

2021 - 2022 Algebra I Advanced/GT Year at a Glance (YAG)



First Semester						
1st Nine Weeks - 42 Days 2nd Nine Weeks - 43 Days						
(August 16 th – October 13 th)		(October 14 th – December 1 th) (November 22 nd – 26 th – Thanksgiving Break)				
(September 6 th – Labor day – No School) (October 11 th – Staff Development)			– 20 ^{°°} – I nanksgiving Break) – December 31 st – Holiday Break)			
TEKS		TEKS	- December 51 – Honday Break)			
A.2D, A.5A *,	Linear Expressions and Equations	A.4A, A.4B,	Application of Linear Functions (con't)			
A.10A, A.10C, A10.D, A.12E	Students define polynomial expressions and perform operations with polynomials of degree one, including rewriting a polynomial to an equivalent form when distributing by a rational scale factor. Students make connections between expressions and equations, and solve linear equations in one variable, including variables on both sides and the application of the distributive property. Students model both mathematical and real-world problem situations using equations. Students solve mathematical formulas, scientific formulas, and other literal equations for a specified variable. Students write and solve problems involving direct variation.	A.4C, A.2E, A.2F, A.2G	Students write, with and without technology, linear functions, analyze the strength of the linear function using scatterplots and linear correlations, compare association and causation between the variables, and estimate solutions and make predictions in terms of the problem situation. Students write linear equations in two variables from a graph, given one point and the slope, two points, a point and parallel to a given line, a point and perpendicular to a given line, or a line parallel or perpendicular to the <i>x</i> - or <i>y</i> -axis, and represent the linear equations in various forms. Systems of Linear Equations Students analyze a table of values representing a system of two			
A.2A*, A.2H, A.3C*, A.3E, A.12A, A.12B	Investigation of Linear Functions Students decide whether relations represented verbally, tabularly, graphically, and symbolically define a function. Students determine domain (continuous and discrete) and range of linear functions representing domain and range using inequality notation and verbal descriptions for mathematical problems. Students determine the reasonableness of domain (continuous and discrete) and range in real-world situations. Students evaluate functions, expressed in function notation, given one or more elements in their domains. Students graph linear functions on the coordinate plane given tables, verbal descriptions, and algebraic generalizations. Students graph linear functions in two variables, identify key features, including <i>x</i> -intercept, <i>y</i> -intercept, zeros, and slope, in mathematical and real-world problems. Students determine the effects on the graph of the parent function $f(x) = x$, including multiple parameter changes within one linear function.	A.3G, A.5 C* A.5B, A.2H, A.3D* , A.3H	linear equations in two variables and determine the solutions, if they exist. Students graph systems of two linear equations in two variables on the coordinate plane and determine the solutions, if they exist. Students solve systems of two linear equations with two variables for mathematical problems, including substitution and elimination methods. Linear Inequalities and Systems of Linear Inequalities Students solve linear inequalities in one variable, including variables on both sides and the application of the distributive property. Students model both mathematical and real-world problem situations using inequalities. Students graph the solution set of systems of two linear inequalities in two variables on the coordinate plane, and formulate and solve graphically two linear inequalities in two variables in real-world problem situations and justify the solution. Students write linear inequalities in two variables given a table of values, a graph, and a verbal description; and graph the solution set of linear inequalities in two variables on the coordinate plane.			



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AGA* A.7.4 A.7.4*, A.104 A.105*, A.107Outdrain functions Part 1: Students perform operations (addition, subtraction, multiplication) with polynomials of agree one and agree two, including rewriting a polynomial to an equivalent form using the distributive poperty.also factor through the cases of their associated functions and write quadratic functions with my given resistive sudents describe the relationship between the tassociated functions and write quadratic functions when given re associated functions and write quadratic functions of the graph. In vertex form and rewrite the equations for quadratic functions over an appropriate domain and range given various attributes in terms of the graph in vertex form and terwith the equation for the vortex and another pol tere-world problem situation. Students the subset quadratic functions for real-world problem situation. Students the subset quadratic functions in terms of the problem situation. Students the subset quadratic functions in terms of the problem situation. Students that model growth and decay. Students dettry fixet strange of exponential functions in terms of the problem situation. Students that model growth and decay. Students dettry for the values of the domain and range of exponential functions in terms of the problem situation on the control in the form (x) = ab', representing the domain and range of exponential functions in the form (x) = ab', representing the domain and range of exponential functions in the form (x) = ab', representing the domain and range in exponential functions in the form (x) = ab', representing the domain and range in exponential functions in the form (x) = ab', representing the domain and <b< th=""><th colspan="6">Second Semester</th></b<>	Second Semester					
Learnery 17* MLK - No School) (Jpril S* - Good Fridge - No School) Likks Law of Exponents (Jpril S*	3rd Nine Weeks - 44 Days 4th Nine Weeks - 51 Days					
Ideach X ⁺ U ⁺ - Spenge Break) Upper IS ⁺ - Ranke of Flowers - No School) IEKS Law of Exponents Students simplify nameric and algebraic expressions and solve capanotos using the law of exponents, including perform micro and microal exponents and simplifying rulical expressions. Description of the law of exponents including perform operations (addition, subtraction, multiplication) with polynomials of degree one and degree two, multiplication) with polynomials of degree one and degree two, multiplication with polynomials of adgree one and degree two, multiplication with polynomials of adgree one and degree two, multiplication with polynomials of adgree one and degree two, subtracting the exclusion by the vectors and another polynomials (addree the vectors and another polynomials (addree the vectors and another polynomials is a capacity interest), subtem switch as sociated form. Students Scienche the vectors and another polynomials (addree the vectors and another polynomials (addree the vectors), and another polynomials (addree the vectors). Students were the line factors of the array of producting the vectors. And another polynomial is a capacity of the part functions is the results of ymmetry, when applicable. Students determine the chronian and range of quadratic functions is (he vector), and polynomials (he vectors). Students determine the chronian and range of quadratic functions is and represent the chronian and range of quadratic functions and represent the space of the problem situation. Students determine the chronian and range of quadratic functions is and represent the chronian and range of quadratic functions is and represent the chronian and range of quadratic functions is and represent the chronian and range of quadratic functions is and represent the chronian and range of quadratic functions is and representing spaneterest and by reponential functions is the from thesent						
TEKS Law of Exponents TEKS A.11A, A.11B* Sudents signify numeric and algebraic expressions and solve equations using the laws of exponents, including integral and national exponents and simplifying radical expressions. A6B, A CC, A 7B, A A4*, A 7B, A A4*, A 7C, A 10A, A 10D,	(January 17 th – MLK – No School)		(April 8 th – Good Friday – No School)			
A.11A, A.11B* Law of Exponents Money simplify manches and algebraic expressions and alvest equations simplifying radical expressions. A 68, A 67, A 78, A 78, A 78, A 78, A 78, A 78, A 74, A 78, A 74, A 78, A 74, A 76, A 100, A		- Spring Break)		tle of Flowers – No School)		
A.11A, A.11B* Students simplify numeric and algebraic expressions and solve available for the laws of exponents including inegral and rational exponents and simplifying radical expressions. A.6A, A.6C, A.7B, A.8A, A.7B, A.8A, A.7B, A.8A, A.7B, A.8A, A.7B, A.4A, A.7B, A.4A, A.7B, A.4A, A.7C, A.100, A.100	<u>TEKS</u>		<u>TEKS</u>			
 A.7B, A.8A* A.6A*, A.7A*, A.7C*, A.106 Quadratic Functions Part_1: Students perform operations (addition, subtraction, mitigiting and participation) with polynomial to an equivalent form using the taxy of exponential functions in the robit of the	A 11 A A 11D4	*		Quadratic Functions con't		
 A68*, A74; A65*, A74; A70*, A104, A109, A104, A104, A	A.11A, A.11B *	Students simplify numeric and algebraic expressions and solve				
rational exponents and simplifying radical expressions. common lactor the certifying a pression. Students A.6A*, A.7A*, A.7C*, A.7A*, A.7C*, A.7A*, A.7C*, A.106 Students functions A.108*, A.106*, A.106 Part 1: Students perform operations (addition, subtraction, mitighteation) with polynomial to an equivalent form using the distributive property. Part 2: Students graph quadratic functions on the coordinate plane identify fight part athera with a polynomial to an equivalent form using the relations of quadratic functions given the vertex and another polynomial expression. Students describe the rolations digraph of the around value, writer, wait the equation of quadratic functions given the vertex and another polynomial expression. Students describe the rolations of quadratic functions are propriate domain and range of quadratic functions to the equation in the oppolynomial expression. Students determine the equation of the axis of symmetry, when applicable. Students determine the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of expresenting the equation is an expression and the domain and range of the problem situations. Students determine the domain and range of the problem situations in the form f(x) = ab. representing the domain and range of exponential functions in the form f(x) = ab. representing the domain and range of expressions and the domain and range of expressions and the domain and range of expresentem the equations formatic and represent th		equations using the laws of exponents, including integral and		Students apply the distributive property to factor out the greatest		
A.6.4* A.7.4*, A.7C**, A.104Trincuils (<i>ad</i> + <i>a</i> + <i>c</i>) having real roots, including perfect square trinomils of degree tow, and justify the results by multiplication) with polynomial to an equivalent form using the distribute property.Trincuils (<i>ad</i> + <i>a</i> + <i>c</i>) having real roots, including perfect square trinomils (<i>ad</i> degree tow, and justify the results by multiplication) with polynomial to an equivalent form using the distribute property.2 <i>B</i> .1_2 Students graph quadratic functions on the coordinate plane identifying key attributes, including y-intercept, x-intercept(s), zeros, maximum value, vintercept, x-intercept(s), zeros, maximum value, winter changes of quadratic functions in terms of the problem situation. Students will solve quadratic functions in terms of the problem situation. Students will solve quadratic functions in terms of the orabic solve the vertice and more pro- solve to the quadratic formal.4.94, A.96, A.95, A.96, e, and and identify effects of parameter changes of quadratic functions in terms of the problem situation. Students will solve quadratic functions in terms of the problem situation.4.94, A.96, A.95, A.96, e, and and identify effects of parameter changes of quadratic functions in the root of a solve solve terve and another pole maximo solue determine the demain and range of quadratic functions in the root of a solve solve terve.4.94, A.96, A.95, A.96, e, and and identify effects of parameter changes of quadratic functions in the form (f), = ab4.94, A.96, A.95, A.96, e, and con		rational exponents and simplifying radical expressions.	71.0D	common factor of the terms in a polynomial expression. Students		
Soft, A.70, A.70, A.100,				also factor binomials (difference of two squares) and factor		
A6A*, A7A*, A7C*, A104, A108, A10C, A108, A106*, A106Pint12 Students perform operations (addition, subtraction, moltiplication) with polynomials of degree one and degree two, including rewriting a polynomial to an equivalent form using the distributive property.multiplications and write quadratic functions when given re subcrites and urge quadratic functions on the coroninate plane identifying key attributes, including y-intercept, x-intercept(s), zeros, maximum value, minimum value, vetex, and the equation of the axros of the parent function f(x) = x ² when f(x) is replaced b x10, f(x) + df, f(trinomials $(ax^2 + bx + c)$ having real roots, including perfect		
 A.7C[*], A.10A, A.10B, A.10F midtiplication) with polynomials of degree one and degree two, including rewriting a polynomial to an equivalent form using the distributive projectly. Part 2: Students graph quadratic functions on the coordinate plane identifying key attributes, including y-intercept, a vitatecept(s), zeros, maximum value, writex, and the equation from series form to standard form. Students formulate quadratic functions in the complex intercept of the problem situations. Students domain and range graph of the partern function (s), the vitation source an appropriate formula. A.10E*, A.10F Part 2: Students graph quadratic functions on the coordinate plane identify fibre graph of the partern function (s), the vitation source an appropriate form and rewrite the equation from vertex form to standard form. Students formulate quadratic functions in the range given various attributes, identify key attributes in terms of the problem situation. Students domain and range of quadratic functions and regrees on the comparison of quadratic functions in the range of quadratic functions and regrees on quadratic functions and regrees on quadratic functions in the graph of the partent situation. Students will solve quadratic equations using factoring, square roots, completing the square, and became protein differentiation. Students will solve quadratic functions and range of exponential functions in the root (s) - adv, representing the domain and range of exponential functions in the root (s) - adv representing the domain and range of exponential functions in the root (s) - adv representing the domain and range of exponential functions in the root (s) - adv representing the domain and range of exponential functions in the root (s) - adv representing the domain and range of exponential functions in the root (s) - adv representing the domain and range of exponential functions in the root (s) - adv representing the domain and rang		Quadratic Functions		square trinomials of degree two, and justify the results by		
 A.100, A.10C, A.10C A.100, A.10C*, A.10F A.10F*, A.10F Part 2: Students graph quadratic functions on the coordinate plane identifying key attributes, including y-intercept, x-intercept(s), zeros, maximum value, writex, and the equation of the axis of symmetry, when applicable. Students determine the effects on the graph of the parent function (x) = x³ when f(x) is replaced by af(x), f(x) + d, f(x-2), f(bx) for specific values of a, b, c, and d and identify ffects of quadratic functions in terms of the problem situation. Students well source of quadratic functions in terms of the problem situation. Students determine the domain and range of quadratic functions in terms of the problem situation. Students determine the domain and range of quadratic functions in terms of the problem situation. Students determine the domain and range of quadratic functions and respective the domain and range of quadratic functions in the problem situation. Students well solve quadratic functions in terms of the problem situation. Students determine the domain and range of quadratic functions and respective the domain and range of symmetry when applicable. Students determine the domain and range of quadratic functions and respective the domain and range of symmetry. A.9A, A.9B, A		Part 1: Students perform operations (addition, subtraction,		multiplication. Students describe the relationship between the		
A.10D, A.10F Instituting rewriting a polynomial to an equivalent form using the distributive property. associated functions and raphs of their related equations. Students write equations and raphs of their related equations and raphs of their related equations. Students write equations of quadratic functions or an appropriate domain and norms role. Yes, and the equation of the axis of symmetry, when applicable. Students determine the effects on the graph of the partenel methods will be equations. Students determine the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range using inequalities A.9A, A.9B, A.9C, A.9D, A.9D, A.9D, A.9D, A.9D, A.9D, A.9D, A.9D, A.9D, A.9E Exponential Functions function for a vertex of the problem situation. Students will seve quadratic equations using factoring, square roots, completing the square, and the quadratic functions in the form (x) = ab', representing the domain and range of caponential functions in the form (x) = ab', representing the domain and range of caponential functions in the form (x) = ab', representing the domain and range of caponential functions in the form (x) = ab', representing the domain and range of caponential functions in the form (x) = ab', representing the domain and range of caponential functions in the form (x) = ab', representing the domain and range of problem situations. Students including growth and daces. Ytudenes and bin reponential functions in the form (x) = ab', representing the domain and range of caponential functions in the form (x) = ab', representing the comain and range of caponential functions in the form (x) = ab', representing the comain and range of caponential functions in the form (x) = ab', representing the comain and range of cap		multiplication) with polynomials of degree one and degree two,		linear factors of quadratic expressions and the zeros of their		
A.10E*, A.10F distributive property. solutions and graphs of their related equations. Students write i equations of quadratic functions in an another point identifying key attributes, including y-intercept, x-intercept(s), zeros, maximum value, minimum value, vertex, and the equation is of the axis of symmetry. When applicable: Students determine the effects on the graph of the parameter changes of quadratic functions in symmetry. When applicable: Students determine the effects on the graph of the parameter changes of quadratic functions and array of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range of quadratic functions in the form (x) = ab', representing the domain and range of quadratic functions in the form (x) = ab', representing the domain and range of quadratic functions in the form (x) = ab', representing the domain and range of quadratic functions in the form (x) = ab', representing the domain and range of quadratic functions in the form (x) = ab', representing the domain and range of quadratic functions in the form (x) = ab', representing the domain and range of quadratic functions in the form (x) = ab', representing the domain and range of quadratic functions in the form (x) = ab', representing the domain and range of quadratic functions in the form (x) = ab', representing the domain and range of quadratic functions in theform (x) = ab', representing the domain and		including rewriting a polynomial to an equivalent form using the		associated functions and write quadratic functions when given real		
Part 2: Students graph quadratic functions on the coordinate plane identifying key attributes, including y-intercept, x-intercept(s), zeros, maximum value, viniture, and the equation 	<i>,</i>	distributive property.		solutions and graphs of their related equations. Students write		
Students graph quadratic functions on the coordinate plane identifying key attributes, including y-intercept, x-intercept(s), zeros, maximum value, minitum value, y-terts, and the equation of the axis of symmetry, when applicable. Students determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $a(x), f(x) + d, f(x-c), f(bx)$ for specific values of a, b, e, and d and identify effects of parameter changes of quadratic functions in terms of the problem situation. Students determine the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range using inequalitiesA.S.A.A.9B, A.9C.*, A.9D.*, A.9E, A.9C.*, A.9D.*, A.9E, A.9D.*, A.9E, A.9C.*, A.9D.*, A.9E, A.9C.*, A.9D.*, A.9E, A.9D.*, A.9E, A.9C.*, A.9D.*, A.9E, A.9D.*, A.9E, A.9D.*, A.9E, A.9D.*, A.9E, A.9D.*, A.9E, Students identify key features, including y-intrcept and asymptote, and determine the domain and range of exponential functions in the form $f(x) = ab^+$ nepresenting the domain and rang using inequalities of the problem situation. Students identify key features, including y-intrcept and asymptote, and determine the domain and range using inequality notation and verbal descriptions Students interns of the problem situation. Students define and identify terms of arithmetic and geometric sequences and sequences are given in recursive, explicit, and functions that provide a reasonable fit to data to estimate solution make predictions, and justify solutions in terms of the problem situation for real-world problems situation struction and explicit explicit, and function notation, given the value of several of their terms. Students connect is expense.11 functions that provide a reasonable fit to data to estimate solution make predictions, and justify solutions				equations of quadratic functions given the vertex and another point		
identifying key attributes, including y-intercept, x-intercept(s), zeros, maximum value, minimum value, vertex, and the equation of the axis of symmetry, when applicable. Students determine the effects on the graph of the parent function $(x) = x^3$ when (x) is replaced by $a(x), f(x) + d, (x-c), f(bx)$ for specific values of a, b, c, and and identify effects of parameter changes of quadratic functions in terms of the problem situation. Students determine the domain and range of quadratic functions and represent the domain and range using inequalitiesA.9A, A.9B, A.9C*, A.9D*, A.9EExponential functions that model growth and decay. Students identify effects on the grophene and the domain and range of exponential functions in the form $f(x) = a^3$, representing the domain and range asymptote, and determine the domain and range of exponential functions in the form $f(x) = a^3$, representing the domain and range asymptote, and determine the domain and range of exponential functions in the form $f(x) = a^3$, representing the domain and range using inequality notation and verbal descriptions Students interns of the problem arising rom mathematical and real-world structons, in the form $f(x) = a^3$. Students use technology to write exponential functions that model growth and decay. Students use technology to write exponential functions in the form $f(x) = a^3$, representing the domain and range using inequality notations and verbal descriptions Students interns of the problem situations, including growth and decay. Students use technology to write exponential functions that provide a reasonable fit to data to estimate solution make predictions, and justify solutions in terms of the problem situation for real-world problems and data collection activities.A.12C, A.12DStudents define and identify terms of arithmetic and geometric sequences when s				on the graph, in vertex form and rewrite the equation from vertex		
zeros, maximum value, minimum value, vertex, and the equation of the axis of symmetry, when applicable. Students determine the effects on the graph of the parent function ($x_1 > x^3$ when $h(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x-c)$, $f(bx)$ for specific values of a, b, c, and d and identify effects of parameter changes of quadratic functions in terms of the problem situation. Students with all solve quadratic functions in terms of the problem situation. Students with all solve quadratic functions in terms of the problem situation. Students with all solve quadratic equations using factoring, square roots, completing the square, are the quadratic formula.A. 9A, A.9B, A.9C*, A.9D*, A.9E Exponential Functions Students identify key fatures, including y-intercept and asymptote, and determine the domain and range of exponential functions in the form $f(x) = ab^*$, representing the domain and range of exponential functions in the form $f(x) = ab^*$ and write exponential functions in the form $f(x) = ab^*$ and write exponential functions in the form $f(x) = ab^*$ and write exponential functions in the form $f(x) = ab^*$ and write exponential functions in the form $f(x) = ab^*$ and write exponential functions in the form $f(x) = ab^*$ and write exponential functions in the form $f(x) = ab^*$ and write exponential functions in the form $f(x) = ab^*$ and write exponential functions in the form $f(x) = ab^*$ and write exponential functions in the form $f(x) = ab^*$ and and ta cestimate solution make predictions, and justify solutions in terms of the problem situation for real-world problems and data collection activities.A.12C, A.12DSequences sequences on the coordinate plane, and formula for the robers. Students write a ormula function notation using recursive processes. Students write a function notation using recurs				form to standard form. Students formulate quadratic functions for		
of the axis of symmetry, when applicable. Students determine the effects on the graph of the parent function $(x) = x^2$ when (t_3) is replaced by (x) , $(x) + (x)$, $(x) + (x)$ fixes for specific values of a, b, c , and and identify effects of parameter changes of quadratic functions in terms of the problem situation. Students will solve quadratic equations using flatcoring, square roots, completing the square, at the quadratic functions and represent the domain and range of quadratic functions in the form $(t_3) = a^3$. Students graph exponential functions in the off or $(t_3) = a^3$ and write exponential functions in the form $(t_3) = a^3$ and write exponential functions in the form $(t_3) = a^3$ and write exponential functions in the form $(t_3) = a^3$ and write exponential functions in the form $(t_3) = a^3$ and write exponential functions in the form $(t_3) = a^3$ and write exponential functions in the form $(t_3) = a^3$ and write exponential functions in the form $(t_3) = a^3$. (where b is a rational number greater than 0) to describe problem arising room athermatical and real-world situations, including growth and decay. Students use technology to write exponential functions in terms of the problem situation ontation using recursive, explicit, and function notation using recurs						
 effects on the graph of the parent function f(x) = x² when f(x) is replaced by a(tx), f(x) + d, f(x-c), f(bx) for specific values of a, b, c, and and identify effects of parameter changes of quadratic functions in terms of the problem situation. Students determine the domain and range of quadratic functions and represent the domain and range of quadratic functions and represent the domain and range using inequalities A.9A, A.9B, A.9C*, A.9D, A.9D*, A.9D		-				
replaced by af(x), f(x) + d, f(x-c), f(bx) for specific values of a, b, c, and d and identify effects of parameter changes of quadratic functions in terms of the problem situation. Students determine the domain and range of quadratic functions and represent the domain and range using inequalitiesequations using factoring, square roots, completing the square, at the quadratic formula.A.9A, A.9B, A.9D*, A.9E, A.9D*, A.9E, 						
 c, and d and identify effects of parameter changes of quadratic functions in terms of the problem situation. Students determine the domain and range of quadratic functions and represent the domain and range or quadratic functions and represent the domain and range or quadratic functions and represent the domain and range or quadratic functions and represent the domain and range or exponential functions in the form f(x) = ab^x, representing the domain and range of exponential functions in the form f(x) = ab^x, representing the domain and range of exponential functions in the form f(x) = ab^x, appendial functions in the form f(x) = ab^x, appendial functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and write exponential functions in the form f(x) = ab^x and b^x and b^x						
functions in terms of the problem situation. Students determine A.9A, A.9B, domain and range of quadratic functions and represent the A.9A, A.9B, domain and range using inequalities A.9A, A.9B, A.9D*, A.9E Students graph exponential functions that model growth and decay. Students identify key features, including y-intercept and asymptote, and determine the domain and range of exponential functions in the form f(x) = ab*, representing the domain and range of exponential functions in the form f(x) = ab* incline in the form f(x) = ab*, representing the domain and range of exponential functions in the form f(x) = ab* functions in the form f(x) = ab*, representing the domain and range of exponential functions in the form f(x) = ab* incline and verbal descriptions functions in the form f(x) = ab* asymptote, and determine the domain and range of exponential functions in the form f(x) = ab* functions that provide a reasonable fit to data to estimate solution incline and indentify solutions in terms of the problem situation for real-world problems and data collection activities. students define and identify terms of arithmetic and geometric sequences in recursive, explicit, and function notation given the value of several of the "term of arithmetic and geometric sequences in recursive, explicit, and function notation, given the value of several of the "term.5 and function as students connect geometric sequences of the coordinate plane, and compare key attributes of the representative function and sequences in madematici and real-world problems. Students con						
the domain and range of quadratic functions and represent the domain and range using inequalitiesA.9A. A.9B, A.9D*, A.9EExponential Functions Students graph exponential functions that model growth and aceay. Students identify key features, including y-intercept and acsymptote, and determine the domain and range of exponential functions in the form f(x) = ab*, representing the domain and range using inequality notation and verbal descriptions. Students identify key features, including y-intercept and using inequality notation and verbal descriptions. Students interpr the effect of the values a and b in exponential functions in the form f(x) = ab* and vrite exponential functions in the form f(x) = ab*, (where b is a rational number greater than 0) to describe problem arising rom mathematical and real-world situations, including growth and decay. Students use technology to write exponential functions that provide a reasonable fit to data to estimate solution make predictions, and justify solutions in terms of the problem situation for real-world problems and data collection activities.A.12C, A.12DStudents define and identify terms of arithmetic and geometric sequences when sequences are given in recursive, explicit, and function notation using recursive processes. Students connect arithmetic sequences to several of their terms. Students connect arithmetic sequences to several of their terms. Students connect arithmetic sequences to several of their eterms. Students connect arithmetic sequences to several of their terms. Students connect geometric sequences to the coordinate plane, and compare key attributes of the representative function and sequences to mathematical and real-world problems. Students connect geometric sequences to the coordinate plane, and compare key attributes of the representative functions and sequences to the coordinate pl				the quadratic formula.		
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