

Year at a Glance

Marking Period	Lessons Correlated to the Grade Level Content Expectations
First	Chapter 1: Lessons 1-1, 1-4, 1-5, 1-6 and 1-9 Chapter 2: Lessons 2-1, 2-2, 2-3, 2-4, 2-5 and 2-7 Chapter 5: Lesson 5-7 Chapter 13: Lessons 13-3, 13-4 and 13-5
Second	Chapter 3: Lessons 3-1, 3-2, 3-3, 3-4, 3-5, 3-8 and 3-9 Chapter 6: Lessons 6-1, 6-2, 6-3 and 6-5 Chapter 8: Lessons 8-1 and 8-2 Chapter 9: Lessons 9-1 and 9-2 Chapter 11: Lessons 11-1, 11-2 and 11-3
Third	Chapter 4: Lessons 4-3, 4-4, 4-5, 4-6 and 4-8 Chapter 5: Lessons 5-1, 5-2, 5-3, 5-4, 5-5 and 5-6 Chapter 7: Lessons 7-1, 7-2, 7-3, 7-4 and 7-5
Fourth	Chapter 4: Lesson 4-2 Chapter 5: Lesson 5-7 Graphing Calculator Investigation Chapter 8: Lessons 8-6, 8-7 and 8-8 Chapter 9: Lessons 9-3, 9-4, 9-5 and 9-6
Fifth	Chapter 10: Lessons 10-1, 10-2, 10-3, Chapter 10 Graphing Calculator Investigation and 10-4
Sixth	Chapter 12: Lessons 12-1, 12-3, 12-4, 12-5, 12-6 and 12-7

Dear Middle School Algebra I Teacher,

The Algebra I curriculum is the Michigan High School Content Expectations (HSCEs). The purpose of this pacing guide is to provide an instructional outline to ensure that all HSCEs are taught to all students. The textbook is only an instructional tool to help students succeed in mathematics. The following pages identify specific content in the district adopted textbook series to assist students in meeting the state HSCEs. By using the appropriate level of differentiated support, all students can meet the Algebra I HSCEs.

- The outline above identifies the specific textbook lessons that align with the Algebra I HSCEs. These lessons should be taught to students during the designated marking periods. These lessons are also identified on the following pages under "Teacher Edition".
- Lessons not identified in the above chart can be used to provide scaffolded support to students in your classroom (i.e., 1-2, 2-6, etc.).
- Additional instructional materials can be found in the ancillary material kits:
 - Differentiated Instruction: Chapter Resources 1-13 (Study Guide and Intervention, Practice, Reading to Learn Mathematics, Enrichment) Reading and Writing in the Mathematics Classroom, Teaching with Manipulatives, Closing the Gap for Absent Students, WebQuest and Project Resources, Graphing Calculator and Spreadsheet Masters, School-to-Career Masters
 - Assessment: Chapter Resources 1-13 (Chapter Tests, Open Ended Assessment, Vocabulary Test, Quizzes, Mid-Chapter Test, Cumulative Review, Standardized Test Practice, Unit Test, Semester Test, Final Test), Diagnostic and Placement tests
 - Intervention: Chapter Resources 1-13 (Study Guide and Intervention, Skills Practice), Guide to Daily Intervention

If you have questions regarding this pacing guide, please contact:

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Chapter Pacing Guide Glencoe

Mary Bronson Merki, Merki



Chapter Pacing Guide Glencoe:

Glencoe Algebra 1 ,2001 *Glencoe Mathematics* William Collins,1999 **Glencoe Mathematics** ,2001 **Teaching to the Math Common Core State Standards** F. D. Rivera,2014-02-05 This is a methods book for elementary majors and preservice beginning elementary teachers It takes a very practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The CCSSM content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all elementary students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It helps elementary majors and preservice beginning elementary teachers work within the realities of accountable pedagogy and develop a proactive disposition that is capable of supporting all elementary students in order for them to experience growth in mathematical understanding necessary for middle school and beyond including future careers

Mathematics GLENCOE,1995 *American Republic Since 1877, Teaching Strategies for American History Classroom, Including Block Scheduling* McGraw-Hill Staff,2002-08 **Glencoe Geometry** ,2001 *Teacher's Edition: Teen Health* Mary Bronson Merki,Merki,1993 The American Journey Joyce Oldham Appleby,Alan Brinkley,James M. McPherson,2003

Economics Gary E. Clayton,2008 *American Vision, Unit 5 Resources* McGraw-Hill Staff,2002-04 *American Vision, Unit 9 Resources* McGraw-Hill Staff,2002-05 *Mathematics : Applications and Concepts* ,2004 *Woods and Waters* Alfred Billings Street,1865 **Woods and Waters, Or, The Saranacs and Racquet** Alfred Billings Street,1860

Pre-Algebra, Lesson Planning Guide ,2002-05 **Glencoe's Visual Approach Series for Office 97, Teacher Manual and Key with 3.5** McGraw-Hill Staff,Sharon Ferrett,1997-07-07 Microsoft Office 97 from the Glencoe Visual Series is an exciting visual learning experience that gives your students the tools they need for competence and confidence in the use of

Microsoft Office It incorporates full color illustrations 3 D graphics and even an inviting character who introduces concepts to reach today s visually oriented students The text is accompanied by an applications workbook and a data disk containing templates so students can apply their skills as they learn them *Reynolds' Works: Massacre of Glencoe; Hogarth; Faust*
George William MacArthur Reynolds,18?? **The Breeder's Gazette** ,1885 *The Family Herald* ,1862

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