options to engage with mathematical tasks.

The Pascack Valley Regional High School Mathematics Department integrates 21st century life and career skills across its courses, with the dual goal of informing students about careers and fields of study that use mathematics (9.3.ST.5, 9.3.ST-ET.5 and 9.3.ST-SM.2), and helping students improve the quantitative, mathematical, and statistical reasoning skills they will need to be effective producers and consumers of quantitative information in their everyday lives (9.2.12.CAP.2). Mathematics courses address the *New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills*, with a particular emphasis on demonstrating the ability to reflect, analyze and use creative skills and ideas (9.4.12.CI.1), investigating new challenges and opportunities for personal growth, advancement and transition (9.4.12.CI.3), identifying problem-solving strategies used in the development of an innovative product or practice (9.4.12.CT.1), and explaining the potential benefits of collaborating to enhance critical thinking and problem solving (9.4.12.CT.2). Mathematics courses also address the *New Jersey Student Learning Standards for English Language Arts Companion Standards*, with a particular focus on following complex multistep procedures (RST.9-10.3/RST.11-12.3), determining the meaning of symbols, key terms, and other domain-specific words and phrases (RST.9-10.4/RST.11-12.3), and translating quantitative or technical information expressed in words into visual forms and translating information expressed visually or mathematically into words (RST.9-10.7). Similarly, the mathematics department seeks to support students by providing them with opportunities to use quantitative, statistical, and mathematical reasoning in interdisciplinary contexts, in contexts that are meaningful to students, and in contexts that attend to the

contributions and perspectives of historically marginalized groups. Specifically, mathematics courses will look to incorporate, when appropriate, contributions and experiences of people from the LGBTQ+ community and individuals with disabilities, and references to issues of social and cultural relevance, including climate change.

Content/Topic:	Key Learning Items/Concepts and Pacing Guide	Observable Proficiencies and Skills:	NJSLS	Formative, Summative, Benchmark, and Alternative Assessments	Core Instructional and Supplemental Materials/ Modifications and Accommodations
Unit 1 – Functions  Time: 5 weeks (see column 2 for a more detailed breakdown)  Content Statement: Students become comfortable with function features, nomenclature, and symbols so that more advanced math topics can be described in a function-based environment.  Enduring Understandings: Models can be written as functions.  Function operations depict real applications, and foster a "building block" approach to modeling.  Function domain and range come from the consideration of what inputs are permitted and what outputs will result.	Key learning items/concepts:  1. Definition of function; domain and range (1 week) 2. Function notation (1 week) 3. Multiple representations of functions (1 week) 4. Interpret key features of graphs (1 week) 5. Sequences as functions; properties with rational and irrational numbers (1 week)  Content-specific modifications and accommodations - multiple representations will be utilized to support conceptual understanding - scaffolding will be utilized to transition students from (x, y) to (x, f(x)) notation - technology will be	Reason quantitatively and use units to solve problems.  Understand the concept of a function and use function notation.  Interpret functions that arise in applications in terms of the context.  Analyze functions using different representations.	NJSLS Content Standards  N-Q 1-3 F-IF 1-5, 9 N-RN 3  NJSLS SMP  MP1. Make sense of problems and persevere in solving them MP2. Construct viable arguments and critique the reasoning of others MP3. Reason abstractly and quantitatively MP4. Model with mathematics MP5. Attend to precision MP6. Use appropriate tools strategically MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning	Students will be assessed regularly throughout this course, with a focus on both conceptual understanding and procedural fluency. Assessment tools may include the following: - quizzes (F) - tests (S) - performance tasks (F/S) - projects (S) - homework (F) - discussions (F) - journals (F) - Form A, B, or C benchmark (B) - alternative assessments (A) - function story problems (F)	Selection of primary sources Suggestion(s): Texts: Pearson Algebra I Common Core (on grade level); teacher- created extension problems (advanced); Deltamath (remediation, on grade level, and advanced)  Suggestion(s): N.Q.A.1 Runners' World N.Q.A.2 Giving Raises N.Q.A.3 Calories in a Sports Drink F.IF.A.1 The Parking Lot F.IF.A.2 Yam in the Oven F.IF.B.4 Words – Tables - Graphs F.IF.B.5 The restaurant N.RN.B.3 Operations with Rationa and Irrational Numbers  Modifications and Accommodations: Students with special needs: Teachers and support staff will attend to all modifications and accommodations listed in students' IEPs and 504s. Teachers will
	utilized to support		NJSLS for ELA Companion Standards		incorporate manipulatives, extra time, alternative assessments, scaffolding, spiraling, technology,

Algebra I: Algebra I deepens and extends students' understanding of		
to data that exhibit a linear trend. In addition, students engage in meth		
students' graphical	RST.9-10.3	and flexible grouping to support
understanding	RST.9-10.4	student learning.
- differentiated problem	RST.9-10.7	Multilingual students: Teachers
sets may be utilized	RST.11-12.3	and support staff will work to
	RST.11-12.4	support multilingual students in
Interdisciplinary/additio		their first language and in English,
nal connections	NJSLS-CLKS	providing materials and/or
- various graphs may be	- 21st Century Life and	resources to support students'
explored, including those	Careers	understanding. Students will be
with contexts that draw on	9.4.12.CI.1	given additional time, as
the experiences of diverse	9.4.12.CI.3	appropriate, and translation tools
people and contexts that	9.4.12.CT.1	will be utilized as needed.
relate to climate change	9.4.12.CT.2	Students at risk of school failure:
- problems may include		Formative and summative data will
applications in science or	- Technology	be used to monitor student success,
engineering	9.4.12.IML.3	and students at risk of failure will
		receive additional supports and
	- Career Education	services, which may include parent
	9.2.12.CAP.2	consultation, extra help, and
	9.3.ST.5	differentiation strategies, including
	9.3.ST-ET.5	small group instruction, group
	9.3.ST-SM.2	work, scaffolding, and spiraling.
		<b>Gifted and Talented Students:</b>
	NJSLS – CSDT	Students who excel in their mastery
	8.1.12.DA.1	of course standards will be further
	8.1.12.DA.5	challenged with more complex
	8.1.12.DA.6	tasks, extensions of concepts and
	8.1.12.AP.1	skills, and extended problem
	8.2.12.ETW.2	solving and critical thinking
		opportunities.
	<u> </u>	l

<b>Algebra I:</b> Algebra I deepens and extends students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using quadratic functions.					
Content/Topic:	Key Learning Items/Concepts and Pacing Guide	Observable Proficiencies and Skills:	NJSLS	Formative, Summative, Benchmark, and Alternative Assessments	Core Instructional and Supplemental Materials/ Modifications and Accommodations
Time: 10 weeks (see column 2 for a more detailed breakdown)  Content Statement: Students will be able to model real-life phenomena with linear functions.  Enduring Understandings: Linear functions grow at a constant rate.  Linear functions can be represented algebraically, graphically, numerically, and verbally.  Two points (or a point and slope) define a line.  Regression equations enable us to make predictions about the behavior of real-world phenomena, with qualifications.	Key learning items/concepts:  1. Calculate and interpret average rate of change (1 week) 2. Solve linear equations and inequalities; solve equations and inequalities graphically (2 weeks) 3. Graph linear functions and show key features; multiple representations (2 weeks) 4. Create equations and inequalities and use them to solve problems (1 week) 5. Write functions; both forms of arithmetic sequences (1 week) 6. Find inverses; literal equations (1 week) 7. systems; solve linear inequalities; consider constraints (2 weeks)	Interpret functions that arise in applications in terms of the context.  Analyze functions using different representations.  Build a function that models a relationship between two quantities.  Build a function that models a relationship between two quantities.  Build new functions from existing functions.  Construct and compare linear, quadratic, and exponential model and solve problems.	F-IF 6, 7, 9 F-BF 1, 2, 4 F-LE 1 A-REI 1, 3, 11 A-CED 1-4 A-REI 5, 6, 10, 12  NJSLS SMP  MP1. Make sense of problems and persevere in solving them MP2. Construct viable arguments and critique the reasoning of others MP3. Reason abstractly and quantitatively MP4. Model with mathematics MP5. Attend to precision MP6. Use appropriate tools strategically MP7. Look for and make use of structure MP8. Look for and express regularity in repeated	Students will be assessed regularly throughout this course, with a focus on both conceptual understanding and procedural fluency. Assessment tools may include the following: - quizzes (F) - tests (S) - performance tasks (F/S) - projects (S) - homework (F) - discussions (F) - journals (F) - Form A, B, or C benchmark (B) - alternative assessments (A) - extended system of linear inequalities problems (F)	Selection of primary sources Suggestion(s): Texts: Pearson Algebra I Common Core (on grade level); teacher-created extension problems (advanced); Deltamath (remediation, on grade level, and advanced)  F.IF.B.6 Temperature Change F.IF.C.7b Bank Account Balance F.BF.A.1a Skeleton Tower F.LE.A.1 Finding Linear and Exponential Models A.REI.B.3, A.REI.A.1 Reasoning with linear inequalities A.REI.C.6 Cash Box A.REI.D.11 Introduction to Polynomials – College Fund A-CED.A.1 Paying the rent A.CED.A.2 Clean an Escalator A.CED.A.3 Dimes and Quarters  Modifications and Accommodations: Students with special needs: Teachers and support staff will attend to all modifications and accommodations listed in students'
quanneations.		and solve problems.  Understand solving		prooferits (1.)	to all modifications and

Content-specific	equations as a	NJSLS for ELA	iı	ncorporate manipulatives, extra time,
modifications and	process of reasoning	Companion Standards		lternative assessments, scaffolding,
accommodations	and explain the		S	piraling, technology, and flexible
- multiple	reasoning.	RST.9-10.3		rouping to support student learning.
representations will be		RST.9-10.4		Multilingual students: Teachers and
utilized to support	Solve equations and	RST.9-10.7		upport staff will work to support
conceptual	inequalities in one	RST.11-12.3	n	nultilingual students in their first
understanding, with a	variable.	RST.11-12.4	1	anguage and in English, providing
particular focus on			n	naterials and/or resources to support
graphical and algebraic	Represent and solve	NJSLS-CLKS		tudents' understanding. Students will
solutions	equations and	- 21st Century Life and	b	e given additional time, as
- technology will be	inequalities	Careers		ppropriate, and translation tools will
utilized to support	graphically.	9.4.12.CI.1		e utilized as needed.
students' understanding		9.4.12.CI.3		Students at risk of school failure:
of systems of linear	Create equations that	9.4.12.CT.1		Formative and summative data will
inequalities	describe numbers or	9.4.12.CT.2		e used to monitor student success,
- differentiated problem	relationships.			nd students at risk of failure will
sets may be utilized		- Technology		eceive additional supports and
	Solve systems of	9.4.12.IML.3		ervices, which may include parent
Interdisciplinary/addi	equations.			onsultation, extra help, and
tional connections		- Career Education		lifferentiation strategies, including
- various contexts may	Represent and solve	9.2.12.CAP.2		mall group instruction, group work,
be utilized to explore	equations and	9.3.ST.5		caffolding, and spiraling.
systems of linear	inequalities	9.3.ST-ET.5		Gifted and Talented Students:
inequalities and	graphically.	9.3.ST-SM.2		Students who excel in their mastery
constraints, including				of course standards will be further
contexts that draw on		NJSLS – CSDT		hallenged with more complex tasks,
the experiences of		8.1.12.DA.1		extensions of concepts and skills, and
diverse people and		8.1.12.DA.5		extended problem solving and critical
contexts that relate to		8.1.12.DA.6	t l	hinking opportunities.
climate change		8.1.12.AP.1		
- problems may include		8.2.12.ETW.2		
applications in science				
or engineering				

Algebra I: Algebra I deepens and extends students' understanding of linear and exponential relationships by contrasting them with each other and by applying linear models					
to data that exhibit a linear	trend. In addition, students	s engage in methods for	or analyzing, solving, and using qu	adratic functions.	
Content/Topic:	Key Learning Items/Concepts and Pacing Guide	Observable Proficiencies and Skills:	NJSLS	Formative, Summative, Benchmark, and Alternative Assessments	Core Instructional and Supplemental Materials/ Modifications and Accommodations
Unit 3 – Quadratic	Key learning	Interpret functions	NJSLS Content Standards	Students will be	Selection of primary sources
Functions	items/concepts:	that arise in		assessed regularly	Suggestion(s):
	_	applications in	F-IF 4-9	throughout this course,	Texts: Pearson Algebra I Common
Time: 9 weeks (see	1. Calculate and	terms of the	F-BF 3	with a focus on both	Core (on grade level); teacher-
column 2 for a more	interpret average rate	context.	A-SSE 3	conceptual	created extension problems
detailed breakdown)	of change (1/2 week)		A-REI 4, 7	understanding and	(advanced); Deltamath (remediation,
	2. Sketch key features	Analyze functions	A-APR 3	procedural fluency.	on grade level, and advanced)
<b>Content Statement:</b>	of a graph; constraints;	using different		Assessment tools may	
Students will be able to	rewrite functions in	representations.	NJSLS SMP	include the following:	
model real-life	equivalent forms;			- quizzes (F)	F.IF.B.4, F.IF.B.5 Average Cost
phenomena with	multiple	Build a function	MP1. Make sense of problems	- tests (S)	F.IF.B.6 Temperature Change
quadratic functions.	representations (2	that models a	and persevere in solving them	- performance tasks	F.IF.C.7b Bank Account Balance
Endamin a	weeks) 3. Operations with	relationship	MP2. Construct viable	(F/S)	F.IF.C.8a Which Function?
Enduring Understandings: Non-	polynomials (1/2	between two	arguments and critique the	- projects (S) - homework (F)	F.IF.B.9 Throwing Baseballs
linear functions have non-	week)	quantities.	reasoning of others MP3. Reason abstractly and	- discussions (F)	F.BF.B.3 Transforming the graph of
constant rates of change.	4. Factoring;	Build new	quantitatively	- journals (F)	a function
constant rates of change.	completing the square;	functions from	MP4. Model with mathematics	- Form A, B, or C	A.REI.B.4 Braking Distance
Zeros of a function	solve quadratic	existing functions.	MP5. Attend to precision	benchmark (B)	A.APR.B.3 Graphing from Factors 1
correspond to linear	equations; quadratic	existing functions.	MP6. Use appropriate tools	- alternative	71.74 T.D.3 Graphing from ractors 1
factors and x-intercepts.	formula; recognize	Write expressions	strategically	assessments	Modifications and
	complex solutions (4	in equivalent forms	MP7. Look for and make use	(A)	Accommodations:
Quadratic equations can	weeks)	to solve problems.	of structure	- factoring practice	Students with special needs:
be solved by factoring	5. Construct a rough	P	MP8. Look for and express	sets (F)	Teachers and support staff will
because of the zero-	graph of cubic	Solve equations	regularity in repeated		attend to all modifications and
product property.	polynomials with	and inequalities in	reasoning		accommodations listed in students'
	linear/quadratic factors	one variable.			IEPs and 504s. Teachers will
Transformations have a	(1/2 week)		NJSLS for ELA Companion		incorporate manipulatives, extra
predictable algebraic	6. Transformations (1	Solve systems of	Standards		time, alternative assessments,
structure, regardless of	week)	equations.			scaffolding, spiraling, technology,
the function.			RST.9-10.3		

7. Nonlinear syster	ns RST.9-10.4	and flexible grouping to support
(1/2 week)	RST.9-10.7	student learning.
	RST.11-12.3	Multilingual students: Teachers
Content-specific	RST.11-12.4	and support staff will work to
modifications and		support multilingual students in their
accommodations	NJSLS-CLKS	first language and in English,
- multiple	- 21st Century Life and	providing materials and/or resources
representations wil	l be Careers	to support students' understanding.
utilized to support	9.4.12.CI.1	Students will be given additional
conceptual	9.4.12.CI.3	time, as appropriate, and translation
understanding	9.4.12.CT.1	tools will be utilized as needed.
- technology will b	e 9.4.12.CT.2	Students at risk of school failure:
utilized to support		Formative and summative data will
students'	- Technology	be used to monitor student success,
understanding of	9.4.12.IML.3	and students at risk of failure will
transformations		receive additional supports and
- differentiated	- Career Education	services, which may include parent
problem sets may b		consultation, extra help, and
utilized	9.3.ST.5	differentiation strategies, including
- scaffolding strate		small group instruction, group work,
will be utilized to	9.3.ST-SM.2	scaffolding, and spiraling.
support students'		<b>Gifted and Talented Students:</b>
understanding of, a		Students who excel in their mastery
skill with factoring		of course standards will be further
	8.1.12.DA.5	challenged with more complex tasks,
Interdisciplinary/		extensions of concepts and skills,
itional connection		and extended problem solving and
- applications of	8.2.12.ETW.2	critical thinking opportunities.
quadratic functions		
projectile motion w	vill	
be explored		

Content/Topic:	Key Learning Items/Concepts and Pacing Guide	Observable Proficiencies and Skills:	NJSLS	Formative, Summative, Benchmark, and Alternative Assessments	Core Instructional and Supplemental Materials/ Modifications and Accommodations
Unit 4 – Exponential Functions	Key learning items/concepts:	Construct and compare linear, quadratic, and	NJSLS Content Standards	Students will be assessed regularly throughout this course, with a focus on	Selection of primary sources  Suggestion(s): Texts: Pearson Algebra I Common
Time: 3 weeks (see column 2 for a more detailed breakdown)	1. Distinguish between linear and exponential (1 week) 2. Interpret	exponential models and solve problems.  Interpret expressions	F-LE 1, 2, 3, 5 A-SSE 1, 3c F-BF 2	both conceptual understanding and procedural fluency. Assessment tools may	Core (on grade level); teacher-create extension problems (advanced); Deltamath (remediation, on grade level, and advanced)
Content Statement: Students will be able to model real-life phenomena with exponential functions.	parameters of an exponential function in context (1 week) 3. Arithmetic and geometric sequences (1 week)	for functions in terms of the situation they model.  Interpret the	MP1. Make sense of problems and persevere in solving them MP2. Construct viable	include the following: - quizzes (F) - tests (S) - performance tasks (F/S) - projects (S)	F.LE.A.1 Finding Linear and Exponential Models F.LE.A.2 Interesting Interest Rates F.LE.A.3 Population and Food
Enduring Understandings: Exponential functions/geometric sequences have a constant	Content-specific modifications and accommodations - multiple	structure of expressions.  Write expressions in equivalent forms to solve problems.	arguments and critique the reasoning of others MP3. Reason abstractly and quantitatively MP4. Model with	- homework (F) - discussions (F) - journals (F) - Form A, B, or C benchmark (B)	Supply F.LE.B.5 US Population 1982-1988 A.SSE.A.1 Kitchen Floor Tiles A.SSE.B.3 Profit of a company
Exponential functions send inputs to infinity (growth) or asymptotically towards a constant value (decay).  Linear, quadratic, and	representations will be utilized to support conceptual understanding, with a particular focus on the differences between linear and exponential functions - differentiated	Build a function that models a relationship between two quantities.	mathematics MP5. Attend to precision MP6. Use appropriate tools strategically MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning	<ul> <li>alternative assessments</li> <li>(A)</li> <li>explorations of exponential applications</li> <li>(F)</li> </ul>	Modifications and Accommodations: Students with special needs: Teachers and support staff will atter to all modifications and accommodations listed in students' IEPs and 504s. Teachers will incorporate manipulatives, extra tim alternative assessments, scaffolding
exponential functions can be distinguished by analyzing a table of values.	problem sets may be utilized  Interdisciplinary/ad ditional connections		NJSLS for ELA Companion Standards RST.9-10.3		spiraling, technology, and flexible grouping to support student learning Multilingual students: Teachers as support staff will work to support

- expone	ential	RST.9-10.4	multilingual students in their first
function	s will be	RST.9-10.7	language and in English, providing
explored	d in context,	RST.11-12.3	materials and/or resources to support
and appl	lications may	RST.11-12.4	students' understanding. Students will
	population		be given additional time, as
growth (	(including	NJSLS-CLKS	appropriate, and translation tools will
population	ons of	- 21st Century Life and	be utilized as needed.
diverse j	peoples),	Careers	Students at risk of school failure:
compoun	nding	9.4.12.CI.1	Formative and summative data will
	half-life, and	9.4.12.CI.3	be used to monitor student success,
climate of	change	9.4.12.CT.1	and students at risk of failure will
		9.4.12.CT.2	receive additional supports and
			services, which may include parent
		- Technology	consultation, extra help, and
		9.4.12.IML.3	differentiation strategies, including
			small group instruction, group work,
		- Career Education	scaffolding, and spiraling.
		9.2.12.CAP.2	<b>Gifted and Talented Students:</b>
		9.3.ST.5	Students who excel in their mastery
		9.3.ST-ET.5	of course standards will be further
		9.3.ST-SM.2	challenged with more complex tasks,
			extensions of concepts and skills, and
		NJSLS – CSDT	extended problem solving and critical
		8.1.12.DA.1	thinking opportunities.
		8.1.12.DA.5	
		8.1.12.DA.6	
		8.1.12.AP.1	
		8.2.12.ETW.2	

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to data that exhibit a linear tre	to data that exhibit a linear trend. In addition, students engage in methods for analyzing, solving, and using quadratic functions.					
Content/Topic: Item	Learning ns/Concepts and ing Guide	Observable Proficiencies and Skills:	NJSLS	Formative, Summative, Benchmark, and Alternative Assessments	Core Instructional and Supplemental Materials/ Modifications and Accommodations	
Time: 4 weeks (see column 2 for a more detailed breakdown)  Content Statement: Lines of best fit enable us to make predictions.  Enduring Understandings: Statistics can be used or misused to support a point of view.  Con mod according and according to the content of the conte	wo-way frequency es (1/2 week) catter plots; curves sest fit; residuals; relation coefficient; inguish correlation causation (2 weeks) Modeling with linear, onential, and dratic functions (1 ½ eks)  **ntent-specific diffications and ommodations ultiple resentations will be ized to support ceptual erstanding, with a cicular focus on obtical and numerical resentations chnology will be ized to facilitate dents' understanding tatistics	Summarize, represent, and interpret data on two categorical and quantitative variables.  Interpret linear models.	NJSLS Content Standards S-ID 5-9 NJSLS SMP  MP1. Make sense of problems and persevere in solving them MP2. Construct viable arguments and critique the reasoning of others MP3. Reason abstractly and quantitatively MP4. Model with mathematics MP5. Attend to precision MP6. Use appropriate tools strategically MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning  NJSLS for ELA Companion Standards  RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4	Students will be assessed regularly throughout this course, with a focus on both conceptual understanding and procedural fluency. Assessment tools may include the following: - quizzes (F) - tests (S) - performance tasks (F/S) - projects (S) - homework (F) - discussions (F) - journals (F) - Form A, B, or C benchmark (B) - alternative assessments (A) - modeling projects involving data collection and regression (S)	Selection of primary sources Suggestion(s): Texts: Pearson Algebra I Common Core (on grade level); teacher- created extension problems (advanced); Deltamath (remediation, on grade level, and advanced)  S.ID.B.5 Support for a Longer School Day? S.ID.B.6 Laptop Battery Charge 2  Modifications and Accommodations: Students with special needs: Teachers and support staff will attend to all modifications and accommodations listed in students' IEPs and 504s. Teachers will incorporate manipulatives, extra time, alternative assessments, scaffolding, spiraling, technology, and flexible grouping to support student learning. Multilingual students: Teachers and support staff will work to support multilingual students in their first language and in English, providing materials and/or resources to support students' understanding.	

- different data sets that		Students will be given additional
interest different groups	NJSLS-CLKS	time, as appropriate, and translation
of students may be	- 21st Century Life and	tools will be utilized as needed.
utilized	Careers	Students at risk of school failure:
	9.4.12.CI.1	Formative and summative data will
Interdisciplinary/additi	9.4.12.CI.3	be used to monitor student success,
onal connections	9.4.12.CT.1	and students at risk of failure will
- various data sets may	9.4.12.CT.2	receive additional supports and
be utilized to explore		services, which may include parent
statistical concepts,	- Technology	consultation, extra help, and
including data sets	9.4.12.IML.3	differentiation strategies, including
related to diverse people		small group instruction, group work,
and climate change	- Career Education	scaffolding, and spiraling.
- data sets may include	9.2.12.CAP.2	<b>Gifted and Talented Students:</b>
applications to science or	9.3.ST.5	Students who excel in their mastery
engineering	9.3.ST-ET.5	of course standards will be further
	9.3.ST-SM.2	challenged with more complex tasks,
		extensions of concepts and skills,
	NJSLS – CSDT	and extended problem solving and
	8.1.12.DA.1	critical thinking opportunities.
	8.1.12.DA.5	
	8.1.12.DA.6	
	8.1.12.AP.1	
	8.2.12.ETW.2	