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 create equations that describe numbers or relationships.

Standard 9.A.CED.4: I can rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can extend the concepts used in solving numerical equations to rearranging formulas for a particular variable. • I can rearrange the variables in a formula and solve for each one. (i.e. Ohm's law V=IR to highlight resistance R or I =prt solve for r)	• constant, variable, formula, literal equation	• What strategy did you use? • What would happen if…..? • Can you explain what you have done so far?	• District CFAs

Standard 9.A.CED.1: I can create equations and inequalities in one variable and use them to solve problems. This includes equations arising from linear and exponential functions.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can create one-variable linear equations and inequalities from contextual situations/stories. • I can create one-variable exponential equations and inequalities from contextual situations/stories. • I can solve and interpret the solution to multi-step linear equations and inequalities in context. • I can use properties of exponents to solve and interpret the solution to exponential equations and inequalities in context.	• greater than, less than, at most, at least, =, <, >, ≤, ≥, no more than, no less than, powers, exponent, base, square root, solution, coefficient	• How did you get your answer? • Does your answer seem reasonable? Why or why not? • Does anyone have the same answer, but a different way to explain it?	• District CFAs

Strand: I can create equations that describe numbers or relationships.

Standard 9.A.CED.2: I can create equations in two or more variables to represent relationships between quantities. I can graph equations on coordinate axes with labels and scales.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can write and graph an equation to represent a linear relationship. • I can write and graph an equation to represent an exponential relationship. • I can model a data set using an equation. • I can choose the best form of an equation to model linear and exponential functions.	• variable, dependent variable, independent variable, domain, range, scale	• What do you need to find out? • What information do you need? • What does this math remind you of?	• District CFAs

Standard 9.A.CED.3: I can represent constraints by equations/systems of equations and/or inequalities. I can interpret solutions as viable or non-viable options in a modeling context.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can determine whether a point is a solution to an equation or inequality. • I can determine whether a solution has meaning in a real-world context. • I can write and graph equations and inequalities representing constraints in contextual situations.	• constraint, great than, less than, greater than or equal to, less than or equal to, >, <, ≥, ≤, inequality, viable	• What are the key points or big ideas in this lesson? • The steps I followed were…. • What questions arose as you worked?	• District CFAs