

Course Overview	Bluebonnet Math Algebra 1 is a rigorous, TEKS-aligned course designed to build deep conceptual understanding of algebraic relationships and functions. Students explore linear, quadratic, and exponential models while connecting symbolic, graphical, and numerical representations. The course emphasizes mathematical reasoning, problem solving, and clear communication through structured discourse and real-world applications. Instruction integrates fluency practice with conceptual learning to support both accuracy and flexibility in thinking. Through coherent lessons and frequent formative assessment, students develop the skills needed for success on the STAAR exam and beyond.
Course Standards	Algebra 1 State Standards (TEA Website)
Instructional Materials	Bluebonnet Learning Secondary Mathematics, Algebra 1

Scope & Sequence

Units/Modules & Instructional Days	Assessments & Scanning Deadlines	Standards
Module 1, Topic 1: Searching For Patterns 12 Days	Module 1, Topic 1 Assessment <i>TX_MAT_Algebra1_F26_A1</i> Scanning Deadline: September 3	<p>A.2A: determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities</p> <p>A.3A: determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$</p> <p>A.6A: determine the domain and range of quadratic functions and represent the domain and range using inequalities</p> <p>A.7A: graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry</p> <p>A.9A: determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities</p> <p>A.9D: write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay</p> <p>A.12A: decide whether relations represented verbally, tabularly, graphically, and symbolically define a function</p>
Module 1, Topic 2: Sequences 6 Days	Module 1, Topic 2 Assessment <i>TX_MAT_Algebra1_F26_A2</i> Scanning Deadline: September 17	<p>A.12A: decide whether relations represented verbally, tabularly, graphically, and symbolically define a function</p> <p>A.12C: identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes</p> <p>A.12D: write a formula for the nth term of arithmetic and geometric sequences, given the value of several of their terms</p>
Module 2, Topic 1: Linear Functions 18 Days	Module 2, Topic 1 Assessment <i>TX_MAT_Algebra1_F26_A3</i> Scanning Deadline: October 15	<p>A.2A: determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities</p> <p>A.2B: write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points</p> <p>A.2C: write linear equations in two variables given a table of values, a graph, and a verbal description</p> <p>A.2D: write and solve equations involving direct variation</p>

		<p>A.3A: determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$</p> <p>A.3B: calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems</p> <p>A.3C: graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems</p> <p>A.3E: determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d</p> <p>A.3F: graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist</p> <p>A.4A: calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association</p> <p>A.4B: compare and contrast association and causation in real-world problems</p> <p>A.4C: write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems</p> <p>A.12A: decide whether relations represented verbally, tabularly, graphically, and symbolically define a function</p> <p>A.12B: evaluate functions, expressed in function notation, given one or more elements in their domains</p> <p>A.12D: write a formula for the nth term of arithmetic and geometric sequences, given the value of several of their terms</p>
Module 2, Topic 2: Transforming and Comparing Linear Functions 10 Days	<p>Module 2, Topic 2 Assessment <i>TX_MAT_Algebra1_F26_A4</i> Scanning Deadline: October 29</p>	<p>A.2A: determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities</p> <p>A.2C: write linear equations in two variables given a table of values, a graph, and a verbal description</p> <p>A.2E: write the equation of a line that contains a given point and is parallel to a given line</p> <p>A.2F: write the equation of a line that contains a given point and is perpendicular to a given line</p> <p>A.2G: write an equation of a line that is parallel or perpendicular to the X or Y axis and determine whether the slope of the line is zero or undefined</p> <p>A.3C: graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems</p> <p>A.3A: determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$</p> <p>A.3E: determine the effects on the graph of the parent function $f(x) = x$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d</p> <p>A.12B: evaluate functions, expressed in function notation, given one or more elements in their domains</p>
Module 3, Topic 1: Linear Functions and Inequalities 9 Days	<p>Module 3, Topic 1 Assessment <i>TX_MAT_Algebra1_F26_A5</i> Scanning Deadline: November 12</p>	<p>A.2B: write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points</p> <p>A.2C: write linear equations in two variables given a table of values, a graph, and a verbal description</p> <p>A.3A: determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in</p>

		<p>various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$</p> <p>A.5A: solve linear equations in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides</p> <p>A.5B: solve linear inequalities in one variable, including those for which the application of the distributive property is necessary and for which variables are included on both sides</p> <p>A.12E: solve mathematic and scientific formulas, and other literal equations, for a specified variable</p>
<p>Module 3, Topic 2: Systems of Linear Equations and Inequalities 18 Days</p>	<p>Module 3, Topic 2 Assessment <i>TX_MAT_Algebra1_F26_A6</i> Scanning Deadline: December 10</p>	<p>A.2A: determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities</p> <p>A.2C: write linear equations in two variables given a table of values, a graph, and a verbal description</p> <p>A.2H: write linear inequalities in two variables given a table of values, a graph, and a verbal description</p> <p>A.2I: write systems of two linear equations given a table of values, a graph, and a verbal description</p> <p>A.3D: graph the solution set of linear inequalities in two variables on the coordinate plane</p> <p>A.3F: graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist</p> <p>A.3G: estimate graphically the solutions to systems of two linear equations with two variables in real-world problems</p> <p>A.3H: graph the solution set of systems of two linear inequalities in two variables on the coordinate plane</p> <p>A.5C: solve systems of two linear equations with two variables for mathematical and real-world problems</p>
IA Window: December 14-18, 2026 Scanning Deadline: December 18, 2026		
<p>Module 4, Topic 1: Introduction to Exponential Functions 13 Days</p>	<p>Module 4, Topic 1 Assessment <i>TX_MAT_Algebra1_S27_A7</i> Scanning Deadline: January 21</p>	<p>A.9A: determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities</p> <p>A.9B: interpret the meaning of the values of a and b in exponential functions of the form $f(x) = ab^x$ in real-world problems</p> <p>A.9C: write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay</p> <p>A.9D: write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay</p> <p>A.11A: simplify numerical radical expressions involving square roots</p> <p>A.11B: simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents</p> <p>A.12B: evaluate functions, expressed in function notation, given one or more elements in their domains</p> <p>A.12C: identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes</p> <p>A.12D: write a formula for the nth term of arithmetic and geometric sequences, given the value of several of their terms</p>
<p>Module 4, Topic 2:Using Exponential Equations 10 Days</p>	<p>Module 4, Topic 2 Assessment <i>TX_MAT_Algebra1_S27_A8</i> Scanning Deadline: February 4</p>	<p>A.3B: calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems</p>

		<p>A.3C: graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems</p> <p>A.9A: determine the domain and range of exponential functions of the form $f(x) = ab^x$ and represent the domain and range using inequalities</p> <p>A.9B: interpret the meaning of the values of a and b in exponential functions of the form $f(x) = ab^x$ in real-world problems</p> <p>A.9C: write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay</p> <p>A.9D: write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay</p> <p>A.9E: write, using technology, exponential functions that provide a reasonable fit to data and make predictions for real-world problems</p> <p>A.11B: simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents</p> <p>A.12B: evaluate functions, expressed in function notation, given one or more elements in their domains</p>
Module 5, Topic 1: Introduction to Quadratic Functions 15 Days	Module 5, Topic 1 Assessment <i>TX_MAT_Algebra1_S27_A9</i> Scanning Deadline: February 25	<p>A.6A: determine the domain and range of quadratic functions and represent the domain and range using inequalities</p> <p>A.6B: write equations of quadratic functions given the vertex and another point on the graph, write the equation in vertex form ($f(x) = a(x - h)^2 + k$), and rewrite the equation from vertex form to standard form ($f(x) = ax^2 + bx + c$)</p> <p>A.6C: write quadratic functions when given real solutions and graphs of their related equations</p> <p>A.7A: graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry</p> <p>A.7C: determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d</p>
HOU & PB Spring IA Window: February 26 – March 4, 2027 Scanning Deadline: N/A SA Spring IA Window: February 26 – March 4, 2027 Scanning Deadline: N/A AUS, EP, RGV, & DFW Spring IA Window: February 26 – March 4, 2027 Scanning Deadline: N/A		
Module 5, Topic 2: Polynomial Operations 9 Days	Module 5, Topic 2 Assessment <i>TX_MAT_Algebra1_S27_A10</i> Scanning Deadline: March 24	<p>A.10A: add and subtract polynomials of degree one and degree two</p> <p>A.10B: multiply polynomials of degree one and degree two</p> <p>A.10C: determine the quotient of a polynomial of degree one and polynomial of degree two when divided by a polynomial of degree one and polynomial of degree two when the degree of the divisor does not exceed the degree of the dividend</p> <p>A.10D: rewrite polynomial expressions of degree one and degree two in equivalent forms using the distributive property</p>
Module 5, Topic 3: Solving Quadratic Equations 10 Days	Module 5, Topic 3 Assessment <i>TX_MAT_Algebra1_S27_A11</i> Scanning Deadline: April 22	<p>A.6A: determine the domain and range of quadratic functions and represent the domain and range using inequalities</p> <p>A.7A: graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry</p> <p>A.7B: describe the relationship between the linear factors of quadratic expressions and the zeros of their associated quadratic functions</p>

		<p>A.7C: determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x - c)$, $f(bx)$ for specific values of a, b, c, and d</p> <p>A.8A: solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula</p> <p>A.8B: write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems</p> <p>A.10E: factor, if possible, trinomials with real factors in the form $ax^2 + bx + c$, including perfect square trinomials of degree two</p> <p>A.10F: decide if a binomial can be written as the difference of two squares and, if possible, use the structure of a difference of two squares to rewrite the binomial</p> <p>A.11A: simplify numerical radical expressions involving square roots</p>
STAAR Math Window: April 19-30, 2027		
Performance Tasks 12 Days	N/A	<p>A.2B: write linear equations in two variables in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$, given one point and the slope and given two points</p> <p>A.2C: write linear equations in two variables given a table of values, a graph, and a verbal description</p> <p>A.2I: write systems of two linear equations given a table of values, a graph, and a verbal description</p> <p>A.3B: calculate the rate of change of a linear function represented tabularly, graphically, or algebraically in context of mathematical and real-world problems</p> <p>A.3C: graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems</p> <p>A.3F: graph systems of two linear equations in two variables on the coordinate plane and determine the solutions if they exist</p> <p>A.4A: calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association</p> <p>A.4C: write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems</p> <p>A.5C: solve systems of two linear equations with two variables for mathematical and real-world problems</p> <p>A.6A: determine the domain and range of quadratic functions and represent the domain and range using inequalities</p> <p>A.7A: graph quadratic functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry</p> <p>A.8B: write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems</p> <p>A.9C: write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay</p> <p>A.9D: write exponential functions in the form $f(x) = ab^x$ (where b is a rational number) to describe problems arising from mathematical and real-world situations, including growth and decay</p>
Intro to Geometry 3-6 Days *dependent on region calendar	N/A	

TEKS Alignment

Instruction in this course is aligned to the Texas Essential Knowledge and Skills (TEKS) as adopted by the State Board of Education and implemented in accordance with Texas Education Code Chapter 28.

Instructional Materials

Primary Texts (if applicable)

Supplemental instructional materials may be used to support instruction. Supplemental materials do not replace board-approved core instructional materials.

Additional information regarding instructional programs, assessments, and parent access to instructional materials is available on the district website.

Instructional Expectations

Instruction is delivered using board-approved instructional materials and aligned to the scope and sequence outlined above. Teachers are expected to ensure all required standards are taught within the course timeframe.

Assessment Overview

Student learning is monitored through formative and summative assessments aligned to course standards. Assessment results are used to inform instruction and student supports. Students participate in required state assessments when applicable.