

Curricular Framework Mathematics-Algebra 1

| Overview | Standards for Mathematical Content | Unit Focus | Standards for Mathematical Practice |
|--|--|---|---|
| <p>Unit 1</p> <p>Modeling with Linear Equations and Inequalities</p> | <ul style="list-style-type: none"> <input type="checkbox"/> N.Q.A.1 <input type="checkbox"/> N.Q.A.2 <input type="checkbox"/> N.Q.A.3 <input checked="" type="checkbox"/> A.REI.B.3 <input checked="" type="checkbox"/> A.REI.A.1 <input checked="" type="checkbox"/> A.CED.A.4 <input checked="" type="checkbox"/> A.SSE.A.1 <input checked="" type="checkbox"/> A.CED.A.1 <input checked="" type="checkbox"/> A.REI.A.1 <input checked="" type="checkbox"/> A.CED.A.2 <input checked="" type="checkbox"/> A.REI.D.10 <input type="checkbox"/> S.ID.B.6 <input checked="" type="checkbox"/> S.ID.C.7 <input checked="" type="checkbox"/> S.ID.C.8 <input checked="" type="checkbox"/> S.ID.C.9 <input checked="" type="checkbox"/> A.REI.D.11 | <ul style="list-style-type: none"> • Reason quantitatively and use units to solve problems • Solve [linear] equations and inequalities in one variable • Understand solving equations as a process of reasoning and explain the reasoning • Create equations that describe numbers or relationships • Interpret the structure of expressions • Represent and solve equations graphically • Summarize, represent, and interpret data on quantitative variables. • Interpret linear models | <p>MP.1 Make sense of problems and persevere in solving them.</p> |
| <p><i>Unit 1: Suggested Open Educational Resources</i></p> | <p>N.Q.A.1 Runners' World N.Q.A.2 Giving Raises N.Q.A.3 Calories in a Sports Drink A.REI.B.3, A.REI.A.1 Reasoning with linear inequalities A.CED.A.4 Equations and Formulas</p> | <p>A.SSE.A.1 Kitchen Floor Tiles A.CED.A.1 Planes and wheat A-CED.A.1 Paying the rent A.REI.A.1 Zero Product Property 1 A.CED.A.2 Clea on an Escalator S.ID.B.6.S.ID.C.7-9 Coffee and Crime</p> | <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.3 Construct viable arguments & critique the reasoning of others.</p> |
| <p>Unit 2</p> <p>Modeling with Linear Functions, Linear Systems, & Exponential Functions</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> A.REI.C.6 <input checked="" type="checkbox"/> A.CED.A.3 <input checked="" type="checkbox"/> A.REI.C.5 <input checked="" type="checkbox"/> A.REI.D.12 <input checked="" type="checkbox"/> F.IF.A.1 <input checked="" type="checkbox"/> F.IF.A.2 <input type="checkbox"/> F.LE.A.1 <input type="checkbox"/> F.LE.A.2 <input checked="" type="checkbox"/> F.IF.A.3 <input type="checkbox"/> F.BF.A.1 <input checked="" type="checkbox"/> A.SSE.A.1 <input type="checkbox"/> A.SSE.B.3 <input checked="" type="checkbox"/> F.IF.B.4 <input type="checkbox"/> F.LE.B.5 <input checked="" type="checkbox"/> F.IF.B.5 <input checked="" type="checkbox"/> F.IF.B.6 <input type="checkbox"/> F.IF.C.9 <input type="checkbox"/> F.IF.C.7 | <ul style="list-style-type: none"> • Solve linear systems of equations • Create equations that describe numbers or relationships • Interpret the structure of expressions • Represent and solve equations and inequalities graphically • Construct & compare linear & exponential models • Interpret expressions for functions in terms of the situation • Build a function that models a relationship between two quantities • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different representations | <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> |
| <p><i>Unit 2: Suggested Open Educational Resources</i></p> | <p>A.REI.C.6 Cash Box A.CED.A.3 Dimes and Quarters A.REI.C.5 Solving Two Equations in Two Unknowns A.REI.D.12 Fishing Adventures 3 F.IF.A.1 The Parking Lot F.IF.A.2 Yam in the Oven F.LE.A.1 Finding Linear and Exponential Models F.LE.A.2 Interesting Interest Rates</p> | <p>F.BF.A.1a Skeleton Tower A.SSE.A.1 Mixing Candies F.IF.B.4 Warming and Cooling F.IF.B.4, F.IF.B.5 Average Cost F.LE.B.5 US Population 1982-1988 F.IF.B.6 Temperature Change F.IF.C.7b Bank Account Balance</p> | <p>MP.8 Look for and express regularity in repeated reasoning.</p> |

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|---|--|---|---|-------------|-------------|-------------|-------------|-------------|------------|-------------|------------|--|--|-------------|--------------|------------|-------------|--|------------|--|---|
| <p>Unit 3</p> <p>Quadratic Equations, Functions & Polynomials</p> | <table border="0"> <tr> <td>■ A.APR.A.1</td> <td>□ F.IF.C.7*</td> </tr> <tr> <td>■ A.SSE.A.2</td> <td>□ F.IF.C.8*</td> </tr> <tr> <td>■ A.REI.B.4</td> <td>□ F.IF.C.9*</td> </tr> <tr> <td>■ A.CED.A.1</td> <td>■ F.IF.B.6</td> </tr> <tr> <td>■ F.IF.B.4*</td> <td>□ F.LE.A.3</td> </tr> <tr> <td>■ F.IF.B.5*</td> <td>● F.BF.B.3</td> </tr> <tr> <td>□ A.SSE.B.3</td> <td>■ A.REI.D.11</td> </tr> <tr> <td>□ F.BF.A.1</td> <td>□ A.APR.B.3</td> </tr> <tr> <td></td> <td>● N.RN.B.3</td> </tr> </table> | ■ A.APR.A.1 | □ F.IF.C.7* | ■ A.SSE.A.2 | □ F.IF.C.8* | ■ A.REI.B.4 | □ F.IF.C.9* | ■ A.CED.A.1 | ■ F.IF.B.6 | ■ F.IF.B.4* | □ F.LE.A.3 | ■ F.IF.B.5* | ● F.BF.B.3 | □ A.SSE.B.3 | ■ A.REI.D.11 | □ F.BF.A.1 | □ A.APR.B.3 | | ● N.RN.B.3 | <ul style="list-style-type: none"> • Perform arithmetic operations on polynomials • Understand the relationship between zeros and factors • Interpret the structure of expressions • Solve equations and inequalities in one variable • Create equations that describe numbers or relationships • Interpret functions that arise in applications in terms of the context • Represent and solve equations and inequalities graphically • Build a function that models a relationship between two quantities • Construct & compare linear, quadratic, & exponential models • Build new functions from existing functions • Analyze functions using different representations • Use properties of rational and irrational numbers | <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> |
| ■ A.APR.A.1 | □ F.IF.C.7* | | | | | | | | | | | | | | | | | | | | |
| ■ A.SSE.A.2 | □ F.IF.C.8* | | | | | | | | | | | | | | | | | | | | |
| ■ A.REI.B.4 | □ F.IF.C.9* | | | | | | | | | | | | | | | | | | | | |
| ■ A.CED.A.1 | ■ F.IF.B.6 | | | | | | | | | | | | | | | | | | | | |
| ■ F.IF.B.4* | □ F.LE.A.3 | | | | | | | | | | | | | | | | | | | | |
| ■ F.IF.B.5* | ● F.BF.B.3 | | | | | | | | | | | | | | | | | | | | |
| □ A.SSE.B.3 | ■ A.REI.D.11 | | | | | | | | | | | | | | | | | | | | |
| □ F.BF.A.1 | □ A.APR.B.3 | | | | | | | | | | | | | | | | | | | | |
| | ● N.RN.B.3 | | | | | | | | | | | | | | | | | | | | |
| <p><i>Unit 3:</i> <i>Suggested Open Educational Resources</i></p> | <p>A.APR.A.1 Powers of 11 A.SSE.A.2 Equivalent Expressions A.REI.B.4 Visualizing Completing the Square A.REI.B.4 Braking Distance A.REI.B.4 Two Squares are Equal F.IF.B.4 Words – Tables - Graphs F.IF.B.5 The restaurant A.SSE.B.3 Profit of a company A.SSE.B.3 Rewriting a Quadratic Expression F.IF.C.7a Graphs of Quadratic Functions</p> | <p>F.IF.C.8a Springboard Dive F.IF.C.8a Which Function? F.IF.B.9 Throwing Baseballs F.IF.B.6 Mathemafish Population F.LE.A.3 Population and Food Supply F.BF.B.3 Identifying Even and Odd Functions F.BF.B.3 Transforming the graph of a function A.REI.D.11 Introduction to Polynomials – College Fund A.APR.B.3 Graphing from Factors 1 N.RN.B.3 Operations with Rational and Irrational Numbers</p> | <p>MP.3 Construct viable arguments & critique the reasoning of others.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> | | | | | | | | | | | | | | | | | | |
| <p>Unit 4</p> <p>Modeling with Statistics</p> | <table border="0"> <tr> <td>● S.ID.A.1</td> <td>■ F.IF.B.4*</td> </tr> <tr> <td>● S.ID.A.2</td> <td>■ F.IF.B.5*</td> </tr> <tr> <td>● S.ID.A.3</td> <td></td> </tr> <tr> <td>□ S.ID.B.5</td> <td></td> </tr> <tr> <td>□ S.ID.B.6</td> <td></td> </tr> </table> | ● S.ID.A.1 | ■ F.IF.B.4* | ● S.ID.A.2 | ■ F.IF.B.5* | ● S.ID.A.3 | | □ S.ID.B.5 | | □ S.ID.B.6 | | <ul style="list-style-type: none"> • Summarize, represent, and interpret data on a single count or measurement variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret functions that arise in applications in terms of the context | <p>MP.6 Attend to precision.</p> <p>MP.7 Look for and make use of structure.</p> | | | | | | | | |
| ● S.ID.A.1 | ■ F.IF.B.4* | | | | | | | | | | | | | | | | | | | | |
| ● S.ID.A.2 | ■ F.IF.B.5* | | | | | | | | | | | | | | | | | | | | |
| ● S.ID.A.3 | | | | | | | | | | | | | | | | | | | | | |
| □ S.ID.B.5 | | | | | | | | | | | | | | | | | | | | | |
| □ S.ID.B.6 | | | | | | | | | | | | | | | | | | | | | |
| <p><i>Unit 4:</i> <i>Suggested Open Educational Resources</i></p> | <p>S.ID.A.1-3 Haircut Costs S.ID.A.1-3 Speed Trap S.ID.A.2-3 Measuring Variability in a Data Set S.ID.A.3 Identifying Outliers S.ID.B.5 Support for a Longer School Day? S.ID.B.6 Laptop Battery Charge 2 F.IF.B.4 The Aquarium F.IF.B.4 Containers F.IF.B.4-5 The Canoe Trip, Variation 2</p> | | <p>MP.8 Look for and express regularity in repeated reasoning.</p> | | | | | | | | | | | | | | | | | | |

Curricular Framework Mathematics-Algebra 1

| Unit 1 Algebra 1 | | |
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| Content & Practice Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
| <ul style="list-style-type: none"> ■ N.Q.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems; Choose and interpret units consistently in formulas; Choose and interpret the scale and the origin in graphs and data displays. ■ N.Q.A.2. Define appropriate quantities for the purpose of descriptive modeling. ■ N.Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. | <p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> • Units are associated with variables in expressions and equations in context. • Quantities may be used to model attributes of real world situations. • Measurement tools have an inherent amount of uncertainty in measurement. <p>Students are able to:</p> <ul style="list-style-type: none"> • use units to understand real world problems. • use units to guide the solution of multi-step real world problems (e.g. dimensional analysis). • choose and interpret units while using formulas to solve problems. • identify and define appropriate quantities for descriptive modeling. • choose a level of accuracy when reporting measurement quantities. <p>Learning Goal 1: Solve multi-step problems, using units to guide the solution, interpreting units consistently in formulas and choosing an appropriate level of accuracy on measurement quantities. Develop descriptive models by defining appropriate quantities.</p> |
| <ul style="list-style-type: none"> ■ A.REI.B.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. ■ A.REI.A.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. ■ A.CED.A.4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R. | <p>MP.2 Reason abstractly and quantitatively. MP.6 Attend to precision. MP.7 Look for and make use of structure.</p> | <p>Concept(s).</p> <ul style="list-style-type: none"> • Literal equations can be rearranged using the properties of equality. <p>Students are able to.</p> <ul style="list-style-type: none"> • solve linear equations with coefficients represented by letters in one variable. • use the properties of equality to justify steps in solving linear equations. • solve linear inequalities in one variable. • rearrange linear formulas and literal equations, isolating a specific variable. <p>Learning Goal 2. Solve linear equations and inequalities in one variable (including literal equations); justify each step in the process.</p> |
| <ul style="list-style-type: none"> ■ A.SSE.A.1. Interpret expressions that represent a quantity in terms of its context. A.SSE.A.1a. Interpret parts of an expression, such as terms, factors, and coefficients. | <p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively.</p> | <p>Concept(s): No new concept(s) introduced Students are able to:</p> <ul style="list-style-type: none"> • identify different parts of an expression, including terms, factors and constants. • explain the meaning of parts of an expression in context. <p>Learning Goal 3: Interpret terms, factors, coefficients, and other parts of expressions in terms of a context .</p> |

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| <p>■ A.CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions and quadratic functions, and simple rational and exponential functions.</p> <p>■ A.REI.A.1. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> | <p>MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> Equations and inequalities describe relationships. Equations can represent real-world and mathematical problems. <p>Students are able to:</p> <ul style="list-style-type: none"> identify and describe relationships between quantities in word problems. create linear equations in one variable. create linear inequalities in one variable. use equations and inequalities to solve real world problems. explain each step in the solution process. <p>Learning Goal 4: Create linear equations and inequalities in one variable and use them in contextual situations to solve problems. Justify each step in the process and the solution.</p> |
| <p>■ A.CED.A.2. Create equations in two or more variables to represent relationships between quantities; Graph equations on coordinate axes with labels and scales.</p> <p>▣ N.Q.A.1. Use units as a way to understand problems and to guide the solution of multi-step problems; Choose and interpret units consistently in formulas; Choose and interpret the scale and the origin in graphs and data displays.</p> <p>■ A.REI.D.10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). [Focus on linear equations.]</p> | <p>MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> Equations represent quantitative relationships. <p>Students are able to:</p> <ul style="list-style-type: none"> create linear equations in two variables, including those from a context. select appropriate scales for constructing a graph. interpret the origin in graphs. graph equations on coordinate axes, including labels and scales. identify and describe the solutions in the graph of an equation. <p>Learning Goal 5: Create linear equations in two variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> |
| <p>▣ S.ID.B.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>S.ID.B.6a. Fit a function to the data (including the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</p> | <p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> Scatter plots represent the relationship between two variables. Scatter plots can be used to determine the nature of the association between the variables. Linear models may be developed by fitting a linear function to approximately linear data. The correlation coefficient represents the strength of a linear association. <p>Students are able to:</p> <ul style="list-style-type: none"> distinguish linear models representing approximately linear data from linear equations representing “perfectly” linear relationships. create a scatter plot and sketch a line of best fit. fit a linear function to data using technology. |

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| <p>S.ID.B.6c. Fit a linear function for a scatter plot that suggests a linear association.</p> <p>■ S.ID.C.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p>■ S.ID.C.8. Compute (using technology) and interpret the correlation coefficient of a linear fit.</p> <p>■ S.ID.C.9. Distinguish between correlation and causation.</p> | | <ul style="list-style-type: none"> • solve problems using prediction equations. • interpret the slope and the intercepts of the linear model in context. • determine the correlation coefficient for the linear model using technology. • determine the direction and strength of the linear association between two variables. <p>Learning Goal 6: Represent data on a scatter plot, describe how the variables are related and use technology to fit a function to data.</p> <p>Learning Goal 7: Interpret the slope, intercept, and correlation coefficient of a data set of a linear model; distinguish between correlation and causation.</p> |
| <p>■ A.REI.D.11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* [Focus on linear equations.]</p> | <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.5 Use appropriate tools strategically.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> • $y = f(x)$, $y=g(x)$ represent a system of equations. • Systems of equations can be solved graphically (8.EE.C.8). <p>Students are able to:</p> <ul style="list-style-type: none"> • explain the relationship between the x-coordinate of a point of intersection and the solution to the equation $f(x) = g(x)$ for linear equations $y = f(x)$ and $y = g(x)$. • find approximate solutions to the system by making a table of values, graphing, and finding successive approximations. <p>Learning Goal 8: Explain why the solutions of the equation $f(x) = g(x)$ are the x-coordinates of the points where the graphs of the linear equations $y=f(x)$ and $y=g(x)$ intersect. ** function notation is not introduced here</p> <p>Learning Goal 9: Find approximate solutions of $f(x) = g(x)$, where $f(x)$ and $g(x)$ are linear functions, by making a table of values, using technology to graph and finding successive approximations.</p> |

Unit 1 Algebra 1 What This May Look Like

District/School Formative Assessment Plan

Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.

District/School Summative Assessment Plan

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Focus Mathematical Concepts

Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.

Prerequisite skills:

Common Misconceptions:

District/School Tasks

District/School Primary and Supplementary Resources

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Exemplar tasks or illustrative models could be provided.

District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction.

Instructional Best Practices and Exemplars

This is a place to capture examples of standards integration and instructional best practices.

Unit 2 Algebra 1

| Content Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
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| <ul style="list-style-type: none"> ● A.REI.C.6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. ■ A.CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> ● A.REI.C.5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. | <ul style="list-style-type: none"> MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others. MP.4 Model with mathematics. | <p>Concept(s):</p> <ul style="list-style-type: none"> • Systems of equations can be solved exactly (algebraically) and approximately (graphically). <p>Students are able to:</p> <ul style="list-style-type: none"> • identify and define variables representing essential features for the model. • model real world situations by creating a system of linear equations. • solve systems of linear equations using the elimination or substitution method. • solve systems of linear equations by graphing. • interpret the solution(s) in context. <p>Learning Goal 1: Solve multistep contextual problems by identifying variables, writing equations, and solving systems of linear equations in two variables algebraically and graphically.</p> |
| <ul style="list-style-type: none"> ■ A.REI.D.12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. ■ A.CED.A.3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a | <ul style="list-style-type: none"> MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • model real world situations by creating a system of linear inequalities given a context. • interpret the solution(s) in context. <p>Learning Goal 2: Graph linear inequalities and systems of linear inequalities in two variables and explain that the solution to the system.</p> |

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| Content Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
| <p>modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p> | | |
| <p>■ F.IF.A.1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.</p> <p>■ F.IF.A.2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.</p> | <p>MP 2 Reason abstractly and quantitatively. MP.6 Attend to precision. MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> $F(x)$ is an element in the range and x is an element in the domain. <p>Students are able to:</p> <ul style="list-style-type: none"> use the definition of a function to determine whether a relationship is a function. use function notation once a relation is determined to be a function. evaluate functions for given inputs in the domain. explain statements involving function notation in the context of the problem. <p>Learning Goal 3: Explain the definition of a function, including the relationship between the domain and range. Use function notation, evaluate functions and interpret statements in context.</p> |
| <p>▣ F.LE.A.1. Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>F.LE.A.1a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>F.LE.A.1b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>F.LE.A.1c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> | <p>MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> Linear functions grow by equal differences over equal intervals. Exponential functions grow by equal factors over equal intervals. <p>Students are able to:</p> <ul style="list-style-type: none"> identify and describe situations in which one quantity changes at a constant rate. identify and describe situations in which a quantity grows or decays by a constant percent. show that linear functions grow by equal differences over equal intervals. show that exponential functions grow by equal factors over equal intervals. <p>Learning Goal 4: Distinguish between and explain situations modeled with linear functions and with exponential functions.</p> |
| <p>▣ F.LE.A.2. Construct linear and exponential functions - including arithmetic and geometric sequences - given a graph, a description of a</p> | <p>MP 2 Reason abstractly and quantitatively. MP 4. Model with mathematics MP.1 Make sense of problems and persevere in solving them.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> Sequences are functions, sometimes defined and represented recursively. Sequences are functions whose domain is a subset of integers. <p>Students are able to:</p> <ul style="list-style-type: none"> create arithmetic and geometric sequences from verbal descriptions. |

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| Content Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
| <p>relationship, or two input-output pairs (include reading these from a table). *[Algebra 1 limitation: exponential expressions with integer exponents]</p> <p>■ F.IF.A.3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.</i></p> | <p>MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.7 Look for and make use of structure.</p> | <ul style="list-style-type: none"> • create arithmetic sequences from linear functions. • create geometric sequences from exponential functions. • identify recursively defined sequences as functions. • create linear and exponential functions given <ul style="list-style-type: none"> – a graph; – a description of a relationship; – a table of values. <p>Learning Goal 5: Write linear and exponential functions given a graph, table of values, or written description; construct arithmetic and geometric sequences.</p> |
| <p>□ F.BF.A.1. Write a function that describes a relationship between two quantities. 1a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> <p>■ A.SSE.A.1. Interpret expressions that represent a quantity in terms of its context A.SSE.A.1a: Interpret parts of an expression, such as terms, factors, and coefficients. A.SSE.A.1b: Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> *[Algebra 1 limitation: exponential expressions with integer exponents]</p> | <p>MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics</p> | <p>Concept(s): No new concept(s) introduced Students are able to:</p> <ul style="list-style-type: none"> • given a context, write an explicit expressions, a recursive process or steps for calculation for linear and exponential relationships. • interpret parts of linear and exponential functions in context. <p>Learning Goal 6: Write explicit expressions, recursive processes and steps for calculation from a context that describes a linear or exponential relationship between two quantities.</p> |
| <p>□ A.SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. A.SSE.B.3c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx$</i></p> | <p>MP.1 Make sense of problems and persevere in solving them. MP 2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure</p> | <p>Concept(s): No new concept(s) introduced Students are able to:</p> <ul style="list-style-type: none"> • use the properties of exponents to simplify or expand exponential expressions, recognizing these are equivalent forms. <p>Learning Goal 7: Use properties of exponents to produce equivalent forms of exponential expressions in one variable.</p> |

Curricular Framework Mathematics-Algebra 1

| Unit 2 Algebra 1 | | |
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| Content Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
| <p><i>1.012^{12t} to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p> <p>*[Algebra 1: limit to exponential expressions with integer exponents]</p> | | |
| <p>■ F.IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> *[Focus on exponential functions]</p> <p>▣ F.LE.B.5. Interpret the parameters in a linear or exponential function in terms of a context.</p> <p>■ F.IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function</i></p> | <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>MP.6 Attend to precision.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> given a verbal description of a relationship, sketch linear and exponential functions. identify intercepts and intervals where the function is positive/negative. interpret parameters in context. determine the <i>practical</i> domain of a function. <p>Learning Goal 8: Sketch graphs of linear and exponential functions expressed symbolically or from a verbal description. Show key features and interpret parameters in context.</p> |
| <p>▣ F.IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> <p>*[Limit to linear and exponential]</p> | <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> <p>MP.8 Look for and express regularity in repeated reasoning.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> Rate of change of non-linear functions varies. <p>Students are able to:</p> <ul style="list-style-type: none"> compare key features of two linear functions represented in different ways. compare key features of two exponential functions represented in different ways. calculate the rate of change from a table of values or from a function presented symbolically. estimate the rate of change from a graph. |

Curricular Framework Mathematics-Algebra 1

| Unit 2 Algebra 1 | | |
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| Content Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
| <p>■ F.IF.B.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> | | <p>Learning Goal 9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p> <p>Learning Goal 10: Calculate and interpret the average rate of change of a function presented symbolically or as a table; estimate the rate of change from a graph.</p> |
| <p>□ F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.</p> <p>F.IF.C.7a. Graph linear and quadratic functions and show intercepts, maxima, and minima.</p> <p>F.IF.C.7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> | <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> • Piecewise-defined functions may contain discontinuities. • Absolute value functions are piecewise functions. <p>Students are able to:</p> <ul style="list-style-type: none"> • graph linear, square root, cube root, and piecewise-defined functions. • graph more complicated cases of functions using technology. • identify and describe key features of the graphs of square root, cube root, and piecewise-defined functions . <p>Learning Goal 11: Graph linear, square root, cube root, and piecewise-defined functions (including step and absolute value functions) expressed symbolically. Graph by hand in simple cases and using technology in more complex cases, showing key features of the graph.</p> |

Unit 2 Algebra 1 What This May Look Like

| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
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| <i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i> | <i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i> |

Focus Mathematical Concepts

Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.

Prerequisite skills:

Common Misconceptions:

| District/School Tasks | District/School Primary and Supplementary Resources |
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| <i>Exemplar tasks or illustrative models could be provided.</i> | <i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction.</i> |

Instructional Best Practices and Exemplars

This is a place to capture examples of standards integration and instructional best practices.

| Unit 3 Algebra 1 | | |
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| Content Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
| <p>■ A.APR.A.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>■ A.SSE.A.2. Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p> | <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> Polynomials form a system analogous to the integers. Polynomials are closed under the operations of addition, subtraction, and multiplication. <p>Students are able to:</p> <ul style="list-style-type: none"> add and subtract polynomials. multiply polynomials. recognize numerical expressions as a difference of squares and rewrite the expression as the product of sums/differences. recognize polynomial expressions in one variable as a difference of squares and rewrite the expression as the product of sums/differences. <p>Learning Goal 1: Add, subtract, and multiply polynomials, relating these to arithmetic operations with integers. Factor to produce equivalent forms of quadratic expressions in one variable.</p> |
| <p>■ A.REI.B.4. Solve quadratic equations in one variable.</p> <p>A.REI.B.4a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</p> <p>A.REI.B.4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p> | <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> Multiple methods for solving quadratic equations. Transforming a quadratic equation into the form $(x - p)^2 = q$ yields an equation having the same solutions. <p>Students are able to:</p> <ul style="list-style-type: none"> use the method of completing the square to transform a quadratic equation in x into an equation of the form $(x - p)^2 = q$. derive the quadratic formula from $(x - p)^2 = q$. solve a quadratic equations in one variable by inspection. solve quadratic equations in one variable by taking square roots. solve a quadratic equations in one variable by completing the square. solve a quadratic equations in one variable using the quadratic formula. solve a quadratic equations in one variable by factoring. strategically select, as appropriate to the initial form of the equation, a method for solving a quadratic equation in one variable. write complex solutions of the quadratic formula in $a \pm bi$ form. analyze the quadratic formula, recognizing the conditions leading to complex solutions (discriminant). <p>Learning Goal 2: Derive the quadratic formula by completing the square and recognize when there are no real solutions.</p> |

Curricular Framework Mathematics-Algebra 1

| Unit 3 Algebra 1 | | |
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| Content Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
| | | Learning Goal 3: Solve quadratic equations in one variable using a variety of methods (including inspection, taking square roots, factoring, completing the square, and the quadratic formula) and write complex solutions in $a \pm bi$ form. |
| <p>■ A.CED.A.1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear functions and quadratic functions, and simple rational and exponential functions.</p> | <p>MP.2 Reason abstractly and quantitatively. MP.6 Attend to precision. MP.7 Look for and make use of structure.</p> | <p>Concept(s): No new concept(s) introduced Students are able to:</p> <ul style="list-style-type: none"> • create quadratic equations in one variable. • use quadratic equations to solve real world problems. <p>Learning Goal 4: Create quadratic equations in one variable and use them to solve problems.</p> |
| <p>■ F.IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>■ F.IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function</i></p> | <p>MP.4 Model with mathematics. MP.6 Attend to precision.</p> | <p>Concept(s): No new concept(s) introduced Students are able to:</p> <ul style="list-style-type: none"> • interpret maximum/minimum and intercepts of quadratic functions from graphs and tables in the context of the problem. • sketch graphs of quadratic functions given a verbal description of the relationship between the quantities. • identify intercepts and intervals where function is increasing/decreasing • determine the practical domain of a function. <p>Learning Goal 5: Interpret key features of quadratic functions from graphs and tables. Given a verbal description of the relationship, sketch the graph of a quadratic function, showing key features and relating the domain of the function to its graph.</p> |
| <p>▣ A.SSE.B.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. A.SSE.B.3a. Factor a quadratic expression to reveal the zeros of the function it defines.</p> | <p>MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.7 Look for and make use of structure.</p> | <p>Concept(s):</p> <ul style="list-style-type: none"> • Alternate, equivalent forms of a quadratic expression may reveal specific attributes of the function that it defines. <p>Students are able to:</p> <ul style="list-style-type: none"> • factor a quadratic expression for the purpose of revealing the zeros of a function. • complete the square for the purpose of revealing the maximum or minimum of a function. |

Curricular Framework Mathematics-Algebra 1

| Unit 3 Algebra 1 | | |
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| Content Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
| A.SSE.B.3b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. | | Learning Goal 6: Use factoring and completing the square to produce equivalent forms of quadratic expressions in one variable that highlight particular properties such as the zeros or the maximum or minimum value of the function. |
| <p>■ F.BF.A.1. Write a function that describes a relationship between two quantities. F.BF.A.1a: Determine an explicit expression, a recursive process, or steps for calculation from a context.</p> | <p>MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics.</p> | <p>Concept(s): No new concept(s) introduced Students are able to:</p> <ul style="list-style-type: none"> given a context, write explicit expressions, a recursive process or steps for calculation for quadratic relationships. <p>Learning Goal 7: Given a context, write an explicit expression, a recursive process or steps for calculation for quadratic relationships.</p> |
| <p>■ F.IF.C.7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. F.IF.C.7a. Graph linear and quadratic functions and show intercepts, maxima, and minima. *[emphasize quadratic functions]</p> <p>■ F.IF.C.8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. F.IF.C.8a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p> <p>■ F.IF.C.9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an</i></p> | <p>MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.8 Look for and express regularity in repeated reasoning.</p> | <p>Concept(s): No new concept(s) introduced Students are able to:</p> <ul style="list-style-type: none"> graph quadratic functions expressed symbolically. graph more complicated cases of quadratic functions using technology. identify and describe key features of the graphs of quadratic functions. given two quadratic functions, each represented in a different way, compare the properties of the functions. <p>Learning Goal 8: Graph quadratic functions by hand in simple cases and with technology in complex cases, showing intercepts, extreme values and symmetry of the graph. Compare properties of two quadratic functions, each represented in a different way.</p> |

Curricular Framework Mathematics-Algebra 1

| Unit 3 Algebra 1 | | |
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| Content Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
| <i>algebraic expression for another, say which has the larger maximum.</i> | | |
| <ul style="list-style-type: none"> ■ F.IF.B.6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ▣ F.LE.A.3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. | MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure. | Concept(s): <ul style="list-style-type: none"> • A quantity increasing exponentially eventually exceeds a quantity increasing quadratically. Students are able to: <ul style="list-style-type: none"> • calculate the rate of change of a quadratic function from a table of values or from a function presented symbolically. • estimate the rate of change from a graph of a quadratic function. • analyze graphs and tables to compare rates of change of exponential and quadratic functions. Learning Goal 9: Calculate and interpret the average rate of change of a quadratic function presented symbolically or as a table. Estimate and compare the rates of change from graphs of quadratic and exponential functions. |
| <ul style="list-style-type: none"> ● F.BF.B.3. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. | MP.3 Construct viable arguments and critique the reasoning of others. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure. | Concept(s): <ul style="list-style-type: none"> • Characteristics of even and odd functions in graphs and algebraic expressions • Vertical and horizontal shifts Students are able to: <ul style="list-style-type: none"> • perform transformations on graphs of linear and quadratic functions. • identify the effect on the graph of replacing $f(x)$ by <ul style="list-style-type: none"> – $f(x) + k$; – $k f(x)$; – $f(kx)$; – and $f(x + k)$ for specific values of k (both positive and negative). • identify the effect on the graph of combinations of transformations. • given the graph, find the value of k. • illustrate an explanation of the effects on linear and quadratic graphs using technology. • recognize even and odd functions from their graphs and from algebraic expressions for them. Learning Goal 10: Identify the effects of transformations and combinations of transformations [$f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$] on a function; find the value of k given the graph. |
| <ul style="list-style-type: none"> ■ A.REI.D.11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, | MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically. | Concept(s): No new concept(s) introduced Students are able to: <ul style="list-style-type: none"> • approximate the solution(x) to a system of equations comprised of a linear and a quadratic function by using technology to graph the functions, by making a table of values and/or by finding successive approximations. |

Curricular Framework Mathematics-Algebra 1

| Unit 3 Algebra 1 | | |
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| Content Standards | Suggested Standards for Mathematical Practice | Critical Knowledge & Skills |
| make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* | | Learning Goal 11: Find approximate solutions of $f(x) = g(x)$, where $f(x)$ is a linear function and $g(x)$ is a quadratic function by making a table of values, using technology to graph and finding successive approximations. |
| ■ A.APR.B.3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. *[Algebra 1: limit to quadratic and cubic functions in which linear and quadratic factors are available] | MP.7 Look for and make use of structure. | Concept(s): <ul style="list-style-type: none"> • General shape(s) and end behavior of cubic functions Students are able to: <ul style="list-style-type: none"> • find the zeros of a polynomial (quadratic and cubic). • test domain intervals to determine where $f(x)$ is greater than or less than zero. • use zeros of a function to sketch a graph. Learning Goal 12: Identify zeros of cubic functions when suitable factorizations are available and use the zeros to construct a rough graph of the function. (*cubic functions are presented as the product of a linear and a quadratic factor) |
| ● N.RN.B.3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. | MP.3 Construct viable arguments and critique the reasoning of others. MP.6 Attend to precision. | Concept(s): <ul style="list-style-type: none"> • The sum or product of two rational numbers is rational. • The sum of a rational number and an irrational number is irrational. • The product of a nonzero rational number and an irrational number is irrational. Students are able to: <ul style="list-style-type: none"> • explain and justify conclusions regarding sums and products of two rational numbers.. • explain and justify conclusions regarding the sum of a rational and irrational number. • explain and justify conclusions regarding the product of a nonzero rational and irrational number. Learning Goal 13: Explain and justify conclusions about sums and products of rational and irrational numbers. |
| Unit 3 Algebra 1 What This May Look Like | | |
| District/School Formative Assessment Plan | District/School Summative Assessment Plan | |
| <i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i> | <i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i> | |
| Focus Mathematical Concepts | | |
| <i>Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.</i> | | |
| Prerequisite skills: | | |
| Common Misconceptions: | | |

Curricular Framework Mathematics-Algebra 1

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| District/School Tasks | District/School Primary and Supplementary Resources |
| <i>Exemplar tasks or illustrative models could be provided.</i> | <i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction.</i> |
| Instructional Best Practices and Exemplars | |
| <i>This is a place to capture examples of standards integration and instructional best practices.</i> | |

| Unit 4 Algebra 1 | | |
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| Content & Practice Standards | | Critical Knowledge & Skills |
| <ul style="list-style-type: none"> ● S.ID.A.1. Represent data with plots on the real number line (dot plots, histograms, and box plots). | <ul style="list-style-type: none"> MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> ● represent data with dot plots on the real number line. ● represent data with histograms on the real number line. ● represent data with box plots on the real number line. <p>Learning Goal 1: Represent data with plots (dot plots, histograms, and box plots) on the real number line.</p> |
| <ul style="list-style-type: none"> ● S.ID.A.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ● S.ID.A.3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). | <ul style="list-style-type: none"> MP.1 Make sense of problems and persevere in solving them. MP.2 Reason abstractly and quantitatively. MP.4 Model with mathematics. MP.5 Use appropriate tools strategically. MP.6 Attend to precision. | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Appropriate use of a statistic depends on the shape of the data distribution. ● Standard deviation <p>Students are able to:</p> <ul style="list-style-type: none"> ● represent two or more data sets with plots and use appropriate statistics to compare their center and spread. ● interpret differences in shape, center, and spread in context. ● explain possible effects of extreme data points (outliers) when summarizing data and interpreting shape, center and spread. <p>Learning Goal 2: Compare center and spread of two or more data sets, interpreting differences in shape, center, and spread in the context of the data, taking into account the effects of outliers.</p> |
| <ul style="list-style-type: none"> ▣ S.ID.B.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. | <ul style="list-style-type: none"> MP.1 Make sense of problems and persevere in solving them. MP.5 Use appropriate tools strategically. MP.7 Look for and make use of structure. | <p>Concept(s):</p> <ul style="list-style-type: none"> ● Categorical variables represent types of data which may be divided into groups. <p>Students are able to:</p> <ul style="list-style-type: none"> ● construct two-way frequency tables for categorical data. ● interpret joint, marginal and conditional relative frequencies in context. ● explain possible associations between categorical data in two-way tables. ● identify and describe trends in the data. |

| Unit 4 Algebra 1 | | |
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| Content & Practice Standards | | Critical Knowledge & Skills |
| | | Learning Goal 3: Summarize and interpret categorical data for two categories in two-way frequency tables; explain possible associations and trends in the data. |
| <p>□ S.ID.B.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>S.ID.B.6a. Fit a function to the data (including the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</p> <p>S.ID.B.6b. Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology.</p> | <p>MP.1 Make sense of problems and persevere in solving them.</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.4 Model with mathematics.</p> <p>MP.5 Use appropriate tools strategically.</p> <p>MP.6 Attend to precision.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> fit a function to data using technology. solve problems using functions fitted to data (prediction equations). interpret the intercepts of models in context. plot residuals of linear and non-linear functions. analyze residuals in order to informally evaluate the fit of linear and non-linear functions. <p>Learning Goal 4: Fit functions to data using technology, plot residuals and informally assess the fit of linear and non-linear functions by analyzing residuals.</p> |
| <p>■ F.IF.B.4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i></p> <p>■ F.IF.B.5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p> | <p>MP.4 Model with mathematics.</p> <p>MP.6 Attend to precision.</p> | <p>Concept(s): No new concept(s) introduced</p> <p>Students are able to:</p> <ul style="list-style-type: none"> interpret maximum/minimum and intercepts of functions from graphs and tables in the context of the problem. sketch graphs of functions given a verbal description of the relationship between the quantities. identify intercepts and intervals where function is increasing/decreasing. determine the practical domain of a function . <p>Learning Goal 5: Interpret key features of functions from graphs and tables. Given a verbal description of the relationship, sketch the graph of a function, showing key features and relating the domain of the function to its graph.</p> |

Curricular Framework Mathematics-Algebra 1

Unit 4 Algebra 1 What This May Look Like

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| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i> | <i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i> |
| Focus Mathematical Concepts | |
| <p><i>Districts should consider listing prerequisites skills. Concepts that include a focus on relationships and representation might be listed as grade level appropriate.</i></p> <p>Prerequisite skills:</p> <p>Common Misconceptions:</p> | |
| District/School Tasks | District/School Primary and Supplementary Resources |
| <i>Exemplar tasks or illustrative models could be provided.</i> | <i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction.</i> |
| Instructional Best Practices and Exemplars | |
| <i>This is a place to capture examples of standards integration and instructional best practices.</i> | |