# Pre-AP Algebra 1 Instructional Planning Guide

This planning guide is designed to help you create a roadmap of the key instructional activities and assessments you will use to design
your course in alignment with the Pre-AP course framework and instructional principles. Please view this document as a template you
can adapt and refine as you implement the Pre-AP model lessons and assessments in concert with your own resources. You are encouraged
to customize it by incorporating your own resources that further support student learning based on your individual students’ needs,
and your school, district, and state requirements.

**Using and Customizing the Instructional Planning Guide:**

* This template is organized by the four core units of the Pre-AP course. You can customize the *Date(s)* column with single dates,
date ranges, weeks, or other time measurements that make sense for your setting.
* Some useful planning documents include your Pre-AP teacher resources and standards crosswalk (where available).
Detailed planning information is captured in the course map and unit overviews found in your teacher resources.
* This template has room to include the Pre-AP performance assessments and learning checkpoints, as well as any
Pre-AP model lessons and additional materials you plan to use.
* Consider using this tool to plan collaboratively with your peers.
* When planning additional lessons, consider how they support the Pre-AP course framework, areas of focus, and shared principles.
These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Unit 1 Linear Equations and Linear Functions

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 1.1 Constant Rate of Change and Slope |  |  |  |  |
|  |  | 1.2 Linear Functions |  |  |  |  |
|  |  | 1.1, 1.2 | **Learning Checkpoint 1***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 1.3 Linear Equations |  |  |  |  |
|  |  | 1.4 Linear Models of Nonlinear Scenarios |  |  |  |  |
|  |  | 1.3, 1.4 | **Learning Checkpoint 2***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 1.5 Two-Variable Linear Inequalities |  |  |  |  |
|  |  | 1.1, 1.2, 1.3, 1.4, 1.5 | **Performance Task**Electric Car Sales*This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 2 Systems of Linear Equations and Inequalities

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Labs, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 2.1 The Solution to a System ofEquations |  |  |  |  |
|  |  | 2.2 Solving a System of LinearEquations Algebraically |  |  |  |  |
|  |  | 2.3 Modeling with Systems of LinearEquations |  |  |  |  |
|  |  | 2.1, 2.2, 2.3 | **Learning Checkpoint 1***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 2.4 Systems of Linear Inequalities |  |  |  |  |
|  |  | 2.4 | **Learning Checkpoint 2***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 2.1, 2.2, 2.3, 2.4 | **Performance Task**Packing Flower Pots*This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 3 Quadratic Functions

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Labs, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 3.1 Functions with a Linear Rate ofChange |  |  |  |  |
|  |  | 3.2 The Algebra and Geometry ofQuadratic Functions |  |  |  |  |
|  |  | 3.1, 3.2 | **Learning Checkpoint 1***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 3.3 Solving Quadratic Equations |  |  |  |  |
|  |  | 3.4 Modeling with Quadratic Functions |  |  |  |  |
|  |  | 3.3, 3.4 | **Learning Checkpoint 2***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 3.1, 3.2, 3.3, 3.4 | **Performance Task**The Path of a Football*This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 4 Exponent Properties and Exponential Functions

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks***Pre-AP Model Lessons, Additional Lessons, Labs, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **State Standards** | **Reflections on Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 4.1 Exponent Rules and Properties |  |  |  |  |
|  |  | 4.2 Roots of Real Numbers |  |  |  |  |
|  |  | 4.1, 4.2 | **Learning Checkpoint 1***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 4.3 Sequences with MultiplicativePatterns |  |  |  |  |
|  |  | 4.4 Exponential Growth and Decay |  |  |  |  |
|  |  | 4.4 | **Learning Checkpoint 2***This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |
|  |  | 4.1, 4.2, 4.3, 4.4 | **Performance Task**Computer-Aided Drawing*This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?