

ALGEBRA I

COURSE NO. ALG-I

Five days weekly, 50 to 75 minutes. Earns up to 15.0 high school credits each, based on time spent.

Math should be taught four to five days a week, with 15-20 minutes of supervised instruction and 40-50 minutes of independent practice. Be sure to work through every error with your student until you are satisfied that he can reach the correct answer independently. Remember to check your teacher guide for clarification.

A very flexible math regimen that has proven effective for many of our families is to have the student work through 40 minutes, on a timer, of new material, then have him checkmark his own errors using the answer key. The next day he does all of his corrections first, working any problems that he can't correct on his own with you on a good-sized white/chalk board. Then, picking up where he left off the day before, he works through 40 minutes of new material, then checkmarks his own errors, and so on. As you can see, math can take as little as 45 minutes per day, or as long as an hour or more, depending on your student's careful attention and effort—the student controls the length of time he spends daily on math. This “timer method” gives the student time to slow down and master the material thoroughly—the homeschool goal—rather than encouraging rushed and shabby work.

BOOKS TO USE

Elementary Algebra (Jacobs) Student Textbook

Harold R Jacobs

A very friendly, practical algebra text. Take two to three semesters to complete this text, taking the time to master the material. Approximate goals for a three-semester treatment of this text are: Semester 1=Chapters 1 – 6; Semester 2=Chapters 7 – 11; and Semester 3=Chapters 12 – 17 and Final Test.

Generally speaking, for a daily routine, have the student read the new material to himself, and then aloud to you, Mom. Then have him read over the teacher's guide notes to himself, and then aloud to you, Mom. Work through anything in the new material he doesn't understand with him. Then assign the review set, Set I. The next day have the student re-read the material from the book aloud to you, then do Set III. If he makes a B+ or more before corrections, the next day have him do Set IV, then move to the next lesson. If the student makes less than a B+ before corrections, have him re-read the lesson and teacher's notes to you, and do Set II. If he makes a B+ or more before corrections, move to the next chapter. If he makes less than a B+, find another text (old text around the house—Saxon, Key to Algebra, Algebra Made Simple, Algebra the Easy Way? County library? Internet?) and spend two or three days exploring the lesson further. Then do Set III once more.

For the chapter end reviews, do Set II as a test, and Set I as extra credit if Set II is less than a B+. If between the two tests a B+ is not achieved, do the chapter over again or in another text to find what the problem is.

[Book Information: WH Freeman & Co., New York, NY; 1998/1979; 876 pgs.; 18 chapters; Set II answers in the back of text; index; separate teacher guide has answers for Sets I, III and IV; test booklet not necessary] Order From: Rainbow Resource / Order # 010028 / \$64.95 / ISBN: 0716710471

Elementary Algebra (Jacobs) Instructor's Manual

Harold R Jacobs

[Book Information: W. H. Freeman Company] Order From: Rainbow Resource / Order # 010026 / \$31.95 / ISBN: 0716710757

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