

Standards/Learning Targets	Formative Assessments / Activities / Strategies / Unit Resources	Summative Assessment(s)
<p>I can graph a linear equation in slope-intercept form</p> <p>I can find the Slope using two points, using a graph, from a linear equation</p> <p>I can graph a linear equation by finding intercepts.</p> <p>I can graph an equation in Point-slope form</p> <p>I can graph linear Inequalities</p> <p>A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.</p> <p>F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. *(Modeling standard)</p> <p>F.IF.7a Graph functions expressed symbolically and show key features of the graph by hand in simple cases and using technology for more complicated cases: a. Graph linear functions and show intercepts.</p> <p>F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $kf(x)$, $f(kx)$, and $f(x + k)$ for specific values of k; find the value of k given the graphs.</p> <p>S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> - Reteach whole group - Pull few students aside to reteach while others work on an enrichment activity - tutoring video or similar video lesson - Watch videos created by other algebra teachers - Quiz Retakes - Peer Tutoring <p>Activities and Strategies:</p> <ul style="list-style-type: none"> - Choice 1: White board - Choice 2: EdPuzzle - Choice 1: Whiteboard - Choice 3: Partner Activity given different information to graph the line - Choice 4: BINGO slope of different formats 	<p>Summative Assessment(s)</p> <hr/> <p>Vocabulary</p> <ul style="list-style-type: none"> ● Equations ● Linear ● Solution Set ● Intercepts ● Slope ● Graphs ● Tables ● Rate of Change

F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.