# Year at a Glance: Math - Algebra 1 Student Learning Objectives Clustered by Unit

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.** | | | **Unit 1**<br>**Modeling with Linear Equations and Inequalities** | | | **Unit 2**<br>**Linear and Exponential Modeling: Functions and Bivariate Statistics** | | | | **Unit 3**<br>**Quadratic Modeling** | | | **Unit 4**<br>**Other Nonlinear Graphs and One Variable Statistics** |
| **Key** | **Focus - Explicit Instruction and Assessment** | | | | | | | | | | | | |
| | **Revisited and Reinforced** | | | | | | | | | | | | |
| | **Not Addressed in the Unit** | | | | | | | | | | | | |
| **NJSLS** | **SLO** | **Units** | **1A** | **1B** | **1C** | **2A** | **2B** | **2C** | **2D** | **3A** | **3B** | **3C** | **4A** | **4B** |
| **THE REAL NUMBER SYSTEM** | | | | | | | | | | | | | | |
| N.RN.A.1<br>**Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.**<br>*For example, we define 5 1/3 to be the cube root of 5 because we want (5 1/3)3 = 5(1/3) 3 to hold, so (5 1/3)3 must equal 5.* | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.RN.A.2<br>**Rewrite expressions involving radicals and rational exponents using the properties of exponents.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.RN.B.3<br>**Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.** | WALT explain why the sum and product of two rational numbers is rational | 1 | | | | | | | | | | | | |
| | WALT explain that the sum of a rational number and irrational number is | 1 | | | | | | | | | | | | |
| | WALT explain that the product of a nonzero rational number and irrational number is irrational | 1 | | | | | | | | | | | | |
| **QUANTITIES** | | | | | | | | | | | | | | |
| N.Q.A.1<br>**Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.** | WALT use units as a way to understand problems and to guide the solution of | 1 | | | | | | | | | | | | |
| | WALT interpret units consistently in formulas | 1 | | | | | | | | | | | | |
| | WALT choose and interpret the scale and the origin in graphs | 1 | | | | | | | | | | | | |
| | WALT represent data using box plots on the real number line and choose an | 4 | | | | | | | | | | | | |
| N.Q.A.2<br>**Define appropriate quantities for the purpose of descriptive modeling.** | WALT define appropriate quantities to be used in descriptive modeling | 1 | | | | | | | | | | | | |
| N.Q.A.3 | WALT choose an appropriate level of accuracy based on the limitations on | 1 | | | | | | | | | | | | |
| **THE COMPLEX NUMBER SYSTEM** | | | | | | | | | | | | | | |
| N.CN.A.1 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.CN.A.2<br>**Use the relation *i2 = –1* and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.CN.A.3<br>**(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |

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| Key | | | Unit 1<br>Modeling with Linear Equations and Inequalities | | | Unit 2<br>Linear and Exponential Modeling: Functions and Bivariate Statistics | | | | Unit 3<br>Quadratic Modeling | | | Unit 4<br>Other Nonlinear Graphs and One Variable Statistics | |
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| N.CN.B.4<br>**(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.CN.B.5 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.CN.B.6<br>**(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.CN.C.7 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.CN.C.8 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.CN.C.9 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| **VECTOR and MATRIX QUANTITIES** | | | | | | | | | | | | | | |
| N.VM.A.1<br>**(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, \|v\|, \|\|v\|\|, v)** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.VM.A.2<br>**(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.VM.A.3 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.VM.B.4 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.VM.B.5<br>**(+) Multiply a vector by a scalar.**<br>**a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(vx, vy) = (cvx, cvy)$.**<br>**b. Compute the magnitude of a scalar multiple $cv$ using $\|\|cv\|\| = \|c\|v$. Compute the direction of $cv$ knowing that when $\|c\|v \neq 0$, the direction of $cv$ is either along $v$ (for $c > 0$) or against $v$ (for $c < 0$).** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.VM.C.6 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |

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| | **Focus - Explicit Instruction and Assessment** | | | | | | | | | | | | | |
| | **Revisited and Reinforced** | | | | | | | | | | | | | |
| | **Not Addressed in the Unit** | | | | | | | | | | | | | |
| **NJSLS** | **SLO** | **Units** | **1A** | **1B** | **1C** | **2A** | **2B** | **2C** | **2D** | **3A** | **3B** | **3C** | **4A** | **4B** |
| N.VM.C.7<br>**(+) Multiply matrices by scalars to produce new matrices, e. g., as when all of the payoffs in a game are doubled.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.VM.C.8<br>**(+) Add, subtract, and multiply matrices of appropriate dimension.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.VM.C.9<br>**(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.VM.C.10<br>**(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.VM.C.11<br>**(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| N.VM.C.12<br>**(+) Work with 2 × 2 matrices as a transformations of the plane, and interpret the absolute value of the determinant in terms of area.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| **SEEING STRUCTURE in EXPRESSIONS** | | | | | | | | | | | | | | |
| A.SSE.A.1<br>**Interpret expressions that represent a quantity in terms of its context.**<br>**a. Interpret parts of an expression, such as terms, factors, and coefficients.**<br>**b. Interpret complicated expressions by viewing one or more of their parts as a single entity.**<br>*For example, interpret P(1+r)n as the product of P and a factor not depending on P.* | WALT interpret parts of an expression, such as terms, factors, and coefficients, in context | **2** | | | | | | | | | | | | |
| | WALT interpret the meaning of a complicated expression by viewing one or more parts as a single quantity | **2** | | | | | | | | | | | | |
| A.SSE.A.2<br>**Use the structure of an expression to identify ways to rewrite it.**<br>*For example, see x4 – y4 as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.* | A.SSE.A.2: WALT use the structure of an expression to identify ways to rewrite it | **3** | | | | | | | | | | | | |

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| | **Revisited and Reinforced** |
| | **Not Addressed in the Unit** |

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|---|---|---|---|

| NJSLS | SLO | Units | 1A | 1B | 1C | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 4A | 4B |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A.SSE.B.3<br>**Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.**<br>**a. Factor a quadratic expression to reveal the zeros of the function it defines.**<br>**b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.**<br>**c. Use the properties of exponents to transform expressions for exponential functions.**<br>*For example: the expression 1.15t can be rewritten as (1.15) 1/12t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.* | WALT factor a quadratic expression in order to reveal the zeros of the function it defines | 3 | | | | | | | | | | | | |
| | WALT complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines | 3 | | | | | | | | | | | | |
| | WALT use the properties of exponents to rewrite exponential expressions the define an exponential function in order to reveal information in the context of the problem or situation | 2 | | | | | | | | | | | | |
| A.SSE.B.4<br>**Derive and/or explain the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.★** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| **ARITHEMATIC with POLYNOMIALS and RATIONAL FUNCTIONS** | | | | | | | | | | | | | | |
| A.APR.A.1<br>**Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.** | WALT polynomials form a system comparable to the integers | 3 | | | | | | | | | | | | |
| | WALT the sum, difference, and product of two polynomials is a polynomial | 3 | | | | | | | | | | | | |
| | WALT add and subtract polynomials | 3 | | | | | | | | | | | | |
| | WALT multiply polynomials | 3 | | | | | | | | | | | | |
| A.APR.B.2<br>**Know and apply the Remainder Theorem: For a polynomial** *p(x)* **and a number** *a*, **the remainder on division by** *x – a* **is** *p (a)*, **so** *p(a) = 0* **if and only if** *(x – a)* **is a factor of** *p(x)*. | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| A.APR.B.3<br>**Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph** | WALT identify the zeros of a polynomial function when suitable factorizations | 4 | | | | | | | | | | | | |
| | WALT use the zeros to construct a rough graph of the function defined by the | 4 | | | | | | | | | | | | |
| A.APR.C.4<br>Prove polynomial identities and use them to describe numerical relationships.<br>For example, the difference of two squares; the sum and difference of two cubes; the polynomial identity (x2 + y2 ) 2 = (x2 – y2 ) 2 + (2xy) 2 can be used to generate Pythagorean triples. | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| A.APR.C.5 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| A.APR.D.6<br>**Rewrite simple rational expressions in different forms; write** *a(x)/b(x)* **in the form** *q(x) + r(x)/b(x)*, **where** *a(x), b(x), q(x),* **and** *r(x)* **are polynomials with the degree of** *r(x)* **less than the degree of** *b(x)*, **using inspection, long division, or, for the more complicated examples, a computer algebra system.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |

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| **Key** | **Focus - Explicit Instruction and Assessment** | | Unit 1<br>Modeling with Linear Equations and Inequalities | | | Unit 2<br>Linear and Exponential Modeling: Functions and Bivariate Statistics | | | | Unit 3<br>Quadratic Modeling | | | Unit 4<br>Other Nonlinear Graphs and One Variable Statistics | |
| | **Revisited and Reinforced** | | | | | | | | | | | | | |
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| **NJSLS** | **SLO** | **Units** | **1A** | **1B** | **1C** | **2A** | **2B** | **2C** | **2D** | **3A** | **3B** | **3C** | **4A** | **4B** |
| A.APR.D.7<br>**(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| **CREATING EQUATIONS** | | | | | | | | | | | | | | |
| A.CED.A.1<br>**Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.** | WALT create linear equations and inequalities in one variable to model a | 1 | | | | | | | | | | | | |
| | WALT use  linear equations and inequalities to solve problems | 1 | | | | | | | | | | | | |
| | WALT create exponential equations and inequalities in one variable to model a | 2 | | | | | | | | | | | | |
| | WALT create quadratic equations in one variable to model a problem or | 3 | | | | | | | | | | | | |
| | WALT use quadratic equations in one variable to solve problems | 3 | | | | | | | | | | | | |
| A.CED.A.2<br>**Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.** | WALT create linear equations to represent relationships between two or more | 1 | | | | | | | | | | | | |
| | WALT graph linear equations on the coordinate plane to represent relationships | 1 | | | | | | | | | | | | |
| | WALT graph linear equations on the coordinate plane to represent relationships | 1 | | | | | | | | | | | | |
| A.CED.A.3<br>**Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.**<br>*For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.* | WALT constraints reflect conditions in the modeling process | 1 | | | | | | | | | | | | |
| | WALT represent a constraint as an equation or inequality | 1 | | | | | | | | | | | | |
| | WALT interpret possible solutions as viable or nonviable in the modeling | 1 | | | | | | | | | | | | |
| | WALT represent constraints by a system of equations in the modeling context | 1 | | | | | | | | | | | | |
| | WALT represent constraints by a system of inequalities in the modeling context | 1 | | | | | | | | | | | | |
| A.ACD.A.4<br>**Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.**<br>*For example, rearrange Ohm's law $V = IR$ to highlight resistance R.* | WALT rearrange formulas to isolate a variable of interest, using the same reasoning as in solving equations | 1 | | | | | | | | | | | | |
| **REASONING with EQUATIONS and INEQUALITIES** | | | | | | | | | | | | | | |
| A.REI.A.1<br>**Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.** | WALT explain each step in solving a simple equation, assuming it has a solution | 1 | | | | | | | | | | | | |
| | WALT construct viable arguments to justify a solution method | 1 | | | | | | | | | | | | |
| A.REI.A.2<br>**Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| A.REI.B.3<br>**Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.** | WALT solve linear equations and inequalities in one variable | 1 | | | | | | | | | | | | |
| | WALT solve one-variable linear equations that have coefficients represented by | 1 | | | | | | | | | | | | |
| A.REI.B.4<br>**Solve quadratic equations in one variable.**<br>**a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.** | WALT solve quadratic equations by completing the square | 3 | | | | | | | | | | | | |
| | WALT use completing the square to rewrite a quadratic equation in the form (x | 3 | | | | | | | | | | | | |
| | WALT use the form $(x - p)^2 = q$ to derive the quadratic formula | 3 | | | | | | | | | | | | |
| | WALT solve quadratic equations by using the quadratic formula | 3 | | | | | | | | | | | | |

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| **formula from this form. b. Solve quadratic equations by inspection** *(e.g., for $x^2 = 49$)*, **taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers $a$ and $b$.** | WALT recognize, using the discriminant, when the quadratic formula gives complex solutions and write them as $a \pm bi$ | 3 | | | | | | | | | X | | | |
| A.REI.C.5 **Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.** | WALT transform a system of two equations in two variables into simpler | 1 | | | X | | | | | | | | | |
| | WALT prove that through elimination. the transformed system will produce the same solution as the original system | 1 | | | X | | | | | | | | | |
| A.REI.C.6 **Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.** | WALT solve a system of linear equations in two variables exactly and approximately | 1 | | | X | | | | | | | | | |
| A.REI.C.7 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| A.REI.C.8 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| A.REI.C.9 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| A.REI.D.10 **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).** | WALT understand that the graph of an equation, in two variables, is the set of all solutions, often forming a curve | 1 | | X | | | | | | | | | | |
| A.REI.D.11 **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 of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★** | WALT in cases where $f(x)$ and/or $g(x)$ are linear, polynomial, absolute value, | 4 | | | | | | | | | | | X | |
| | WALT in cases where cases where $f(x)$ and/or $g(x)$ are linear, polynomial, absolute value, and exponential, find approximate solutions using technology to graph the functions, make tables, and find successive approximations in order to find the solution of the equation $f(x) = g(x)$ | 4 | | | | | | | | | | | X | |
| A.REI.D.12 **Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.** | WALT rgraph a system of inequalities in two variables | 1 | | | X | | | | | | | | | |
| | WALT graph the solution set to a system of linear inequalities as the | 1 | | | X | | | | | | | | | |
| | WALT graph the solution of a linear inequality in two variables as a half plane | 1 | | X | | | | | | | | | | |
| **INTERPRETING FUNCTIONS** | | | | | | | | | | | | | | |
| F.IF.A.1 **Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input *x*. The graph of *f* is** | WALT the domain is the set of all possible input values and the range is the set | 2 | | | | X | | | | | | | | |
| | WALT in a function, each element of the domain is assigned to exactly one | 2 | | | | X | | | | | | | | |
| | WALT $f(x)$ denotes the output for a given input value of $x$, for a function $f$ | 2 | | | | X | | | | | | | | |
| | WALT the graph of a $f$ is equivalent to the graph of $y = f(x)$ | 2 | | | | X | | | | | | | | |
| F.IF.A.2 **Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context** | WALT use function notation to find range values for inputs from a function's | 2 | | | | X | | | | | | | | |
| | WALT interpret statements that use function notation in terms of a context | 2 | | | | X | | | | | | | | |

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| **NJSLS** | **SLO** | **Units** | **1A** | **1B** | **1C** | **2A** | **2B** | **2C** | **2D** | **3A** | **3B** | **3C** | **4A** | **4B** |
| F.IF.A.3 **Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.** *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.* | WALT sequences are functions, sometimes defined recursively, whose domain is a subset of the integers | 2 | | | | | | | | | | | | |
| **For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and** | WALT the key features of a graph include intercepts; intervals where the | 2 | | | | | | | | | | | | |
| | WALT sketch linear and exponential graphs showing key features of a | 2 | | | | | | | | | | | | |
| | WALT interpret key features of graphs and tables that model a linear or | 2 | | | | | | | | | | | | |
| | WALT for functions that model a quadratic relationship, interpret key features | 3 | | | | | | | | | | | | |
| | WALT sketch graphs of a quadratic functions, showing key features given a | 3 | | | | | | | | | | | | |
| F.IF.B.5 **Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.** *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.★* | WALT relate the domain of a function to its graph | 2 | | | | | | | | | | | | |
| | WALT relate the domain of a function to the quantitative relationship it | 2 | | | | | | | | | | | | |
| | WALT relate the domain of a quadratic function to its graph and to the quantitative relationship it describes in the context of the problem** | 3 | | | | | | | | | | | | |
| F.IF.B.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. ★** | WALT calculate the average rate of change of a quadratic function, represented | 3 | | | | | | | | | | | | |
| | WALT estimate the average rate of change of a quadratic function, represented | 3 | | | | | | | | | | | | |
| | WALT calculate the average rate of change of a quadratic function, defined by | 3 | | | | | | | | | | | | |
| | WALT calculate the average rate of change of linear and exponential functions, | 2 | | | | | | | | | | | | |
| | WALT estimate the average rate of change of linear and exponential functions | 2 | | | | | | | | | | | | |
| | WALT calculate the average rate of change of linear and exponential function, | 2 | | | | | | | | | | | | |
| F.IF.C.7 **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 and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude** | WALT graph exponential functions, showing intercepts and end behavior of the graph | 2 | | | | | | | | | | | | |
| | WALT graph square root, cube root, and show key features of the graph | 4 | | | | | | | | | | | | |
| | WALT graph piecewise-defined functions, including step functions and absolute value functions, and show key features of the graph | 4 | | | | | | | | | | | | |
| | WALT graph quadratic functions expressed symbolically and show intercepts, maxima or minima | 3 | | | | | | | | | | | | |
| F.IF.C.8 | WALT use the process of factoring in a quadratic function to show and interpret | 3 | | | | | | | | | | | | |

# Year at a Glance:  Math - Algebra 1  Student Learning Objectives Clustered by Unit

**DOCUMENT KEY: WALT (That) ... indicates a concept.   WALT (To) ... indicates a skill.**

| Key | |
|---|---|
| | **Focus - Explicit Instruction and Assessment** |
| | **Revisited and Reinforced** |
| | **Not Addressed in the Unit** |

| NJSLS | SLO | Units | Unit 1 Modeling with Linear Equations and Inequalities | | | Unit 2 Linear and Exponential Modeling: Functions and Bivariate Statistics | | | | Unit 3 Quadratic Modeling | | | Unit 4 Other Nonlinear Graphs and One Variable Statistics | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1A | 1B | 1C | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 4A | 4B |
| F.IF.C.8 **Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. b. Use the properties of exponents to interpret expressions for exponential functions.** *For example, identify percent rate of change in functions such as y = (1.02)t , y = (0.97)t , y = (1.01)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.* | WALT use the process of completing the square in a quadratic function to show extreme values and symmetry of the  graph and interpret these in the context of the problem | 3 | | | | | | | | | | | | |
| F.IF.C.9 **Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).** *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* | WALT compare properties of two quadratic functions each represented in different ways (numerically, graphically, algebraically, or verbally) | 3 | | | | | | | | | | | | |
| | WALT compare properties of two exponential functions each represented in different ways (numerically, graphically, algebraically, or verbally) | 2 | | | | | | | | | | | | |
| **BUILDING  FUNCTIONS** | | | | | | | | | | | | | | |
| F.BF.A.1 **Write a function that describes a relationship between two quantities. a. Determine an explicit expression, a recursive process, or steps for calculation from a context.** | WALT write a function that describes a linear relationship between two | 2 | | | | | | | | | | | | |
| | WALT write a function that describes an exponential relationship between two | 2 | | | | | | | | | | | | |
| | WALT determine an explicit expression for a function that models a linear or | 2 | | | | | | | | | | | | |
| | WALT determine a recursive process for a function that model a linear or | 2 | | | | | | | | | | | | |
| | WALT determine a set of steps for calculation for a function that models a | 2 | | | | | | | | | | | | |
| F.BF.A.2 | *NOTE: Not identified in the Instructional Units.* | | | | | | | | | | | | | |
| F.BF.B.3 **Identify the effect on the graph of replacing *f(x)* by *f(x) + k*, *k f(x)*, *f(kx)*, and *f(x + k)* for specific values of *k* (both positive and negative); find the value of *k* given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.** | WALT identify the effect on the graph of linear and exponential functions by | 2, 3 | | | | | | | | | | | | |
| | WALT identify the effect on the graph of linear and exponential functions by | 2, 3 | | | | | | | | | | | | |
| | WALT find the value of *k* given graphs of linear and exponential functions | 2, 3 | | | | | | | | | | | | |
| | WALT experiment with all cases,  *f(x) + k*, *f(x + k)*, *kf(x)* and *f(kx)*, and | 2, 3 | | | | | | | | | | | | |
| | WALT recognize even and odd functions from their graphs and algebraic | 2, 3 | | | | | | | | | | | | |
| F.BF.B.4 Find inverse functions. **a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse.** *For example, f(x) =2 x3 or f(x) = (x+1)/(x–1) for x ≠1.* **b. (+) Verify by composition that one function is the inverse of another. c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse. d. (+) Produce an invertible function from a non-invertible function by restricting the domain.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |

# Year at a Glance: Math - Algebra 1 Student Learning Objectives Clustered by Unit

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

| Key | |
|---|---|
| | **Focus - Explicit Instruction and Assessment** |
| | **Revisited and Reinforced** |
| | **Not Addressed in the Unit** |

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| Modeling with Linear Equations and Inequalities | Linear and Exponential Modeling: Functions and Bivariate Statistics | Quadratic Modeling | Other Nonlinear Graphs and One Variable Statistics |

| NJSLS | SLO | Units | 1A | 1B | 1C | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 4A | 4B |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F.BF.B.5 **(+) Use the inverse relationship between exponents and logarithms to solve problems involving logarithms and exponents.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| **Linear, Quadratic, and Exponential Models** | | | | | | | | | | | | | | |
| **linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays** | WALT recognize situations in which one quantity changes at a constant rate per | 2 | | | | | | | | | | | | |
| | WALT rrecognize situations in which a quantity grows or decays by a constant | 2 | | | | | | | | | | | | |
| | WALT rdistinguish between situations that can be modeled with linear | 2 | | | | | | | | | | | | |
| | WALT rprove that a function is linear by showing that the first differences are | 2 | | | | | | | | | | | | |
| | WALT rprove that a function is exponential by showing that the function grows | 2 | | | | | | | | | | | | |
| F.LE.A.2 **Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).** | WALT construct arithmetic sequences given a graph, a description of a | 2 | | | | | | | | | | | | |
| | WALT construct geometric sequences given a graph, a description of a | 2 | | | | | | | | | | | | |
| | WALT construct linear functions given a graph, a description of a relationship, | 2 | | | | | | | | | | | | |
| | WALT interpret the parameters (slope and constant term) of a linear function in | 2 | | | | | | | | | | | | |
| F.LE.A.3 **Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.** | WALT use a graph and a table to observe that a quantity that increases | 2 | | | | | | | | | | | | |
| | WALT use graphs and tables to observe that a quantity that increases exponentially eventually exceeds a quantity that increases quadratically | 3 | | | | | | | | | | | | |
| F.LE.A.4 **Understand the inverse relationship between exponents and logarithms. For exponential models, express as a logarithm the solution to abct = d where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| F.LE.B.5 **Interpret the parameters in a linear or exponential function in terms of a context.** | WALT construct exponential functions, including geometric sequences, given | 2 | | | | | | | | | | | | |
| | WALT interpret the parameters (vertical intercept and base) of exponential | 2 | | | | | | | | | | | | |
| **TRIGONOMETRIC FUNCTIONS** | | | | | | | | | | | | | | |
| F.TF.A.1 **Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| F.TF.A.2 **Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| F.TF.A.3 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| F.TF.A.4 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| F.TF.B.5 **Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |

# Year at a Glance: Math - Algebra 1 Student Learning Objectives Clustered by Unit

| DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill. | | | Unit 1<br>Modeling with Linear Equations and Inequalities | | | Unit 2<br>Linear and Exponential Modeling: Functions and Bivariate Statistics | | | | Unit 3<br>Quadratic Modeling | | | Unit 4<br>Other Nonlinear Graphs and One Variable Statistics | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Key | Focus - Explicit Instruction and Assessment | | | | | | | | | | | | | |
| | Revisited and Reinforced | | | | | | | | | | | | | |
| | Not Addressed in the Unit | | | | | | | | | | | | | |
| **NJSLS** | **SLO** | **Units** | **1A** | **1B** | **1C** | **2A** | **2B** | **2C** | **2D** | **3A** | **3B** | **3C** | **4A** | **4B** |
| F.TF.B.6<br>**(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.** | *NOTE: Not identified in the Instructional Units.* | | | | | | | | | | | | | |
| F.TF.B.7<br>**(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| F.TF.C.8<br>**Prove the Pythagorean identity sin2 (θ) + cos2 (θ) = 1 and use it to find sin(θ), cos(θ),or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| F.TF.C.9<br>**(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| **INTERPRETING CATEGORICAL and QUANTITATIVE DATA** | | | | | | | | | | | | | | |
| S.ID.A.1<br>**Represent data with plots on the real number line (dot plots, histograms, and box plots).** | WALT represent data using dot plots on the real number line and choose an | 4 | | | | | | | | | | | | |
| | WALT represent data using histograms on the real number line and choose an | 4 | | | | | | | | | | | | |
| S.ID.A.2 | WALT compare the center (mean, median) and spread (interquartile range, | 4 | | | | | | | | | | | | |
| S.ID.A.3<br>**Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of** | WALT interpret differences in shape, center, and spread in the context of data | 4 | | | | | | | | | | | | |
| | WALT interpret the effect of outliers on the shape, center, and spread of a data | 4 | | | | | | | | | | | | |
| S.ID.A.4<br>**Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.ID.B.5<br>**Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible** | WALT summarize categorical data for two categories in a two-way frequency | 4 | | | | | | | | | | | | |
| | WALT interpret relative frequencies, including joint, marginal, and conditional | 4 | | | | | | | | | | | | |
| | WALT recognize possible associations and trends in categorical data | 4 | | | | | | | | | | | | |
| S.ID.B.6<br>**Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.**<br>**a. Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data.** *Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.*<br>**b. Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology.**<br>**c. Fit a linear function for a scatter plot that suggests a linear association.** | WALT represent data on two quantitative variables on a scatterplot | 2 | | | | | | | | | | | | |
| | WALT describe the relationship between the two sets of quantitative data | 2 | | | | | | | | | | | | |
| | WALT fit linear and exponential functions to data by hand and with the use of | 2 | | | | | | | | | | | | |
| | WALT use a function fitted to data to solve problems in the context of the data | 2 | | | | | | | | | | | | |
| | WALT use given functions or choose a function suggested by the context. | 2 | | | | | | | | | | | | |
| | WALT assess the fit of a function by plotting and analyzing residuals, including with the use of technology | 2 | | | | | | | | | | | | |

# Year at a Glance:  Math - Algebra 1  Student Learning Objectives Clustered by Unit

**DOCUMENT KEY: WALT (That) ... indicates a concept.   WALT (To) ... indicates a skill.**

| Key | |
|---|---|
| | **Focus - Explicit Instruction and Assessment** |
| | **Revisited and Reinforced** |
| | **Not Addressed in the Unit** |

| | | | Unit 1<br>Modeling with Linear Equations and Inequalities | | | Unit 2<br>Linear and Exponential Modeling: Functions and Bivariate Statistics | | | | Unit 3<br>Quadratic Modeling | | | Unit 4<br>Other Nonlinear Graphs and One Variable Statistics | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **NJSLS** | **SLO** | **Units** | **1A** | **1B** | **1C** | **2A** | **2B** | **2C** | **2D** | **3A** | **3B** | **3C** | **4A** | **4B** |
| S.ID.C.7<br>**Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.** | WALT interpret the slope of a linear model as a constant rate of change in | 2 | | | | | | | | | | | | |
| | WALT interpret the constant term of a linear model in context of the data | 2 | | | | | | | | | | | | |
| S.ID.C.8 | WALT compute (using technology) and interpret the correlation coefficient for | 2 | | | | | | | | | | | | |
| S.ID.C.9 | WALT distinguish between correlation and causation | 2 | | | | | | | | | | | | |
| **MAKING INFERENCES and JUSTIFYING CONCLUSIONS** | | | | | | | | | | | | | | |
| S.IC.A.1<br>**Understand statistics as a process for making inferences about population parameters based on a random sample from that population.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.IC.A.2 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.IC.B.3<br>**Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.IC.B.4<br>**Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.IC.B.5<br>**Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.IC.B.6<br>**Evaluate reports based on data.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| **CONDITIONAL PROBABILITY and the RULES of PROBABILITY** | | | | | | | | | | | | | | |
| S.CP.A.1 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.CP.A.2 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.CP.A.3 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.CP.A.4<br>**Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.**<br>*For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English.  Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.* | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |

## Year at a Glance: Math - Algebra 1 Student Learning Objectives Clustered by Unit

| DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill. | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Key | Focus - Explicit Instruction and Assessment<br>Revisited and Reinforced<br>Not Addressed in the Unit | | Unit 1<br>Modeling with Linear Equations and Inequalities | | | Unit 2<br>Linear and Exponential Modeling: Functions and Bivariate Statistics | | | | Unit 3<br>Quadratic Modeling | | | Unit 4<br>Other Nonlinear Graphs and One Variable Statistics | | |
| **NJSLS** | **SLO** | **Units** | **1A** | **1B** | **1C** | **2A** | **2B** | **2C** | **2D** | **3A** | **3B** | **3C** | **4A** | **4B** |
| S.CP.A.5 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.CP.B.6<br>**Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.CP.B.7<br>**Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.CP.B.8<br>**(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B\|A) = P(B)P(A\|B), and interpret the answer in terms of the model.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.CP.B.9<br>**(+) Use permutations and combinations to compute probabilities of compound events and solve problems.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| **USING PROBABILITY to MAKE DECISIONS** | | | | | | | | | | | | | | |
| S.MD.A.1<br>**(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.MD.A.2<br>**(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.MD.A.3<br>**(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value.**<br>*For example, find the theoretical probability distribution for the number of correct answers obtained by New Jersey Student Learning Standards guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.* | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.MD.A.4 | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |

# Year at a Glance: Math - Algebra 1 Student Learning Objectives Clustered by Unit

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

| Key | |
|---|---|
| | **Focus - Explicit Instruction and Assessment** |
| | **Revisited and Reinforced** |
| | **Not Addressed in the Unit** |

| NJSLS | SLO | Units | 1A | 1B | 1C | 2A | 2B | 2C | 2D | 3A | 3B | 3C | 4A | 4B |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Unit 1<br>Modeling with Linear Equations and Inequalities | | | Unit 2<br>Linear and Exponential Modeling: Functions and Bivariate Statistics | | | | Unit 3<br>Quadratic Modeling | | | Unit 4<br>Other Nonlinear Graphs and One Variable Statistics | |
| S.MD.B.5<br>**(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.**<br>**a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast food restaurant.**<br>**b. Evaluate and compare strategies on the basis of expected values.** *For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.* | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| S.MD.B.6<br>**(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |
| 7.MD.B.7<br>**(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).** | *NOTE: Not addressed in the Algebra 1 Instructional Unit.* | | | | | | | | | | | | | |