

**Year at a Glance**

<b>Marking Period</b>	<b>Lessons Correlated to the Grade Level Content Expectations</b>
<b>First</b>	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 11: Lessons 11-3, 11-4 and 11-5
<b>Second</b>	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
<b>Third</b>	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
<b>Fourth</b>	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
<b>Fifth</b>	Chapter 10: Lessons 10-1, 10-2, 10-3, Chapter 10 Graphing Calculator Investigation and 10-4
<b>Sixth</b>	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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# Saginaw Public Schools Pacing Guide

**J Spring**



## **Saginaw Public Schools Pacing Guide:**

*Resources in Education* ,1997      *An Overview of the Saginaw Curriculum Program ...* Saginaw Public Schools,1938  
Postal Guide and Sketch of the Saginaw Post Office and Stations, Boundaries, Hours of Deliveries, and Collections, Etc  
National Association of Letter Carriers (U.S.). Branch 74 (Saginaw, Mich.),1896      Curriculum planning John Galen  
Saylor,William Marvin Alexander,1966      **History of Saginaw County, Michigan** ,1918      **Resources in Education**  
,1995      Compilation from the Annual Reports of the Superintendent of Public Instruction of the State of Michigan  
Michigan. Department of Public Instruction,1882      **The Delineator** R. S. O'Loughlin,H. F. Montgomery,Charles  
Dwyer,1909      **House Documents** USA House of Representatives,1871      *Report of the Commissioner of the General*  
*Land Office* United States. General Land Office,1872      **House Documents, Otherwise Publ. as Executive Documents**  
United States. Congress. House,1871      *Report* United States. General Land Office,1872      Report of the Commissioner of  
the General Land Office to the Secretary of the Interior for the Year Ended United States. General Land Office,1872  
**Report of the Department of the Interior ... [with Accompanying Documents]** United States. Department of the  
Interior,1870      **Report from the Acting Secretary of the Treasury, Communicating the Annual Report of the**  
**Commissioner of the General Land Office** United States. General Land Office,1872      **Annual Report of the**  
**Commissioner of General Land Office Made to the Secretary of the Interior for the Year ...** United States. General  
Land Office,1872      Annual Report of the Department of the Interior United States. Department of the Interior,1870  
*Catalogues of Some of the Leading High Schools of Michigan...: Adrian, Ann Arbor, Alpena, Bay City, Cadillac,*  
*Constantine, East Saginaw, Grand Rapids, Howell, Ionia, Manistee, Niles, Norway, Saginaw (West Side), Traverse City, Three*  
*Rivers.-v.2. Alma, Birmingham, Charlotte, Detroit, Dexter, Hancock, Hudson, Iron Mountain, Iron River, Ithaca, Jackson*  
,1893      Humanities ,1980      **Michigan School Moderator** ,1919

## **Saginaw Public Schools Pacing Guide** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Saginaw Public Schools Pacing Guide**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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