

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

Strand: I can construct and compare linear and exponential models and solve problems.			
Standard 9.F.LE.1: I can distinguish between situations that can be modeled with linear functions and with exponential functions.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can prove that linear functions grow by equal differences over equal intervals; exponential functions grow by equal factors over equal intervals. I can recognize situations in which one quantity changes at a constant rate per unit interval relative to another. I can recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> interval, rate, factors, constant rate of change, percent rate per unit 	<p>Question Stems</p> <ul style="list-style-type: none"> How can you describe.....? How did you solve the problem? Convince me you're right! 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>

Strand: I can construct and compare linear and exponential models and solve problems.			
Standard 9.F.LE.2: I can construct linear and exponential functions.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can construct linear and exponential functions, including arithmetic and geometric sequences on a graph. I can construct linear and exponential functions, including arithmetic and geometric sequences, given the description. I can construct linear functions, including arithmetic sequences, given input-output pairs, including those in a table. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> exponential, linear, arithmetic, geometric, sequences, relationship, input-output, function 	<p>Question Stems</p> <ul style="list-style-type: none"> Explain what you have done to solve the problem. What do you notice when....? The steps I followed were.... 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
Standard 9.F.LE.3: I can observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can observe that a quantity increasing exponentially eventually exceeds a quantity increasing linearly using graphs and tables. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> linear, exponential, factor, difference 	<p>Question Stems</p> <ul style="list-style-type: none"> Justify your answer. What if you had started with....rather than.....? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>

Strand: I can construct and compare linear and exponential models and solve problems.			
Standard 9.F.LE.5: I can interpret the parameters in a linear or exponential function in terms of a context.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can interpret the slope and x- and y-intercepts in a linear function in terms of a context. I can interpret the base value and vertical shifts in an exponential function of the form $f(x) = b^x + k$ where b is an integer and k can equal zero. I can interpret the base value and initial value in an exponential function of the form $f(x) = ab^x$ where b is an integer and a can be any positive integer, including 1. 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> linear, exponential, parameters 	<p>Question Stems</p> <ul style="list-style-type: none"> The hardest part of this problem was..... The steps I followed were.... A pattern I noticed was..... 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>