

ALGEBRA 1		
Benchmark/ Target Month	Pass Standard/Content	Section
	The Student will use expressions and equations to model number relationships.	
Aug/Sep	1.1.a Translate word phrases and sentences into expressions and equations and vice versa.	1.1-1.8, 2.1-2.4
Sep	1.1.b Solve literal equations involving several variables for one variable in terms of the others.	2.5, 10.1
Sep/Mar	1.1.c Use the formulas from measurable attributes of geometric models (P, C, A, V), science, and statistics to solve problems within an algebraic context.	2.5, 2.9, 2.10
Sep/Jan	1.1.d Solve two-step and three-step problems using concepts such as rules of exponents, rate, distance, ratio and proportion, and percent.	9.3, 10.1-10.4
Aug/Jan	1.2.a Simplify and evaluate linear, absolute value, rational, and radical expressions.	2.6-2.10, 7.1-7.6
Mar/Apr	1.2.b Simplify polynomials by adding, subtracting, or multiplying.	1.2, 1.3, 1.6, 1.7
Feb	1.2.c Factor polynomial expressions.	7.4, 7.5, 10.2, 10.3
Feb		8.1-8.4
	The Student will use relations and functions to model number relationships.	
Nov	2.1.a Distinguish between linear and nonlinear data.	8.5-8.8
Nov	2.1.b Distinguish between relations and functions.	4.3, 4.5
Nov	2.1.c Identify dependent and independent variables, domain, and range.	4.6
Aug/Nov	2.1.d Evaluate a function using tables, equations, or graphs.	4.2, 4.3, 4.6
Jan/Mar	2.2.a Solve linear equations by graphing or using properties of equality.	1.9, 4.2-4.6, 7.6
Sep/Nov	2.2.b Recognize the parent graph of the functions $y=k$, $y=x$, $y=$ absolute value of x , and predict the effects of transformations on the parent graph.	9.2
Mar/Apr	2.2.c1 Calculate the slope of a line using the graph, an equation, two points, or a set of data points.	2.1-2.5, 5.3, 5.4
Nov/Dec	2.2.c2 Use the slope to differentiate between lines that are parallel, perpendicular, horizontal, or vertical.	OK-1, OK-2
Nov	2.2.c3 Interpret the slope and intercepts within the context of everyday life	5.1, 5.3, 5.4
Nov/Dec	2.2.d Develop the equation of a line and graph linear relationships given the following: slope and y-intercept, slope and a point on the line, two points on the line, x and y intercepts, a set of data points.	5.5, 5.6
Oct	2.2.e Math appropriate equations to a graph, table, or situation and vice versa	5.1-5.6
Oct/Jan	2.3.a Solve linear inequalities by graphing or using properties of inequalities.	5.1-5.7
Oct/Jan	2.3.b Math inequalities to a graph, table, situation and vice versa.	4.1
Jan	2.4 Solve a system of linear equations by graphing, substitution, or elimination.	3.1-3.6, 6.5
Feb/Mar	2.5.a Math exponential and quadratic functions to a table, graph, or situation and vice versa.	3.1, 6.5
Feb/Mar	2.5.b Solve quadratic equations by graphing, factoring, or using the quadratic formula.	6.1-6.4
	The Student will use data analysis, probability, and statistics to formulate and justify predictions from a set of data.	
Mar/Apr	3.1.a Translate from one representation of data to another and understand that the data can be represented using a variety of tables, graphs, or symbols and that different modes of representation often convey different messages.	7.6, 7.7
Mar/Apr	3.1.b Make valid inferences, predictions, and/or arguments based on data from graphs, tables, and charts.	9.2-9.7
Mar/Apr	3.1.c Solve two-step and three-step problems using concepts such as probability and measures of central tendency.	12.1-12.5
Dec	3.2 Collect data involving two variables and display on a scatter plot; interpret results using a linear model/equation and identify whether the model/equation is a line best fit for the data.	5.7, 12.1-12.5 12.3, 12.6-12.8

