

Any standard **highlighted in yellow** has been determined by our WCSD teachers, district and state experts as essential for students to master.

<p><b>Strand 10.A.CED.1-2,4): I can create equations that describe numbers or relationships. I can extend work on linear and exponential equations to quadratic equations.</b></p>			
<p><b>Standard 10.A.CED.1: I can create equations and inequalities in one variable and use them to solve problems. I can include equations arising from linear and quadratic functions, and simple rational and exponential functions.</b></p>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>I can create equations and inequalities using one variable.</li> <li>I can write and use linear equations.</li> <li>I can write and use quadratic functions.</li> <li>I can write and use simple rational functions.</li> <li>I can write and use exponential functions.</li> </ul>	<p><b>Academic Vocabulary &amp; Notation</b></p> <ul style="list-style-type: none"> <li>equations, inequalities, one variable, linear equations, quadratic functions, simple rational functions, exponential functions</li> </ul>	<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>How are these _____ the same? different?</li> <li>What would happen if.....?</li> </ul>	<p><b>Possible Assessments</b></p> <ul style="list-style-type: none"> <li><u>District CFAs</u></li> </ul>
<p><b>Standard 10.A.CED.2: I can create equations in two or more variables to represent relationships between quantities. I can graph the equations on coordinate axes with labels and scales.</b></p>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>I can create equations using two or more variables.</li> <li>I can represent the relationship between two quantities.</li> <li>I can graph, label, and scale the equations on a coordinate axes.</li> </ul>	<p><b>Academic Vocabulary &amp; Notation</b></p> <ul style="list-style-type: none"> <li>equations, two or more variables, relationships, quantities, graph, label, scale, coordinate axes</li> </ul>	<p><b>Question Stems</b></p> <ul style="list-style-type: none"> <li>Justify your answer</li> <li>What other way could you solve _____?</li> <li>If I do _____, what will happen?</li> </ul>	<p><b>Possible Assessments</b></p> <ul style="list-style-type: none"> <li><u>District CFAs</u></li> </ul>

**Standard 10.A.CED.4: I can rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations; extend to formulas involving squared variables.**

<b>Learning Targets</b>	<b>Academic Vocabulary &amp; Notation</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"><li>I can rearrange a formula (for example, the volume of a cylinder <math>V = \pi r^2 h</math>).</li></ul>	<ul style="list-style-type: none"><li>equations, formula, cylinder, volume, pi, reasoning, quantity of interest</li></ul>	<ul style="list-style-type: none"><li>How are these different?</li><li>How are they the same?</li></ul>	<ul style="list-style-type: none"><li><u>District CFAs</u></li></ul>