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 represent and solve equations and inequalities graphically.			
Standard A.REI.1: I can explain each step in solving a linear equation. I can construct a viable argument to justify a solution method.			
Learning Targets • I can construct a viable argument to justify a solution method. • I can understand, apply, and explain the results of using inverse operations. • I can justify the steps in solving equations by applying and explaining the properties of equality, inverse, and identity. • I can use the names of the properties and common sense explanations to explain the steps in solving an equation.	**Academic Vocabulary & Notation** • constant, coefficient, properties of operations, properties of equalities, like terms, variable, evaluate, justify, viable	**Question Stems** • I can make this clearer by…. • A question I had was….. • Justify your answer.	**Possible Assessments** • District CFAs

Strand: I can represent and solve equations and inequalities graphically.

Standard A.REI.3: I can solve equations and inequalities in one variable.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can solve one-variable equations and literal equations to highlight a variable of interest. • I can solve compound inequalities in one variable, including absolute value inequalities. • I can solve simple exponential equations that rely only on application of the laws of exponents.	• equations, inequalities, variable, literal equations, compound inequalities, absolute value inequalities, exponential equations, laws of exponents, properties of inequalities	• Explain what you have done so far…. • What did you notice? • How did you reach that conclusion?	• District CFAs

Standard A.REI.5: I can prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and multiple of the other produces a system with the same solutions.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can explain the use of the multiplication property of equality to solve a system of equations. • I can explain why the sum of two equations is justifiable in the solving of a system of equations (property of equality). • I can relate the process of linear combinations with the process of substitution for solving a system of linear equations. •	• elimination by multiplication and addition, substitution	• How did you know where….? • I solved the problem by….. • My strategy was successful because……	• District CFAs

Strand: I can represent and solve equations and inequalities graphically.

Standard A.REI.6: I can solve systems of linear equations exactly and approximately (numerically, algebraically, graphically), focusing on pairs of linear equations in two variables.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can solve system of equations exactly with algebra and approximately with graphs. • I can test a solution to the system (graph/algebra) • I can analyze a system of equations using slope to predict number of solutions.	• system of equations, consistent and inconsistent systems, dependent and independent systems, solution set, slope, one solution, infinitely many solutions, no solutions	• What would happen if…..? • Justify your answer • The hardest part of this unit is…..	• District CFAs

Standard 9.A.REI.10: I can understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can identify solutions and non-solutions of linear and exponential equations. • I can graph points that satisfy linear and exponential equations. • I understand that continuous curve or a line contains an infinite number of solutions.	• ordered pair, coordinate plane, solution, non-solution, sets	• Explain what you have done so far…. • What did you notice? • How did you reach that conclusion?	• District CFAs

Strand: I can represent and solve equations and inequalities graphically.

Standard 9.A.REI.11: I can explain why the x-coordinates of the points where the graphs of the equations y=f(x) and y=g(x) intersect are the solutions. I can find the solutions approximately.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can use technology to graph functions, make tables of values, or find successive approximations, including linear or exponential solutions. • I can approximate solutions to systems of two equations using graphing technology. • I can approximate solutions to systems of two equations using tables of values. • I can make comparisons between table of values.	• function, intersection, approximate, linear, exponential, f(x), g(x), comparisons	• What else would you like to find out about…..? • A question I had was…… • What questions arose while you worked?	• District CFAs

Standard 9.A.REI.12: I can graph the solutions to a linear inequality in two variables as a half-plane.

Learning Targets	Academic Vocabulary & Notation	Question Stems	Possible Assessments
• I can graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. • I can graph the solution to linear inequalities in two variables. • I can graph the solution to systems of linear inequalities in two variables. • I can identify the solutions as a region of the plane.	• inequality, solution, half-plane, solution region	• How have you shown your thinking (e.g., picture, model, graph, number, sentence)? • What was the most challenging part of the task? Why?	• District CFAs