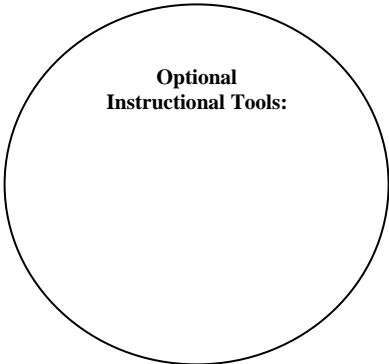


Topic: A1.2.1 Functions

Key Learning(s): The students will
 1. A1.2.1.1 Analyze and/or use patterns or relations



Unit Essential Question(s):
How do you analyze and use patterns or relations?

<p>Concept: A1.2.1.1.1 Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically</p>	<p>Concept: A1.2.1.1.2 Determine whether a relation is a function, given a set of points or a graph.</p>	<p>Concept: A1.2.1.1.3 Identify the domain or range of a relation (may be presented as ordered pairs, a graph, or table)</p>
<p>Lesson Essential Questions: How do you represent algebraically or graphically a set of data of a pattern?</p>	<p>Lesson Essential Questions: How do you determine whether a set of points or a graph represents a function?</p>	<p>Lesson Essential Questions: When given a set of ordered pairs, a graph or table how is the domain and range identified?</p>
<p>Vocabulary: algebraic, graphic, data, pattern</p>	<p>Vocabulary: Function, set</p>	<p>Vocabulary: Ordered pairs, x coordinate, y coordinate, domain, range</p>

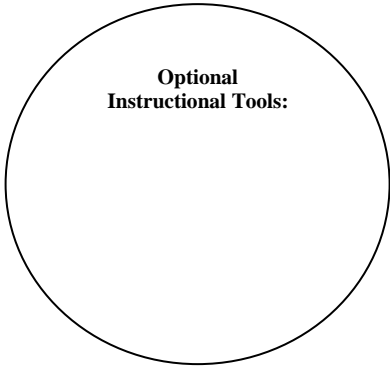
Concept:	Concept:	Concept:
Lesson Essential Questions: 1.	Lesson Essential Questions: 1.	Lesson Essential Questions:
Vocabulary:	Vocabulary:	Vocabulary:

Attached Document(s):

Additional Info:
 2.8.A1.C; 2.8.A1.D;

Topic: A1.2.1

Key Learning(s): The students will interpret and/or use linear function and their equations, graphs, or tables, A1.2.1.2



Unit Essential Question(s):
How do you interpret and use linear functions and their equation, graphs, or tables?

Concept: A1.2.1.2.1 Create, interpret, and/or use the equation, graph, or table a linear function	Concept: A1.2.1.2.2 Translate from one representation of a linear function to another (i.e. graph, table, and equation)	Concept:
Lesson Essential Questions: What is the process to create, interpret and use the equation or table in a linear function?	Lesson Essential Questions: How can you translate from one representation of a linear function to another?	Lesson Essential Questions: 1.
Vocabulary: equation, linear function	Vocabulary: translate, linear function	Vocabulary:

Concept:	Concept:	Concept:
Lesson Essential Questions: 1.	Lesson Essential Questions: 1.	Lesson Essential Questions:
Vocabulary:	Vocabulary:	Vocabulary:

Attached Document(s):

Additional Info:

Topic:

Key Learning(s): The students will
 1. A1.2.2.1 Describe, compute, and/or use the rate of change (slope) of a line.

**Optional
 Instructional Tools:**

Unit Essential Question(s):
 When given a line how can you describe, compute and use the rate of change?

Concept: A1.2.2.1.1 Identify, describe, and/or use constant rates of change	Concept: A1.2.2.1.2 Apply the concept of linear rate of change (slope) to solve problems	Concept: A1.2.2.1.3 Write or identify a linear equation when given The graph of the line Two points on the line, or The slope and a point on the line Note; Linear equation may be in point-slope, standard, and/or slope-intercept form
Lesson Essential Questions: What is the process to identify, describe and use constant rate of change?	Lesson Essential Questions: How do you apply the concept of linear rate of change to solve problems?	Lesson Essential Questions: When given a graph of the line, two points or the slope and a point on the line how do you write or identify the linear equation?
Vocabulary: rate of change, constant	Vocabulary: Linear rate, slope	Vocabulary: Linear equation, slope intercept form, point slope form

Concept: A1.2.2.1.4 Determine the slope and/or y-intercept represented by a linear equation or graph	Concept:	Concept:
Lesson Essential Questions: How do you determine the slope and y-intercept when it's represented by a linear equation or graph?	Lesson Essential Questions: 1.	Lesson Essential Questions:
Vocabulary: Y intercept, slope, linear equation	Vocabulary:	Vocabulary:

Attached Document(s):

Additional Info:

2.9.A1.C; 2.8.A1.D

Topic: Coordinate Geometry

Key Learning(s): The students will
 A1.2.2.2 Analyze and/or interpret data on a scatter plot.

**Optional
 Instructional Tools:**

Unit Essential Question(s):
What and how do you analyze and/or interpret data on a scatter plot?

Concept: A1.2.2.2.1 Draw, identify, find, and/or write an equation for a line of best fit for a scatter plot	Concept:	Concept:
Lesson Essential Questions: How to you draw, identify, find and write an equation of best fir for a scatter plot?	Lesson Essential Questions: 1.	Lesson Essential Questions: 1.
Vocabulary: Line of best fit, scatter plot	Vocabulary:	Vocabulary:

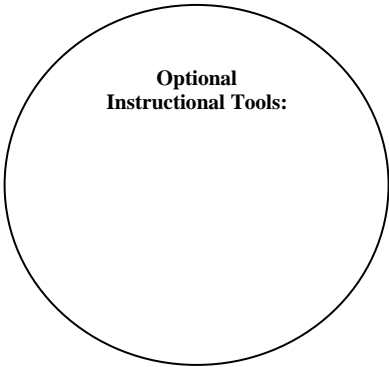
Concept:	Concept:	Concept:
Lesson Essential Questions: 1.	Lesson Essential Questions:	Lesson Essential Questions:
Vocabulary:	Vocabulary:	Vocabulary:

Attached Document(s):

Additional Info:
 2.6.A.1.C

Topic: Module 2: A1.2.3 Data Analysis

Key Learning(s): The students will
A1.2.3.1 Uses measures of dispersion to describe a set of data



Unit Essential Question(s):
How do you use the measure of dispersion to describe a set of data?

Concept: A1.2.3.1.1 Calculate and/or interpret the range, quartiles, and interquartile range of data	Concept:	Concept:
Lesson Essential Questions: How do you calculate and interpret the range, quartiles, and interquartile range of data?	Lesson Essential Questions: 1.	Lesson Essential Questions: 1.
Vocabulary: Range, quartiles, interquartile	Vocabulary:	Vocabulary:

Concept:	Concept:	Concept:
Lesson Essential Questions:	Lesson Essential Questions:	Lesson Essential Questions:
Vocabulary:	Vocabulary:	Vocabulary:

Attached Document(s):

Additional Info:
2.6.A1.c

Topic: Data Analysis

Key Learning(s): The students will use data displays in problem-solving settings and/or to make predications
A1.2.3.2

**Optional
Instructional Tools:**

Unit Essential Question(s):
What is do you need in order to make predication when given data displays in problems solving settings and/or to make predications?

Concept: A1.2.3.2.1 Estimate or calculate to make predications based on a circle, line, bar graph, measures of central tendency, or other representations	Concept: A1.2.3.2.2 Analyze data, make predications, and/or answer questions based on displayed data.	Concept: A1.2.3.2.3 Make predications using the equations or graphs of best-fit lines of scatter plots
Lesson Essential Questions: When given a circle, bar graph, measures of central tendency or other representations how do you estimate or calculate to make predications from the data given?	Lesson Essential Questions: What do you need in order to analyze date, make predications, and/or answer questions based on the data.	Lesson Essential Questions: How can you make predication using equations or graphs of best-fit lines of scatter plots?
Vocabulary: Circle graph, bar graph, measure of central tendency, prediction	Vocabulary: analyze	Vocabulary: Best fit line, scatter plot

Concept:	Concept:	Concept:
Lesson Essential Questions: 1.	Lesson Essential Questions: 1.	Lesson Essential Questions:
Vocabulary:	Vocabulary:	Vocabulary:

Attached Document(s):

Additional Info:
2.6.A1.E

Topic:

Key Learning(s): The students will
A1.2.3.3 Apply probability to practical situations

**Optional
Instructional Tools:**

Unit Essential Question(s):
How do you solve and apply probability of practical situations.

Concept: A1.2.3.3.1 Find probabilities for compound events and represent as a fraction, decimal, or percent	Concept:	Concept:
Lesson Essential Questions: When given compound events how do you find the probabilities of the events and represent it.	Lesson Essential Questions: 1.	Lesson Essential Questions: 1.
Vocabulary: Compound events, probability	Vocabulary:	Vocabulary:

Concept:	Concept:	Concept:
Lesson Essential Questions: 1.	Lesson Essential Questions: 1.	Lesson Essential Questions:
Vocabulary:	Vocabulary:	Vocabulary:

Attached Document(s):

Additional Info:
2.7.A1.A