

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

Strand 10.F.LE.3: I can I can construct and compare linear, quadratic, and exponential models and solve problems (Standard F.LE.3)			
Strand 10.F.TF.8: I can prove and apply trigonometric identities. (Standard F.TF.8)			
Standard 10.F.LE.3: I can observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or as a polynomial function.			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can compare linear and exponential growth to quadratic growth (linear, quadratic, or polynomial function) I can use graphs to observe exponential growth (linear, quadratic, or polynomial function) I can use tables to observe exponential growth (linear, quadratic, or polynomial function) 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> graph, table, exponential, linear, quadratic, polynomial function, linear growth, exponential growth, quadratic growth 	<p>Question Stems</p> <ul style="list-style-type: none"> What other math can you connect with this? What strategy did you use? 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>
Standard 10.F.TF.8: I can prove and apply trigonometric identities. (Standard F.TF.8)			
<p>Learning Targets</p> <ul style="list-style-type: none"> I can limit θ to angles between 0 and 90 degrees. I can connect with the Pythagorean Theorem and the distance formula. I can prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ 	<p>Academic Vocabulary & Notation</p> <ul style="list-style-type: none"> trigonometric identity, Pythagorean Theorem, distance formula, sin, cos, tan, quadrant 	<p>Question Stems</p> <ul style="list-style-type: none"> The steps I followed were _____. Explain your steps to reach a solution. 	<p>Possible Assessments</p> <ul style="list-style-type: none"> <u>District CFAs</u>