

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Algebra 1000

Board Approval Date: May 15, 2025	Course Length: 2 Semesters
Grading: Pass/Fail	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10	Subject Area: Mathematics Elective Area (if applicable):
Prerequisite(s): N/A	Corequisite(s):
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: No	
A-G Course Identifier: N/A	
Graduation Requirement: Yes	
Course Intent: N/A Program (if applicable): N/A	
<p style="text-align: center;">Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement</p> <p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact:</p> <p>Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580</p> <p>Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415 1965 Birkmont Drive Rancho Cordova, CA 95742</p>	

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District's nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

The Algebra Learning Pathway exposes students to the fundamental concepts of algebra. Focused on making these math skills accessible and relevant to everyday life, this course emphasizes practical applications and interactive learning. Students will build on their foundation in number calculation, which will then be used to work with units; solve expressions, equations, linear functions and polynomials; analyze data; and determine probability. Through hands-on activities, visual aids and differentiated support, students will develop essential algebraic skills and enhance their mathematical abilities.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<p>1. Foundations of Algebra - Number Calculation</p>	<p>How do the properties of addition and multiplication help simplify calculations? What strategies can we use to solve multi-step problems with whole numbers and integers? How can we visualize integer operations using a number line? How do multiplication and division of integers relate to real-world scenarios?</p>	<p>*Interactive number-line activities to visualize operations with integers and rational numbers *Quick checks or "do now" exercises on integer operations and basic problem-solving *Guided practice worksheets with scaffolded questions on properties of operations. Partner activities, such as explaining steps to solve a multi-step integer problem</p>	<p>*A unit test with a mix of computation, word problems, and application of number properties *A project where students design a "math journal entry" demonstrating how to solve multi-step problems involving integers *A multiple-choice and short-answer assessment on using the commutative, associative, and distributive properties</p>
<p>CA Standard: N-RN.3 – Explain why sums and products of rational numbers result in rational numbers. CAA Standard: M.A.RN.3 – Identify sum or product of whole numbers.</p>			
<p>2. Solving Expressions</p>	<p>How can we use variables to represent real-world situations? How do we write and simplify addition, subtraction, multiplication, and division expressions? Why is it important to use the correct order of operations when solving expressions?</p>	<p>*Fill-in-the-blank exercises to practice setting up algebraic expressions from word problems *Quick polls or quizzes to assess understanding of simplifying expressions using the order of operations *Teacher observations during collaborative work on expression-building tasks *Exit tickets with one or two expressions to simplify or evaluate</p>	<p>*A written test on creating and solving expressions, including real-world scenarios *A performance task where students model a real-life situation (e.g., calculating costs using an expression) and solve it *An open-ended project where students write their own word problems and solve them using algebraic expressions</p>
<p>CA Standard: A-SSE.1 – Interpret parts of an expression, such as terms, factors, and coefficients. CAA Standard: M.A.SSE.1 – Match numerical expressions to a given context.</p>			
<p>3. Solving Equations</p>	<p>How can we solve equations using addition, subtraction, multiplication, and division? How do real-world problems translate into</p>	<p>*Solving step-by-step equations during guided practice, focusing on addition, subtraction, multiplication, and division *Matching real-world</p>	<p>*A unit test with questions on solving one- and two-step equations, translating real-world scenarios into equations *A performance task</p>

	<p>equations? What strategies can we use to identify and solve for unknown variables?</p>	<p>scenarios to their corresponding equations. Peer-reviewed activities where students solve equations and provide feedback on each other's work *Exit tickets where students solve one- or two-step equations and explain their reasoning.</p>	<p>requiring students to create and solve equations for a budgeting or measurement scenario *A project where students write their own real-world problem, create an equation to represent it, and solve the equation</p>
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CA Standard: A-CED.1 – Create equations in one variable and use them to solve problems.
CAA Standard: M.A.CED.1 – Match an equation with a given situation.

<p>4. Solving Inequalities</p>	<p>How do inequalities help us compare numbers and solve real-world problems? How can we represent inequality solutions on a number line? What is the difference between equations and inequalities?</p>	<p>*Mini whiteboard checks where students write and solve inequalities *Sorting activities to classify true or false statements about inequalities *Collaborative graphing exercises on number lines to visualize solutions *Verbal explanations during group work on solving inequalities</p>	<p>*A unit test requiring students to write, solve, and graph linear inequalities *A real-world problem-solving task, such as determining feasible budgets or limits using inequalities *A short project where students create a graph of inequality solutions and explain it in a written summary</p>
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CA Standard: A-REI.3 – Solve linear equations and inequalities in one variable.
CAA Standard: M.A.REI.3 – Identify solutions to simple inequalities.

<p>5. Data Analysis and Probability</p>	<p>How can we gather, organize, and interpret data effectively? What do graphs, such as bar and line graphs, tell us about data patterns? How do we calculate and interpret measures of central tendency (mean and median)? How can probability be used to make predictions?</p>	<p>*Interactive activities, such as graphing data sets or identifying patterns in small data samples *Quick quizzes on interpreting bar graphs or pie charts *Group discussions about trends or relationships in provided data *Exit tickets asking students to calculate basic probabilities</p>	<p>*A test on representing, interpreting, and analyzing data with various visual tools *A project where students collect and analyze a small set of data from their environment *A scenario-based task, such as predicting probabilities in a real-world context (e.g., simple games of chance)</p>
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CA Standard: S-ID.1 – Represent data with plots on the real number line.
CAA Standard: M.A.ID.1 – Sort and compare objects by attributes (e.g., size, shape, color).

6. Working With Units	How can ratios and rates help us compare quantities? How do we use appropriate units in practical situations like cooking or shopping? Why is it important to understand equivalent units of measure?	*Partner activities on identifying and converting between units of measurement *Quick quizzes on calculating unit rates and writing ratios. Visual matching exercises for equivalent measurements *Exit tickets with a focus question, such as “What is the unit rate of \$12 for 3 pounds?”	*A test involving conversion between units, calculating ratios, and comparing rates *A real-life project on shopping comparisons, where students analyze unit prices *A performance task requiring students to solve measurement problems in various contexts (e.g., recipes, construction)
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CA Standard: N-Q.1 – Use units as a way to understand problems and guide solutions.
CAA Standard: M.A.Q.1 – Compare two measurements using a visual model.

7. Linear Functions	How do we calculate and graph inputs and outputs of linear functions? What does the slope of a line represent in real-world scenarios? How can we analyze the relationships between increasing and decreasing functions?	*Graphing linear functions on graph paper or digitally during classwork *Partner activities where students calculate inputs and outputs of simple linear equations *Exit tickets focusing on identifying slopes and y-intercepts *Class discussions on interpreting slope as a rate of change in given scenarios	*A written test on graphing, interpreting, and solving linear functions *A performance task, such as analyzing trends in a data set and creating a linear model *A project where students create a graph to represent a real-world linear relationship and explain its significance
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CA Standard: F-IF.1 – Understand functions from domain to range.
CAA Standard: M.A.IF.1 – Identify inputs and outputs of a function.

8. Polynomials	How do we write and simplify polynomial expressions? What role does the order of operations play in solving polynomial equations? How can polynomials be used to represent real-world situations?	*Quick checks on adding and subtracting polynomials using the distributive property. Matching exercises with polynomial terms and coefficients *Guided practice problems where students simplify polynomial expressions. Exit tickets on correctly identifying and combining like terms	*A test on adding, subtracting, and simplifying polynomials *A real-world scenario where students use polynomials to model a situation (e.g., area of composite figures) *A project requiring students to write and solve polynomial equations based on a given context
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CA Standard: A-APR.1 – Perform arithmetic operations on polynomials.
CAA Standard: M.A.APR.1 – Identify like terms in polynomial expressions.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/ma/cf/>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/ta/tg/ca/documents/caa17mathblueprint.doc>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>High School Algebra I Learning Pathway</i>	Various	n2y	Online	