

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

<p>Strand 11.A.CED: I can create equations that describe numbers or relationships, using all available types of functions to create such equations (Standards A.CED.1-4)</p>			
<p>Standard 11.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.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can create equations with one variable and use to solve problems. I can create inequalities with one variable and use to solve problems. I can create and identify linear and quadratic equations, with rational and exponential functions. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> equations, relationships, function, variable, linear, quadratic, rational, exponential 	<p>Question Stems</p> <ul style="list-style-type: none"> How is this similar to— — —-? How did you solve the problem? How did you show your work? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
<p>Standard 11.A.CED.2: I can create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can create equations with two or more variables to represent relationships between quantities. I can graph equations on a coordinate plane. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> coordinate plane, equations, variables, relationship, quantity 	<p>Question Stems</p> <ul style="list-style-type: none"> What other way could you solve this problem? Justify your answer. 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>

<p>Standard 11.A.CED.3: I can represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can represent and interpret solutions with equations, inequalities, and by systems of equations. I can model the context of the problem. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> constraints, equations, inequalities, systems of equations, inequalities, interpret, solutions, viable, non-viable, modeling, context 	<p>Question Stems</p> <ul style="list-style-type: none"> What questions arose as you worked? What changes did you have to make to solve the problem? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
<p>Standard 11.A.CED.4: I can rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.</p>			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can rearrange formulas to highlight a quantity of interest. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> formula, highlight, quantity, interest, reasoning, equations 	<p>Question stems</p> <ul style="list-style-type: none"> I decided to _____, I was thinking_____. 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>