Algebra 1 Pacing 2025-26

Pacing guides are essential tools designed to ensure consistency in curriculum delivery across all schools within the Lansing School District. These guides provide a structured timeline for instructional planning while allowing flexibility for educators to meet the specific needs of their students and classrooms. Testing schedules, short weeks, and breaks have been factored into the pacing guidelines. By maintaining consistency in curriculum delivery and allowing flexibility for instructional adjustments, we can create optimal learning experiences for every student. For further guidance or support regarding pacing guides, please contact the Instructional Division.

Pacing guides serve multiple important purposes within our district:

1. Consistency in Curriculum: By following pacing guides, educators can ensure that all students receive the same essential content and skills regardless of the school they attend. This consistency supports academic achievement and reduces gaps in learning for students who transition between schools within our district.
2. Smooth Transitions for Students: Many students move between different schools within our district due to various reasons. Pacing guides help to align curriculum delivery across schools, making transitions smoother and minimizing disruptions in their educational journey.
3. Flexibility for Instruction: While pacing guides provide a structured framework, they also allow teachers the flexibility to adjust pacing based on classroom data and the unique needs of their students. This flexibility ensures that instruction remains responsive and effective.

Implementation Guidelines: Effective implementation of pacing guides plays a vital role in ensuring that all students in the Lansing School District receive high-quality instruction aligned with district standards and goals.

1. Distribution and Review: Pacing guides are available on the district website and in the Instructional Minute. Principals are responsible for ensuring that teachers within their respective grade levels and subjects review and follow these guides thoroughly.
2. Alignment with Instructional Plans: Teachers should align their instructional plans with the pacing guides to ensure that essential content and skills are covered within the designated time frame.
3. Monitoring and Adjustment: Teachers are encouraged to monitor student progress regularly using formative assessments and adjust pacing as needed based on classroom data. However, teachers should aim to stay within two weeks of the pacing outlined in the guides to maintain alignment with district-wide goals.

Strategies for Maintaining Effective Pacing:

To maintain effective pacing throughout the year, consider the following strategies:

1. Collaborative Planning (ILC): Encourage subject-level teams to collaborate regularly to review pacing guides, share instructional strategies, and discuss adjustments based on student needs.
2. Data-Driven Instruction: Use ongoing assessment data to inform instructional decisions and make necessary adjustments to pacing to support student learning.
3. Professional Development: Provide opportunities for professional development focused on effective instructional practices and strategies for adapting pacing guides to meet the needs of diverse learners.
4. Feedback and Reflection: Encourage teachers to provide feedback on the pacing guides and reflect on their effectiveness in supporting student achievement. This feedback loop is essential for continuous improvement.

* In June, 2025, the 9-12 Math Steering Committee voted to adopt the curricular tool *enVision math* for grades 9-12.
For the 2025-26 school year, enVision should be taught according to the pacing guide. Steering Committee members should collect their feedback on the units using the document linked HERE. DPPD and Steering Committee time will be dedicated to reviewing student artifacts, pacing, and implementation feedback.

Algebra 1 Pacing Semester 1, 2025

Week	Dates	Lesson *Teachers are encouraged to utilize lesson quizzes provided by enVision.*	Standards
1	August 20-22	Welcome Back: Establishing Routines and Procedures, 11.1: Analyzing Data Displays	HSS.ID.A.1, HSS.ID.A.2, MP.4, MP.5, MP.7
2	August 25-28	11.2: Comparing Data Sets, 11.3: Interpreting the Shapes of Data Displays, 11.4: Standard Deviation	HSS.ID.A.1, HSS.ID.A.2, HSS.ID.A.3, HSN.Q.A.3, MP.2, MP.6, MP.7, MP.8
3	September 2-5	Topic 1 Solving Equations and Inequalities: Readiness Assessment/Skills Review and Practice, 1.1: Operations on Real Numbers, 1.2: Solving Linear Equations	HSN.Q.A.3, HSN.RN.B.3, HSN.Q.A.1, HSA.CED.A.1, HSA.REI.A.1, HSA.REI.B.3, MP.1, MP.2, MP.3, MP.7
4	September 8-12	1.3: Solving Equations With a Variable on Both Sides, 1.4: Literal Equations and Formulas	HSN.Q.A.1, HSA.CED.A.1, HSA.REI.A.1, HSA.REI.B.3, HSN.Q.A.2, HSA.CED.A.4, MP.1, MP.2, MP.7, MP.3, MP.4, MP.5
5	September 15-19	1.5: Solving Equalities in One Variable, Mathematical Modeling Topic 1, 1.6: Compound Inequalities	HSN.Q.A.1, HSA.CED.A.4, HSA.CED.A.1, HSA.CED.A.3, HSA.REI.B.3, MP.1, MP.3, MP.4, MP.7
6	September 22-25	1.7:Absolute Value Equations and Inequalities, Topic 1 Solving Equations and Inequalities: Assessment	HSA.CED.A.1, HSA.REI.A.1, HSA.REI.B.3, HSA.CED.A.3, HSA.REI.B.3, MP.3, MP.4, MP.7, MP.8
7	September 29-October 3	Topic 2 Linear Equations: Readiness Assessment/Skills Review and Practice, 2.1: Slope-Intercept Form	HSA.CED.A.1, MP.1, MP.4, MP.7, HSA.CED.A.2, HSA.SSE.A.1, HSS.ID.C.7, MP.3, MP.4, MP.7
8	October 6-10	2.2: Point-Slope Form, 2.3: Standard Form, Mathematical Modeling Topic 2	HSA.CED.A.2, HSA.SSE.A.1, HSS.ID.C.7, HSA.CED.A.3, HSA.REI.D.10, MP.1, MP.2, MP.3, MP.4, MP.6, MP.7
9	October 13-16	2.4: Parallel and Perpendicular Lines, Topic 2 Linear Equations: Assessment	HSA.CED.A.1, HSA.CED.A.3, HSA.CED.A.4, MP.4, HSA.CED.A.2, MP.2, MP.6, MP.7
10	October 20-24	Topic 3 Linear Functions: Readiness Assessment/Skills Review and Practice, 3.1: Domain and Range of Functions, 3.2: Linear Functions	HSA.CED.A.3, HSF.IF.A.1, MP.1, MP.2, MP.7 HSN.Q.A.2, HSF.IF.A.2, HSF.IF.B.5, HSF.IE.A.2, MP.4, MP.6
11	October 27-31	Mathematical Modeling Topic 3, 3.4: Arithmetic Sequences, 3.5: Scatter Plots and Lines of Fit	HSN.Q.A.2, HSF.IF.A.2, HSF.IF.B.5, HSF.IE.A.2, MP.4, MP.6, MP.7, HSF.LE.A.2, HSS.ID.C.7, HSF.IF.A.3, HSF.BF.A.1, HSF.BF.A.1.A, HSF.BF.A.2, HSF.LE.A.1, HSF.LE.A.1.B, MP.2, MP.6, MP.7

12	November 3-7	3.6: Analyzing Lines of Fit, Topic 3 Linear Functions: Assessment	HSS.ID.B.6, HSS.ID.B.6.A, HSS.ID.B.6.C, HSS.ID.C.7, HSS.ID.B.6.B, HSS.ID.C.8, HSS.ID.C.9, MP.1, MP.2, MP.3, MP.5, MP.8
13	November 10-14	Topic 4 Systems of Linear Equations and Inequalities: Readiness Assessment/Skills Review and Practice, 4.1: Solving Systems of Equations by Graphing	HSA.REI.C.6, HSA.REI.D.11, MP.2, MP.4, MP.7
14	November 17-21	4.2: Solving Systems of Equations by Substituting, 4.3: Solving Systems of Equations by Elimination, 4.4: Linear Inequalities inTwo Variables	HSA.SSE.A.1, HSA.CED.A.3, HSA.REI.C.6, HSA.REI.D.12, MP.1, MP.2, MP.5, MP.7, MP.8
15	December 1-5	Mathematical Modeling Topic 4, 4.5: Systems of Linear Inequalities, Topic 4 Systems of Linear Equations and Inequalities: Assessment	HSA.CED.A.2, HSA.CED.A.3,, HSA.CED.A.3, HSA.REI.D.12, MP.1, MP.4, MP.7
16	December 8-12	Topic 6 Exponents and Exponential Functions: Readiness Assessment/Skills Review and Practice, 6.1: Rational Exponents and Properties of Exponents	HSN.Q.A.1, HSN.RN.A.1, HSN.RN.A.2, MP.1, MP.3, MP.8
17	December 15-19	6.2: Radical Expressions, 6.3: Exponential Functions, 6.4: Exponential Growth and Decay	HSN.Q.A.1, HSN.RN.A.2, HSN.IF.B.4, HSF.IF.B.5, HSF.IF.C.7.E, HSF.BF.A.1, HSF.LE.A.1, HSF.LE.A.1.A, HSF.LE.A.2, HSF.LE.A.3, MP.1, MP.2, MP.3, MP.7
18	January 5-9	6.5: Geometric Sequences, Mathematical Modeling Topic 6, 6.6: Transformations of Exponential Functions	HSN.Q.A.3, HSA.SSE.A.1, HSA.SSE.A.1.B, HSA.SSE.B.3.C, HSA.CED.A.2, HSF.IF.C.8.B, HSF.IF.B.6, HSF.LE.A.1.C, HSF.LE.A.2, HSF.LE.B.5, HSF.IF.A.3, HSF.BF.A.2, HSF.LE.A.2, MP.3, MP.4, MP.7, MP.8
19	January 12-16	Topic 6 Exponents and Exponential Functions: Assessment, Common Assessment Review	HSF.IF.C.7.E, HSF.IF.C.9, HSF.BF.B.3, MP.2, MP.3, MP.7, HSF.LE.A.1, HSF.LE.A.2, HSF.BF.A.1, MP.4
20	January 19-23 Final Exam Week	Algebra 1 Common Assessment (will be supplied by department chair/team leader)	

Lansing School District

Algebra 1 Pacing Semester 2, 2026

Week	Dates	Lesson *Teachers are encouraged to utilize lesson quizzes provided by enVision.*	Standards
1	January 26-29	Topic 7 Polynomials and Factoring: Readiness Assessment/Skills Review and Practice, 7.1: Adding and Subtracting Polynomials, 7.2: Multiplying Polynomials	HSA.APR.A.1, MP.2, MP.3, MP.7, MP.8
2	February 2-6	7.3: Multiplying Special Cases, 7.4: Factoring Polynomials, 7.5: Factoring x^2 +bx+c	HSA.APR.A.1, HSA.A.SSE.A.2, HSA.A.SSE.A.1, HSA.SSE.A.1.A, HSA.SSE.A.2, HSA.SSE.A.1.B, MP.1, MP.3, MP.4, MP.7, MP.8
3	February 9-12	Mathematical Modeling Topic 7, 7.6: Factoring ax^2 +bx+c	HSA.APR.A.1, MP.4, HSA.SSE.A.1.A, HSA.SSE.A.2,HSA.SSE.A.1.B, MP.1, MP.2, MP.7
4	February 17-20	7.7: Factoring Special Cases, Topic 7 Polynomials and Factoring: Assessment	HSA.SSE.A.1, HSA.SSE.A.1.B, HSA.SSE.A.2, MP.1, MP.2, MP.7
5	February 23-27	Topic 8 Quadratic Functions: Readiness Assessment/Skills Review and Practice, 8.1: Key Features of a Quadratic Function	HSA.SSE.A.1, HSA.CED.A.2, HSF.IF.B.6, HSF.BF.B.3, MP.2, MP.3, MP.7
6	March 2-6	8.2: Quadratic Functions in Vertex Form, 8.3: Quadratic Functions in Standard Form, 8.4: Modeling With Quadratic Functions	HSA.SSE.A.1, HSF.IF.C.7, HSF.BF.B.3, HSF.IF.B.4, HSH.IF.C.7.A, HSF.IF.C.9, HSF.IF.A.2, HSF.BF.A.1, HSS.ID.B.6.A, HSS.ID.B.6.B, MP.1, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8
7	March 9-13	Mathematical Modeling Topic 8, 8.5: Linear, Exponential, and Quadratic Functions, Topic 8 Quadratic Functions: Assessment	HSA.A.REI.D.10, HSF.F.IF.B.4, MP.4, HSF.LE.A.3, HSS.ID.B.6.A, HSF.BF.A.1a, MP.1, MP.2, MP.7
8	March 16–19	Topic 9 Solving Quadratic Equations: Readiness Assessment/Skills Review and Practice, 9.1: Solving Quadratic Equations Using Graphs and Tables	HSA.REI.B.4.B, MP.3, MP.5, MP.7
9	March 23-26	9.2: Solving Quadratic Equations by Factoring, 9.3: Solving Quadratic Equations Using Square Roots, 9.4: Completing the Square	HSA.SSE.B.3.A, HSA.APR.B.3, HSA.REI.B.4.B, HSF.IF.C.8.A, HSA.CED.A.1, MP.1, MP.2, MP.6, MP.7
10	April 6-10	9.5: The Quadratic Formula and the Discriminant, 9.6: Solving Systems of Linear and Quadratic Equations, Mathematical Modeling Topic 9	HSA.SSE.B.3.B, HSA.REI.B.4.A, HSF.IF.C.8.A, MP.1, MP.2, MP.3, MP.6, MP.7

11	April 13-17 SAT Week	Topic 9 Solving Quadratic Equations Assessment (optional), SAT Review	HSA.CED.A.1, HSA.CED.A.3, HSA.REI.B.4, MP.4
12	April 20-23	Topic 5 Piecewise Functions: Readiness Assessment/Skills Review and Practice, 5.1: The Absolute Value Function	HSA.REI.C.7, HSA.REI.D.11, MP.1, MP.5, MP.7
13	April 27-May 1	5.2: Piecewise-Defined Functions, Mathematical Modeling Topic 5, 5.3: Step Functions	HSF.IF.B.4, HSF.IF.B.6, HSF.IF.C.7.B, MP.2, MP.4, MP.6, MP.7
14	May 4-7	5.4: Transformations of Piecewise-Defined Functions, Topic 5 Piecewise Functions: Assessment	HSF.IF.A.2, HSF.IF.B.6, HSF.IF.C.7.B, HSF.IF.C.7.B, HSF.BF.B.3, MP.2, MP.4, MP.5, MP.6, MP.7, MP.8
15	May 11-15	Topic 10 Working With Functions: Readiness Assessment/Skills Review and Practice, 10.1: The Square Root Function, 10.2: The Cube Root Function	HSF.IF.B.4, HSF.IF.B.6, HSF.IF.C.7.B, HSF.IF.C.9, MP.4, MP.5, MP.6, MP.7, MP.8
16	May 18-21	10.3: Analyzing Functions Graphically, 10.4: Translations of Functions, 10.5: Compressions and Stretches of Functions	HSF.BF.B.3, MP.2, MP.6, MP.7 HSF.IF.B.4, HSF.IF.C.7.B, MP.4H HSF.LE.A.3, HSS.ID.B.6.A, HSF.BF.A.1a, HSF.IF.A.2, MP.1, MP.2, MP.7
17	May 26-29	Mathematical Modeling Topic 5, Topic 10 Working With Functions: Assessment	HSF.IF.B.4, HSF.IF.B.5, HSF.IF.C.7.B, MP.1MP.4, MP.6, MP.7
18	June 1-5 Final Exam Week	Algebra 1 Common Assessment (will be supplied by department chair/team leader)	