



**MIDDLE SCHOOL COURSE OUTLINE**

<b>Department</b>	Mathematics			<b>Course Title</b>	Algebra 1-2 Development		
<b>Course Code</b>	3165	<b>Grade Level</b>	8	<b>Course Length</b>	2 semesters	<b>Credits/Semester</b>	5
<b>Required for Graduation</b>		No	<b>Meets H.S. Grad Requirement</b>		No	<b>Elective Credit</b>	Yes
<b>Prerequisites</b>	Far Below Basic or Below Basic on General Mathematics or Algebra I CST This class is the second period course for Algebra 1-2 students requiring strategic intervention.						
<b>Co-requisites</b>	Algebra 1-2						
<b>Articulated with LBCC</b>		No		<b>Articulated with CSULB</b>		No	
<b>Meets UC "a-g" Requirement</b>		No		<b>Meets NCAA Requirement</b>		No	

**COURSE DESCRIPTION:**

This course is an elective course designed to provide intensive support to high school students identified for strategic intervention concurrently enrolled in Algebra 1-2. This course will help students build their conceptual understanding of algebra content while practicing necessary fundamental skills. This course will reinforce what is taught in their core class: algebraic language and applications, the development of the real number system, variables, mathematical expressions, linear equations, problem solving, inequalities, polynomials, special products and factoring, graphs, relations and functions, quadratic equations, rational and radical expressions, and basic statistics and probability. Since Algebra is required for graduation from high school, students enrolled in Algebra Lab should have a strong interest in success in Algebra 1-2.

**GOALS:** (Student needs the course is intended to meet)

The goal of this course is to provide additional input, modeling, checking for understanding and guided practice in a second period of instruction to accelerate students' progress to grade-level in Algebra I. Students will participate in activities that enhance their understanding of new topics, fill in holes in previous course level material, and/or provide an additional opportunity to practice new skills. Students enrolled in this elective course in addition to the core Algebra 1-2 course will learn all of the California State Standards for Algebra.

## **CONTENT STANDARDS**

- 1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable: (CST, PSAT)
- 2.0\* Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents. (CAHSEE, CST, PSAT)
- 3.0 Students solve equations and inequalities involving absolute values. (CAHSEE, CST)
- 4.0\* Students simplify expressions before solving linear equations and inequalities in one variable, such as  $3(2x-5) + 4(x-2) = 12$ . (CAHSEE, CST, PSAT)
- 5.0\* Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step. (CAHSEE, CST, PSAT)
- 6.0\* Students graph a linear equation and compute the  $x$ - and  $y$ -intercepts (e.g., graph  $2x + 6y = 4$ ). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by  $2x + 6y < 4$ ). (CAHSEE, CST)
- 7.0\* Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula. (CAHSEE, CST, PSAT)
- 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point. (CAHSEE, CST, PSAT)
- 9.0\* Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets. (CAHSEE, CST, PSAT)
- 10.0\* Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques. (CAHSEE, CST, PSAT)
- 11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials. (CST, PSAT)
- 12.0\* Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms. (CST)
- 13.0\* Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques. (CST)
- 14.0\* Students solve a quadratic equation by factoring or completing the square. (CST, PSAT)
- 15.0\* Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems. (CAHSEE, CST, PSAT)
- 16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions. (CST, PSAT)
- 17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression. (CST)
- 18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion. (CST)
- 19.0\* Students know the quadratic formula and are familiar with its proof by completing the square. (CST)
- 20.0\* Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations. (CST)
- 21.0\* Students graph quadratic functions and know that their roots are the  $x$ -intercepts. (CST)
- 22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the  $x$ -axis in zero, one, or two points. (CST)
- 23.0\* Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity. (CST)
- 24.0 Students use and know simple aspects of a logical argument: (CST, PSAT)
- 25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements: (CST, PSAT)

The \* designates the key standards that comprise a minimum of 70% of the Content Standards Test.

CST – Standard assessed on the California Standards Test

CAHSEE – Standard assessed on the California High School Exit Exam

PSAT – Preliminary Scholastic Achievement Test



## Equations and Inequalities

Standards and Objectives "Students know and are able to ..."		Adopted Textbook Correlation(s)	Connections	Appx Time (per 180 days)
Write and solve equations and inequalities including those used to solve problems involving rates and proportions. (3.0, 5.0, 15.0)	Solve two-step, and multi-step equations, and equations with variables on both sides of the equal sign. (5.0)	2-2, 2-3, 2-4	<b>KEY VOCABULARY:</b> Compound inequality    Percent Cross products        Proportion Deductive reasoning    Rate Equation                Ratio Formula                  Scale Inequality                Solution Intersection              Union Literal equation        Unit rate	22 Days (11 Blocks)
	Apply algebraic techniques to solve rate, proportion and percent problems. (15.0)	2-5		
	Solve literal equations for one variable. (5.0)	2-6	<b>ACTIVITIES &amp; RESOURCES:</b>	
	Solve absolute-value equations. (3.0)	2-7	Algebra Tiles/Algeblocks Carousel                Jeopardy Collaborative Study Group Concentration        Matching Connect 4              (Mat)2h Cooperative Frames Dominoes              MathLand Flip Book                Math-O How Do They Fit      Partner Coach Mix Freeze Match    Tic Tac Toe Problem-Solving    Write About It Solo Team Teach Whip ("I have..., Who Has...")	
	Solve two-step, and multi-step inequalities, and inequalities with variables on both sides of the inequality sign. (5.0)	3-4, 3-5		
	Solve compound inequalities. (5.0)	3-6		
	Solve absolute-value inequalities. (3.0)	3-7		

## Functions and Linear Equations

Standards and Objectives "Students know and are able to ..."		Adopted Textbook Correlation(s)	Connections	Appx Time (per 180 days)
Understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions. (16.0) Write, graph and understand characteristics of linear functions and their graphs, such as the x-intercept, y-intercept, and slope. (6.0, 7.0, 8.0)	Determine if a relation is a function, and find the domain and range. (16.0)	4-2	<b>KEY VOCABULARY:</b> Domain                Rate of change Function              Relation Linear equation      Rise Linear function      Run Parallel lines        Slope Perpendicular lines Range x-intercept          y-intercept	22 Days (11 Blocks)
	Graph linear equations using a table of values, and using intercepts. (6.0)	5-1, 5-2		
	Understand the concept and be able to find the slope of a line, graph and find equations of lines using the slope-intercept, and point-slope forms of equations. (6.0, 7.0)	5-3, 5-5, 5-6	<b>ACTIVITIES &amp; RESOURCES:</b> Carousel                Jeopardy Collaborative Study Group Concentration        Matching Connect 4              (Mat)2h Cooperative Frames Dominoes              MathLand Flip Book                Math-O How Do They Fit      Partner Coach Mix Freeze Match    Tic Tac Toe Problem-Solving    Write About It Solo Team Teach Whip ("I have..., Who Has...")	
	Understand the concepts of parallel and perpendicular lines and how those slopes are related. (8.0)	5-7		

## Systems of Equations and Inequalities

Standards and Objectives "Students know and are able to ..."		Adopted Textbook Correlation(s)	Connections	Appx Time (per 180 days)
Solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets. (9.0) Students use systems of equations to solve rate problems and percent mixture problems. (15.0)	Solve systems of equations by graphing, substitution and elimination, including special systems. (9.0)	6-1, 6-2, 6-3, 6-4	<b>KEY VOCABULARY:</b> Consistent system      Solution Dependent system Inconsistent system Independent system Linear inequality System of linear equations System of linear inequalities  <b>ACTIVITIES &amp; RESOURCES:</b> Graph paper Graphing calculator Carousel                  Jeopardy Collaborative Study Group Concentration          Matching Connect 4                (Mat)2h Cooperative Frames Dominoes                MathLand Flip Book                 Math-O How Do They Fit        Partner Coach Mix Freeze Match      Tic Tac Toe Problem-Solving        Write About It Solo Team Teach Whip ("I have..., Who Has...")	15 Days (7 Blocks)
	Use systems of equations to solve rate and percent mixture problems. (15.0)	6-5		
	Solve linear inequalities and systems of linear inequalities. (9.0)	6-6, 6-7		

## Exponents and Polynomials

Standards and Objectives "Students know and are able to ..."		Adopted Textbook Correlation(s)	Connections	Appx Time (per 180 days)
Learn properties of exponents and simplify exponential expressions, use fractional exponents to express roots, and simplify polynomial expressions.	Evaluate and simplify expressions containing integer exponents. (2.0)	7-1	<b>KEY VOCABULARY:</b> Degree of a monomial      Binomial Degree of a polynomial    Cubic Difference of 2 squares    Index Leading coefficient        Monomial Perfect-square trinomial Polynomial                  Quadratic Standard form of a polynomial Trinomial  <b>ACTIVITIES &amp; RESOURCES:</b> Algebra Tiles/Algeblocks Carousel                  Jeopardy Collaborative Study Group Concentration          Matching Connect 4                (Mat)2h Cooperative Frames Dominoes                MathLand Flip Book                 Math-O How Do They Fit        Partner Coach Mix Freeze Match      Tic Tac Toe Problem-Solving        Write About It Solo Team Teach Whip ("I have..., Who Has...")	11 Days (5 Blocks)
	Simplify exponential expressions using the product, quotient and power properties of exponents. (2.0)	7-3, 7-4		
	Simplify expressions with fractional exponents. (2.0)	7-5		
	Classify polynomials and find the degree. (10.0)	7-6		
	Add, subtract and multiply polynomials. (10.0)	7-7		

## Factoring Polynomials

Standards and Objectives "Students know and are able to ..."		Adopted Textbook Correlation(s)	Connections	Appx Time (per 180 days)
Learn the different methods for factoring polynomials and apply those methods to model real life situations.	Find the greatest common factor (GCF) of monomials and factor polynomials using the GCF. (11.0)	8-1, 8-2	<b>KEY VOCABULARY:</b> Greatest common factor Prime factorization	14 Days (7 Blocks)
	Factor trinomials. (11.0)	8-3, 8-4	<b>ACTIVITIES &amp; RESOURCES:</b> Algebra Tiles/Algeblocks Carousel Jeopardy Collaborative Study Group Concentration Matching Connect 4 (Mat)2h Cooperative Frames Dominoes MathLand Flip Book Math-O How Do They Fit Partner Coach Mix Freeze Match Tic Tac Toe Problem-Solving Write About It Solo Team Teach Whip ("I have..., Who Has...")	
	Factor special products. (11.0)	8-5		
	Identify and use the appropriate method to factor polynomials and model real life situations. (11.0)	8-6		

## Quadratic Functions and Equations

Standards and Objectives "Students know and are able to ..."		Adopted Textbook Correlation(s)	Connections	Appx Time (per 180 days)
Identify and graph quadratic functions, solve quadratic equations.	Determine whether a point is on a graph, graph a parabola using ordered pairs and identify the direction of a parabola from the equation, the maximum, minimum, and vertex from the graph. (21.0)	9-1	<b>KEY VOCABULARY:</b> Axis of symmetry Completing the square Discriminant Parabola Maximum value Vertex Minimum value Quadratic equation Quadratic function Zero of a function	20 Days (10 Blocks)
	Find the zeros of a quadratic function from the graph; find the axis of symmetry and vertex from the equation. (21.0)	9-2	<b>ACTIVITIES &amp; RESOURCES:</b> Algebra Tiles/Algeblocks Carousel Jeopardy Collaborative Study Group Concentration Matching Connect 4 (Mat)2h Cooperative Frames Dominoes MathLand Flip Book Math-O How Do They Fit Partner Coach Mix Freeze Match Tic Tac Toe Problem-Solving Write About It Solo Team Teach Whip ("I have..., Who Has...")	
	Graph a quadratic function and find the roots. (21.0)	9-3, 9-4		
	Solve quadratic equations by factoring, using square roots, completing the square, and the quadratic formula. (14.0)	9-5, 9-6, 9-7, 9-8		
	Determine the number of real solutions by using the discriminant. (22.0)	9-9		

## Rational Functions and Equations

Standards and Objectives "Students know and are able to ..."		Adopted Textbook Correlation(s)	Connections	Appx Time (per 180 days)
Simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms. (12.0)	Simplify rational expressions. (12.0)	10-3	<b>KEY VOCABULARY:</b> Cross products      Factor Excluded values      Reciprocal Extraneous solution Rational equation Rational expression Rational function <b>ACTIVITIES &amp; RESOURCES:</b> Carousel      Jeopardy Collaborative Study Group Concentration      Matching Connect 4      (Mat)2h Cooperative Frames Dominoes      MathLand Flip Book      Math-O How Do They Fit      Partner Coach Mix Freeze Match      Tic Tac Toe Problem-Solving      Write About It Solo Team Teach Whip ("I have..., Who Has...")	20 Days (10 Blocks)
	Add, subtract, multiply and divide rational expressions. (13.0)	10-4, 10-5		
	Solve rational equations including those used in rate problems, area problems, transportation problems, work problems, and percent mixture problems. (15.0)	10-7, 10-8, (revisit 6-5 and 2-5)		

## Radical Functions and Equations

Standards and Objectives "Students know and are able to ..."		Adopted Textbook Correlation(s)	Connections	Appx Time (per 180 days)
Simplify radical expressions. Perform operations with radical expressions. Solve radical equations. (Preparation for Geometry)	Simplify radical expressions.	11-2	<b>KEY VOCABULARY:</b> Like radicals      Radical expression Radicand      Radical equation <b>ACTIVITIES &amp; RESOURCES:</b> Carousel      Jeopardy Collaborative Study Group Concentration      Matching Connect 4      (Mat)2h Cooperative Frames Dominoes      MathLand Flip Book      Math-O How Do They Fit      Partner Coach Mix Freeze Match      Tic Tac Toe Problem-Solving      Write About It Solo Team Teach Whip ("I have..., Who Has...")	12 days (6 Blocks)
	Add, subtract, multiply and divide radical expressions.	11-3, 11-4		
	Solve radical equations.	11-5		

## **APPLICATION OF COURSE CONTENT**

### **Career Connection:**

**Related Major Skills & Characteristics** - Problem Solving , Organizational Skills, Numerical Computation, Ability to Analyze & Interpret Data, Critical Thinking, Computer Literacy, Logical Thinking, Team Skills Efficient, Systemizing Skills, Advanced Quantitative Skills, Testing Skills

**Related Career Titles** – Students who major in mathematics will be prepared for any of the following careers.

\*Accountant \*Contract Administrator \*Information Scientist \*Actuary \*Cost Estimator/Analyst \*Inventory Control Specialist \*Aerospace Engineer \*Cryptographer/Cryptologist \*Investment Banker \*Air Traffic Controller \*Data Control Administrator \*ISO 2000 Specialist \*Applications Programmer \*Data Processing Manager \*Market Research Analyst \*Applied Science Technologist \*Database Manager  
\*Mathematician \*Artificial Intelligence Programmer \*Demographer \*Media Buyer \*Astronomer  
\*Econometrician \*Meteorologist \*Banking/Credit/ Investment Mgr \*Economist \*Mortgage Researcher  
\*Biometrician/ Biostatistician \*EDP Auditor \*Network Programmer \*Commodity Manager \*Employee Relations Specialist \*Numerical Analyst \*Compensation/Benefits Administrator \*Engineer \*Operations Research Analyst \*Computer Consultant \*Engineering Lab Technician \*Physicist \*Computer Engineer  
\*Environmental Technologist \*Pollution Meteorologist \*Computer Facilities Mgr \*Estate Planner  
\*Production Manager \*Computer Installation \*External Auditor \*Production Support Specialist \*Computer Marketing/Sales Rep \*Financial Auditor \*Psychometrician \*Computer Programmer \*Financial Consultant  
\*Public Health Statistician \*Computer Scientist \*Financial Manager \*Purchasing/Contract Agent \*Computer-Aided Design Tech. \*Hydro Geologist \*Quality Assurance Analyst \*Consumer Loan/Credit Officer  
\*Hydrologist \*Rate Analyst \*Cartographer \*Software Engineer \*Teacher: Science/Math/Computers \*Research Analyst \*Software Support Specialist \*Technical Support Rep. \*Risk & Insurance Specialist \*Statistician  
\*Technical Writer \*Risk Analyst \*Systems Analyst \*Transportation Planner \*Robotics Programmer \*Systems Engineer \*Treasury Management Specialist \*Satellite Communications Specialist \*Systems Programmer  
\*Underwriter \*Software Development Specialist \*Urban Planner \*Value Engineer \*Weight Analyst

**Service Learning** – Students who are Advanced Proficient on the Content Standards Tests or those who are earning an A in the course, can participate in after school tutoring programs to assist other students in learning mathematics. All hours can be credited towards the Service Learning requirement.

**METHODS:** A variety of instructional strategies will be utilized to accommodate all learning styles including, but not limited to:

**Lesson Design & Delivery:** Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p><b>Essential Elements of Effective Instruction</b> Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Active Participation:** Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
• Recall	• Pair/Share	• Restate in Journals / Notes	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Model with Manipulatives
• Observe	• Choral Response	• Graphic Organizers	• Stand up/ Sit down
• Consider	• Give One, Get One	• Folded Paper	• Point to Examples
	• "Foggiest" point	• Ticket Out of Class	
	• Socratic Seminar		
	• Cooperative Discussion Groups (i.e. Talking Chips, Gambit Chips)		

**Literacy and Differentiation Strategies**

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<b><u>Reading Strategies in Mathematics</u></b>	<b><u>SDAIE Strategies for English Learners</u></b>	<b><u>Differentiation for Advanced Learners</u></b>
<ul style="list-style-type: none"> <li>▪ Learning Logs</li> <li>▪ Pre-teaching</li> <li>▪ Vocabulary</li> <li>▪ Pre-reading</li> <li>▪ Text Structures</li> <li>▪ Trail Markers</li> <li>▪ Reciprocal Teaching</li> <li>▪ Functional Text</li> <li>▪ Anticipation Guide</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tapping/Building Prior Knowledge (Graphic Organizers, Schema)</li> <li>▪ Grouping Strategies</li> <li>▪ Multiple Intelligences</li> <li>▪ Adapt the Text</li> <li>▪ Interactive Learning (Manipulatives, Visuals)</li> <li>▪ Acquisition Levels</li> <li>▪ Language Sensitivity</li> <li>▪ Lower the Affective Filter (including Processing Time)</li> <li>▪ Home/School Connection (including Cultural Aspects)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curriculum Compacting</li> <li>▪ Tiered Assignments</li> <li>▪ Flexible Grouping</li> <li>▪ Acceleration</li> <li>▪ Depth and Complexity</li> <li>▪ Independent Study</li> </ul>

**MATERIALS USED IN TEACHING THE COURSE:** In addition to the basic text (**mandatory information – Title, Author, Copyright Date and Publisher**), a variety of instructional tools will be used to meet the needs of all students

**Basic Text:** (Supplied in the concurrent Algebra 1-2 course)

Holt California Algebra 1, Burger, Edward B., et. Al, 2008; Holt, Rinehart and Winston

**Supplemental materials:**

LBUSD Algebra Development Teacher Resource Guide

**Related Career Resources**

There are many web sites that will help with career selection such as Eguidance.com, BRIDGES.com, and icouldbe.org. The software package COIN JR also has career information. Video tapes such as the Futures with Jamie Escalante - School to Career shows how math is used in various careers (FASE productions 800-404-FASE). Other videos are Career Futures. Call the Career/Tech Ed Office (562-989-7872 x 291) for more information on careers.

**EVALUATION:**

Student achievement in this course will be measured using multiple assessment tools including but not limited to participation in activities, notebooks, quizzes, tests.

Diagnosis	Monitor	Evaluate
<ul style="list-style-type: none"> <li>○ Daily warm-up/POD</li> <li>○ Checking for understanding with active participation techniques</li> <li>○ Participation in class activities</li> <li>○ Participation in closure activities</li> <li>○ Student presentations</li> <li>○ Products from group work (such as posters)</li> <li>○ Written work</li> </ul>	<ul style="list-style-type: none"> <li>○ Checking for understanding with active participation techniques</li> <li>○ Participation in class activities</li> <li>○ Participation in closure activities</li> <li>○ Student presentations</li> <li>○ Products from group work (such as posters)</li> <li>○ Written work</li> </ul>	<ul style="list-style-type: none"> <li>○ Student presentations</li> <li>○ Products from group work (such as posters)</li> <li>○ Written work</li> <li>○ Quizzes</li> <li>○ Tests</li> </ul>

**Grading Policy:** A common grading policy ensures consistency between schools and classrooms across the district.

**Suggested Percent of Grade**

Daily Classwork .....	25% - 30%
Warmup/POD	
Participation in class activities	
Remaining on task during collaborative activities	
Participation in closure activities	
Graded Work Resulting From Activities .....	45% - 55%
Student presentations	
Products from group work (such as posters)	
Written work	
Notebook and Materials .....	10% - 15%
Materials brought daily – notebook, pencil, etc.	
Notes complete and accurate	
Quizzes .....	10% - 20%

**Standard Grading Scale**

OR

**Pass/Fail Grading Scale**

<b>A</b>	90% - 100%
<b>B</b>	80% - 89%
<b>C</b>	70% - 79%
<b>D</b>	60% - 69%
<b>F</b>	Below 60%

<b>P</b>	60% - 100%
<b>F</b>	Below 60%

Submitted by: Becky Afghani  
 School/Office: Math Office  
 Original Date: 3/08  
 Revised Date: 9/10  
 Board Date: 10/5/10