



## Algebra 1 Common Core Course Syllabus

Teacher: Jessica Van Golen

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Class Info: Period 4/5  
Room: 230

Google Classroom Code: 4np63at

### Course Description:

Algebra 1 introduces students to variables, algebraic expressions, equations, inequalities, functions, and all their multiple representations. In this class, students will develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course lays the foundation for mathematical literacy that will help students be successful in every subsequent course in mathematics.

This class will cover all topics stated in the NYS Algebra 1 Common Core curriculum, is culminated in the Algebra 1 Common Core Regents Exam in June. Success in this course must be encouraged and emphasized since passing both the Algebra 1 course and regents are part of the New York State graduation requirement.

### Objectives/Goals

By the end of this course, students will be able to...

- Simplify or identify equivalent algebraic expressions.
- Represent math relationships using symbolic algebra.
- Differentiate between linear and nonlinear functions.
- Model and describe slope as a rate of change.
- Identify the slope from a graph, table, or equation.
- Evaluate variable expressions and functions.
- Identify an equation of a line from given information.
- Recognize the general shape and properties of functions from graphs, tables, or equations.
- Interpret the role of coefficients and constants on graphs of linear or quadratic functions.
- Analyze functions by investigating domains, ranges, rates of change, intercepts, and zeros.
- Model problems using functions and relations.
- Create and defend representations that are tabular, graphical, numeric, and symbolic from a set of data.
- Represent quantitative relationships graphically and interpret the meaning of the graph as it relates to a certain situation.
- Interpret and solve linear equations and inequalities.
- Solve and interpret graphs of systems of equations and inequalities.
- **PASS THE ALGEBRA 1 REGENTS!**

# Common Core Lessons In Algebra 1 Syllabus

**Sabine Zange**



## **Common Core Lessons In Algebra 1 Syllabus:**

*Algebra 1* Ron Larson, Laurie Boswell, 2019      **Towards Effective Mathematics Pedagogy in India: Insights from Research** Harinder Mahajan, Towards Effective Mathematics Pedagogy in India Insights from Research brings together findings from research in education cognitive psychology and neuroscience to improve mathematics education in India Drawing on national datasets and international meta analyses it provides evidence based strategies for developing conceptual understanding communication skills problem solving abilities and higher order thinking Designed for policymakers educators and teachers the book links research with classroom practice addressing foundational numeracy formative assessment effective feedback and teachers continuous professional development It highlights what truly works in mathematics education based on rigorous research rather than trends or ideology      Big Ideas Math Algebra 1 Ron Larson, Big Ideas Learning, LLC., Laurie Boswell, 2015      **Big Ideas Math Algebra 1** Ron Larson, Laurie Boswell, Big Ideas Learning, LLC., 2014-01-01      Big Ideas Math Algebra 1 Teaching Edition Ron Larson, Big Ideas Learning, LLC., Laurie Boswell, 2012-03-05      Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2020-03-09 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The sixth edition has been updated and expanded with particular emphasis on the latest technology resources and standards The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include The entire text has been reorganized so that assessment takes a more central role in planning and teaching Unit 3 of 5 now addresses the use of summative and formative assessments to inform classroom teaching practices A new feature Links and Resources has been added to each of the 13 chapters While the book includes a substantial listing of citations and resources after the chapters five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics A Quick Reference Guide has been added to the front of the book to assist the reader in identifying the most useful chapter features

by topic A significant revision to Chapter 13 now includes discussions of common teaching assessments used for field experiences and licensure as well as a discussion of practical suggestions for success in methods and student teaching experiences Chapter 9 on the practical use of classroom technology has been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices An updated Instructor s Manual features a test bank sample classroom activities Powerpoint slides chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www.routledge.com/9780367146511](http://www.routledge.com/9780367146511)

**European Curriculum Studies in the Academic Secondary School: Mathematics**, by W.D.Hall and D.Humphreys.-no.2.**Latin**, by E.P.Story.-no.3.**Biology**, by A.Saunders.-no.5.**The mother tongue**, by J.Marshall.-no.6.**Physics**, by W.D.Hall, P.Figueroa and R.J.Griggs.-no.7.**Economics**, by W.B.Rust.-no.8.**History** by E.E.Y.Hales Council of Europe. Council for Cultural Co-operation,1968

**European Curriculum Studies (in the Academic Secondary School): Mathematics** W. D. Halls,Doreen Humphreys,1968

Proceedings of the Fourth International Congress on Mathematical Education M. Zweng,Green,Kilpatrick,Pollack,Suydam,2012-12-06 Henry O Pollak Chairman of the International Program Committee Bell Laboratories Murray Hill New Jersey USA The Fourth International Congress on Mathematics Education was held in Berkeley California USA August 10 16 1980 Previous Congresses were held in Lyons in 1969 Exeter in 1972 and Karlsruhe in 1976 Attendance at Berkeley was about 1800 full and 500 associate members from about 90 countries at least half of these come from outside of North America About 450 persons participated in the program either as speakers or as presiders approximately 40 percent of these came from the U S or Canada There were four plenary addresses they were delivered by Hans Freudenthal on major problems of mathematics education Hermina Sinclair on the relationship between the learning of language and of mathematics Seymour Papert on the computer as carrier of mathematical culture and Hua Loo Keng on popularising and applying mathematical methods Gerge Polya was the honorary president of the Congress illness prevented his planned attendance but he sent a brief presentation entitled Mathematics Improves the Mind There was a full program of speakers panelists debates miniconferences and meetings of working and study groups In addition 18 major projects from around the world were invited to make presentations and various groups representing special areas of concern had the opportunity to meet and to plan their future activities

Big Ideas Math Ron Larson,Laurie Boswell,Big Ideas Learning, LLC.,2014

**Big Ideas Math Algebra 1 Resources by Chapter** Ron Larson,Big Ideas Learning, LLC.,Laurie Boswell,2012-03-09

**European Curriculum Studies** ,1968

**MAA Notes** ,1983

*British Education Index* ,1988

*Which Degree?* ,1981

Mathematics Today ,2002

Resources in Education ,1995-04

*The Teaching of Mathematics in Technical Colleges* Mathematical Association,1954

*Proceedings of the 12th ICMI Study Conference* ,2001

**Mathematics for Elementary Schools** University of the State of New York,1937

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