

Essential Standards Document

Collaborative Team: IM 1

Unit # 1- Solving Linear Inequalities

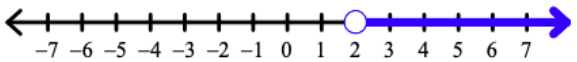
Essential Standard (# and full standard): A.REI.1, A.REI.2, A.REI.3a, A.CED1-4, A.REI.9, F.IF.7a

What is the Learning Target or Essential Question?	What Level of Thinking Does it Involve?	How will you formatively assess this learning target or response to your essential question?
Students will solve multi-step equations with variables on one side.	DOK 2	EX: Solve $8x - 2(x + 7) = 16$
Students will solve multi-step equation with variables on both sides	DOK 2	EX: Solve $7 - 4x = x + 27$

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Unit # 2- Solving Linear Inequalities

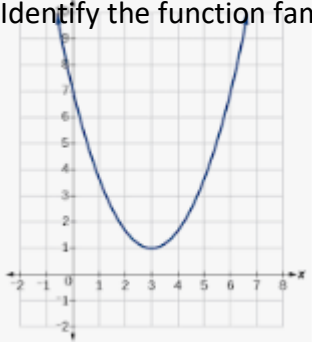
Essential Standard (# and full standard): A.CED.1, A.CED.2

What is the Learning Target or Essential Question?	What Level of Thinking Does it Involve?	How will you formatively assess this learning target or response to your essential question?
Students will graph linear inequalities on a number line.	DOK 1	Graph the inequality on a number line $x > 2$ 
Students will solve linear inequalities.	DOK 2	Solve. $-2(x + 1) - 4 \leq 12$

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Unit 3 : Functions

Essential Standard (# and full standard): N.Q.2, F.IF.2, F.IF.4, A.CED.2

What is the Learning Target or Essential Question?	What Level of Thinking Does it Involve?	How will you formatively assess this learning target or response to your essential question?
Students will identify independent and dependent variables from problem situations	DOK 2	Identify the Independent and Dependent Variable from the situation: The higher the temperature of the air in the oven, the faster a cake will bake.
Students will recognize function family from an equation	DOK 1	Identify the function family based on the equation below: $f(x) = 7^x + 1$
Students will recognize function families from a graph	DOK 1	Identify the function family based on the graph. 
Students will evaluate functions using function notation.	DOK 3	$\text{Given } f(x) = -2x + 4, \text{ evaluate and simplify: } f(2) =$ $f(0) =$ $f(-3) =$

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Unit # 4: Linear Equations

Essential Standard (# and full standard): A.REI.8, F.IF.7a, F.IF.8a

What is the Learning Target or Essential Question?	What Level of Thinking Does it Involve?	How will you formatively assess this learning target or response to your essential question?
Find slope from a graph and given 2 points	DOK2	Find the slope between the pair of points $(-2, 3)$ and $(4, 10)$
Graph a line from slope-intercept form	DOK 2	Graph: $y = \frac{1}{2}x + 6$
Use slope to identify parallel and perpendicular lines.	DOK 2	Find the slope of a line parallel and perpendicular to $2x + 5y = 20$

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Unit # 5 Systems of Equations and Inequalities

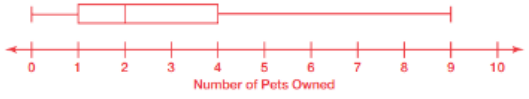

Essential Standard (# and full standard): A.REI.6a, A.REI.6b

What is the Learning Target or Essential Question?	What Level of Thinking Does it Involve?	How will you formatively assess this learning target or response to your essential question?
Students will be able to solve a system (using any method)	DOK 2	Solve the system. $4x - y = 20$ $-2x - 2y = 10$

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Unit # 6 Statistics

Essential Standard (# and full standard): S.ID.1, S.ID.2

What is the Learning Target or Essential Question?	What Level of Thinking Does it Involve?	How will you formatively assess this learning target or response to your essential question?
Understand when to use each measure of center/which measure of center is best based on the shape of the data	DOK 3	<p>What is the best measure of central tendency of the data below?</p> <p>a.</p>  <p>Number of Pets Owned</p> <p>b.</p>  <p>Number of Canned Goods Donated per Student</p>

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Unit # 7 Radicals

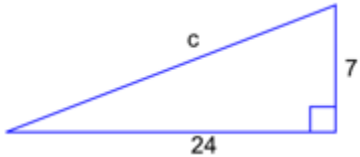
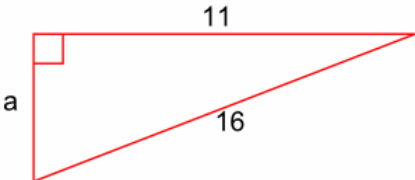
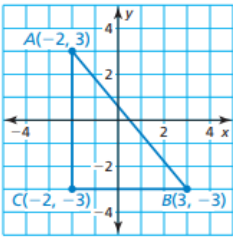
Essential Standard (# and full standard): A.REI.3a, A.REI.5a

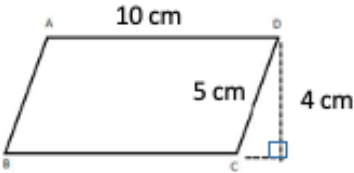
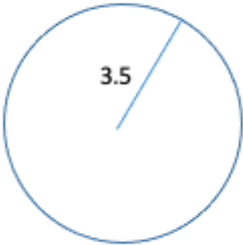
What is the Learning Target or Essential Question?.	What Level of Thinking Does it Involve?	How will you formatively assess this learning target or response to your essential question?
Will determine and recognize perfect squares to simplify radicals	DOK 2	Simplify the following radicals. a. $\sqrt{72}$ b. $2\sqrt{27}$
Will solve equations with squares and equations with square roots	DOK 3	Solve a. $\sqrt{3y - 8} = 1$ b. $2\sqrt{n} - 17 = -3$ c. $a^2 + 6 = 10$ d. $-5x^2 + 12 = -213$

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Unit #: 8 Area, Perimeter and Circles

Essential Standard (# and full standard): G.GPE.8, G.GPE.1, G.GPE.2

What is the Learning Target or Essential Question?	What Level of Thinking Does it Involve?	How will you formatively assess this learning target or response to your essential question?
Will use Pythagorean Theorem to find missing lengths in triangles and other polygons	DOK 3	Solve for the missing length a.  b. 
Will find area and perimeter of triangles, quadrilaterals and circles	DOK 3	Determine the area and perimeter of each figurer. a. 

		<p>b.</p>  <p>c.</p> 
<p>Will recognize the equation of a circle and identify the center and radius</p>	<p>DOK 2</p>	<p>Identify the center and radius of $(x + 2)^2 + (y - 1)^2 = 16$</p>

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Unit #: 9 Exponents and Polynomials

Essential Standard (# and full standard): A.APR.1, A.SSE.2,

What is the Learning Target or Essential Question?	What Level of Thinking Does it Involve?	How will you formatively assess this learning target or response to your essential question?
Will add and subtract polynomials by combining like terms.	DOK 2	Simplify. a. $(6x^2 - x + 3) + (-2x + x^2 - 7)$ b. $(-6x^3 + 5x - 3) - (2x^3 + 4x^2 - 3x + 1)$
Will use the distributive property to write polynomials in standard form	DOK 2	Simplify. $2x(-3x^2 - 8x + 1)$
Will you FOIL to write polynomials in standard form	DOK 2	Find the product. $(2x + 3)(x - 4)$