****

**Access**

**Algebra 1A**

**(#7912080)**

**Course Standards**

[MA.912.AR.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15555) Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of its parts as a single entity.

**Clarifications:**
*Clarification 1:* Parts of an expression include factors, terms, constants, coefficients and variables.

*Clarification 2:* Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.1.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18279)  | Identify a part(s) of an equation or expression and explain the meaning within the context of a problem. |  |  |  |
| EssentialUnderstandings | * Understand the following concepts and vocabulary: equation, expression, add (+), subtract (-), multiply (x), divide ($÷$), equal (=), Greater than (>), Less than (<), unknown (x), variables, and real-world context
* Understand in a problem with real world context, the variables have meaning within the context of the problem

Ex. Distance Problem Distance Formula: d=rt (d = distance, r = rate, t = time)Ex. Interest ProblemInterest Formula: I = Prt (I = interest, P = principal, r = rate, t = time in years)Ex. Match items from a problem with variables (e.g., In the expression 6x + 7y, students explain that Bill had 6 times as many apples and 7 times as many oranges as Sam, with x representing the number of apples and y representing the number of oranges)  |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.1.1.docx) |  |  |  |

[MA.912.AR.1.2:](https://www.cpalms.org//PreviewStandard/Preview/15556) Rearrange equations or formulas to isolate a quantity of interest.

**Clarifications:**
*Clarification 1*: Instruction includes using formulas for temperature, perimeter, area and volume; using equations for linear (standard, slope-intercept and point-slope forms) and quadratic (standard, factored and vertex forms) functions.

*Clarification 2*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.1.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18280)  | Rearrange an equation or a formula for a specific variable. |  |  |  |
| EssentialUnderstandings | * Understand the following concepts and vocabulary: variable, symbol, equation, multivariate equation, add (+), subtract (-), multiply (x), divide (÷), equal (=), unknown, formulas,
* Understand when rearranging an equation, isolate for variable of interest.

Ex. d=rt (d = distance, r = rate, t = time)Solve for t* Understand algebraic rules (e.g., what you do to one side of the equation you must do to the other).

Ex. Distance Formula: d=rt (d = distance, r = rate, t = time)Solve for t$$d=rt$$Divide r on both sides$$\frac{d}{r}=\frac{rt}{r}$$$$\frac{d}{r}=t$$Ex. Interest Formula: I = Prt (I = interest, P = principal, r = rate, t = time in years) Solve for P$$I=Prt$$Divide rt on both sides$$\frac{I}{rt}=\frac{Prt}{rt}$$$$\frac{I}{rt}=P$$ |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.1.2.docx) |  |  |  |

[MA.912.AR.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15565) Given a real-world context, write and solve one-variable multi-step linear equations.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.2.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18288) | Given an equation in a real-world context, solve one-variable multi-step linear equations. |  |  |  |
| EssentialUnderstandings | * Understand the following vocabulary and symbols: add (+), subtract (-), multiply (x), divide ($÷$), equal (=), linear equation, variable, like terms, coefficient, constant
* Understand how to add, subtract, multiply, and divide integers. (limited to 2-digit numbers)
* Understand combining like terms
* Understand to solve a one-variable multi-step linear equation, the variable must be isolated on one side
* Understand that all constants need to be on one side of the equal sign
* Understand to get all constants on one side, add and subtract the same number to both sides of the equation to isolate the variable on one side and the constant on the other
* Understand if the coefficient is not one, multiply or divide both sides by the coefficient

equation showing dividing both sides by the coefficient* Use tools, (i.e., manipulatives, algebra tiles, software, equation calculators, etc.) to solve equations with one variable
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.2.1.docx) |  |  |  |

[MA.912.AR.2.2:](https://www.cpalms.org//PreviewStandard/Preview/15566) Write a linear two-variable equation to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.

**Clarifications:**
*Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form, and the conversion between these forms.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.2.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18289)  | Select a linear two-variable equation to represent relationships between quantities from a graph, a written description or a table of values within a mathematical or real-world context. |  |  |  |
| EssentialUnderstandings | * Understand the following related vocabulary: y-intercept, slope, linear two-variable equation, graph, table, *x*-axis, *y*-axis, slope formula, positive slope, negative slope, vertical, horizontal
* Understand that if the line is sloping upward from left to right, the slope of the line is positive
* Understand that if the line is sloping downward from left to right, the slope of the line is negative
* Understand that if the line is horizontal, the slope is 0
* Understand that if the line is vertical, the slope is undefined
* Understand the slope is the rise over the run
* Understand the y-intercept is where the line crosses the y-axis
* Understand to find the slope from a table, pick two points and put them in the slope formula
* Understand to find the *y*-intercept, locate the point where x = 0
* Understand the slope and the *y*-intercept will be used to create an equation (template, formula, etc.)
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.2.2.docx) |  |  |  |

[MA.912.AR.2.3:](https://www.cpalms.org//PreviewStandard/Preview/15567) Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.

**Clarifications:**
*Clarification 1:* Instruction focuses on recognizing that perpendicular lines have slopes that when multiplied result in -1 and that parallel lines have slopes that are the same.

*Clarification 2:* Instruction includes representing a line with a pair of points on the coordinate plane or with an equation.

*Clarification 3:* Problems include cases where one variable has a coefficient of zero.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.2.AP.3:](https://www.cpalms.org/PreviewAccessPoint/Preview/18290) | Select a linear two-variable equation in slope intercept form for a line that is parallel or perpendicular to a given line and goes through a given point. |  |  |  |
| EssentialUnderstandings | * Understand the following related vocabulary: y-intercept (b), slope (m), slope intercept form, linear two-variable equation, parallel, perpendicular, negative reciprocal, negative slope, positive slope, coefficient, vertical, horizontal, *x*-axis, *y*-axis
* Understand that if the line is sloping upward from left to right, the slope of the line is positive
* Understand that if the line is sloping downward from left to right, the slope of the line is negative
* Understand that if the line is horizontal, the slope is 0
* Understand that if the line is vertical, the slope is undefined
* Understand the slope is the rise over the run
* Understand the y-intercept is where the line crosses the y-axis
* Understand which coefficient of the given linear two-variable equation is the slope
* Understand that two parallel lines have the same slope
* Understand that the slope of a line that is perpendicular to a given line is the negative reciprocal

Ex.Slope: $m=\frac{2}{3}$Negative reciprocal: $m=-\frac{3}{2}$Slope: $m=2$Negative reciprocal: $-\frac{1}{2}$* Understand to create the equation of a line that is parallel to a given line, use the slope of the given line and a given point. (template, formulas, etc.)
* Understand to create the equation of a line that is perpendicular to a given line, use the negative reciprocal of the slope of the given line and a given point (template, formulas, etc.)
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.2.3.docx) |  |  |  |

[MA.912.AR.2.4:](https://www.cpalms.org//PreviewStandard/Preview/15568) Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.

**Clarifications:**
*Clarification 1*: Key features are limited to domain, range, intercepts and rate of change.

*Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form.

*Clarification 3*: Instruction includes cases where one variable has a coefficient of zero.

*Clarification 4*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

*Clarification 5*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder notations.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.2.AP.4:](https://www.cpalms.org/PreviewAccessPoint/Preview/18291) | Given a table, equation or written description of a linear function, select a graph of that function and determine at least two key features (can include domain, range, *y*-intercept or slope). |  |  |  |
| EssentialUnderstandings | * Understand the following related vocabulary: *x*-axis, *y*-axis, domain, range, linear function, y-intercept (b), slope (m), graph, table, linear, variable, negative slope, positive slope, horizontal, vertical
* Understand key features of a linear function (can include domain, range, y-intercept, or slope)
* Understand that if the slope is positive, the line on the graph rises upward from left to right
* Understand that if the slope is negative the line on the graph will fall downward from left to right
* Understand that if the slope is zero, the line on the graph is horizontal
* Understand that if the slope is undefined, the line on the graph is vertical
* Understand the slope is the rise over the run
* Understand the y-intercept is where the line crosses the y-axis
* Understand that the domain is all the x-values
* Understand that the range is all the y-values
* Understand that key features are used to create the graph
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.2.4.docx) |  |  |  |

[MA.912.AR.2.5:](https://www.cpalms.org//PreviewStandard/Preview/15569) Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.

**Clarifications:**
*Clarification 1*: Key features are limited to domain, range, intercepts and rate of change.

*Clarification 2*: Instruction includes the use of standard form, slope-intercept form and point-slope form.

*Clarification 3*: Instruction includes representing the domain, range and constraints with inequality notation, interval notation or set-builder notation.

*Clarification 4*: Within the Algebra 1 course, notations for domain, range and constraints are limited to inequality and set-builder.

*Clarification 5*: Within the Mathematics for Data and Financial Literacy course, problem types focus on money and business.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.2.AP.5:](https://www.cpalms.org/PreviewAccessPoint/Preview/18292) | Given a mathematical and/or real-world problem that is modeled with linear functions, solve the mathematical problem, or select the graph using key features (in terms of context) that represents this model. |  |  |  |
| EssentialUnderstandings | * Understand the following related vocabulary: *x*-axis, *y*-axis, labels, scales, domain, linear function, y-intercept (b), slope (m), graph, add (+), subtract (-), multiply (x), divide ($÷$), equal (=), linear, variable
* Understand key features of a linear function (can include domain, range, y-intercept, or slope)
* Understand that if the slope is positive, the line on the graph rises upward from left to right
* Understand that if the slope is negative the line on the graph will fall downward from left to right
* Understand that if the slope is zero, the line on the graph is horizontal
* Understand that if the slope is undefined, the line on the graph is vertical
* Understand the slope is the rise over the run
* Understand the y-intercept is where the line crosses the y-axis
* Understand that the domain is all the x-values
* Understand that the range is all the y-values
* Understand the slope (rate of change) and y-intercept (if the equation is in y-intercept form, $y=mx+b, $the constant (b) is where the line crosses the y-axis) from a real-world problem
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.2.5.docx) |  |  |  |

[MA.912.AR.2.6:](https://www.cpalms.org//PreviewStandard/Preview/15570) Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.2.AP.6:](https://www.cpalms.org/PreviewAccessPoint/Preview/18293)  | Given a mathematical and/or real-world context, select a one-variable linear inequality that represents the solution algebraically or graphically. |  |  |  |
| EssentialUnderstandings | * Understand the following related vocabulary: number line, one-variable linear inequality, add (+), subtract (-), multiply (x), divide ($÷$), equal (=), Greater than (>), Less than (<), greater than or equal to (≥), less than or equal to (≤), variables, closed circle, open circle, positive direction, negative direction, like terms, coefficient, constant
* Understand how to add, subtract, multiply, and divide integers. (limited to 2 digit numbers)
* Understand combining like terms
* Understand to solve a one-variable multi-step linear inequalities, the variable must be isolated on one side
* Understand that all constants need to be on one side of the inequality
* Understand to get all constants on one side, add and subtract the same number to both sides of the inequality to isolate the variable on one side and the constant on the other
* Understand if the coefficient is not one, multiply or divide both sides by the coefficient
* Understand that a one-variable linear inequality can be represented on a number line
* Understand on a number line that when the equation or real-world context is > or <, the point is represented by an open circle
* Understand on a number line that when the equation or real-world context is ≥ or ≤ , the point is represented with a closed circle
* Understand that if the equation is ≥ or > then the graph goes in a positive direction (to the right)
* Understand that if the equation is ≤ or < then the graph goes in a negative direction (to the left)
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.2.6.docx) |  |  |  |

[MA.912.AR.2.7:](https://www.cpalms.org//PreviewStandard/Preview/15571) Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.

**Clarifications:**
*Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented.

*Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.2.AP.7:](https://www.cpalms.org/PreviewAccessPoint/Preview/18294)  | Select a two-variable linear inequality to represent relationships between quantities from a graph. |  |  |  |
| EssentialUnderstandings | * Understand the following related vocabulary: boundary line, two-variable linear inequality, slope (m), y-intercept (b), graph, shading a graph, add (+), subtract (-), multiply (x), divide ($÷$), equal (=), Greater than (>), Less than (<), greater than or equal to (≥), less than or equal to (≤), variables, coordinate point, *x*-axis, *y*-axis, horizontal, vertical
* Understand the slope (rise over run) and the y-intercept (where the line crosses the y-axis) of a two-variable linear inequality
* Understand that a dotted boundary line on a graph of a two-variable linear inequality represents less than (<) or greater than (>)
* Understand that a solid boundary line on a graph of a two-variable linear inequality represents less than or equal to (≤) or greater than or equal to (≥)
* Identify above and below the boundary line
* Understand if the graph of a two-variable linear inequality is shaded above the boundary line, the graph represents greater than or greater than or equal to
* Understand if the graph of a two-variable linear inequality is shaded below the boundary line, the graph represents less than or less than or equal to
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.2.7.docx) |  |  |  |

[MA.912.AR.2.8:](https://www.cpalms.org//PreviewStandard/Preview/15572) Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.

**Clarifications:**
*Clarification 1:* Instruction includes the use of standard form, slope-intercept form and point-slope form and any inequality symbol can be represented. *Clarification 2:* Instruction includes cases where one variable has a coefficient of zero.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.2.AP.8:](https://www.cpalms.org/PreviewAccessPoint/Preview/18295)  | Given a two-variable linear inequality, select a graph that represents the solution. |  |  |  |
| EssentialUnderstandings | * Understand the following related vocabulary: boundary line, two-variable linear inequality, slope (m), y-intercept (b), graph, shading a graph, add (+), subtract (-), multiply (x), divide ($÷$), equal (=), Greater than (>), Less than (<), greater than or equal to (≥), less than or equal to (≤), variables, coordinate point, *x*-axis, *y*-axis, horizontal, vertical
* Understand the slope (rise over run) and the y-intercept (where the line crosses the y-axis, or x =0) of a two-variable linear inequality
* Understand that two-variable linear inequality is in the form of one of the following:

Less than:$ y<mx+b$Less than or equal to: $y\leq mx+b$Greater than: $y>mx+b$Greater than or equal to: $y\geq mx+b$* Understand that a dotted boundary line on a graph of a two-variable linear inequality represents less than (<) or greater than (>)
* Understand that a solid boundary line on a graph of a two-variable linear inequality represents less than or equal to or greater than or equal to
* Identify above and below the boundary line
* Understand if the graph of a two-variable linear inequality is shaded above the boundary line, the graph represents greater than or greater than or equal to
* Understand if the graph of a two-variable linear inequality is shaded below the boundary line, the graph represents less than or less than or equal to
* Understand that a linear inequality divides the coordinate plane into two parts by a boundary line where one represents the solutions of the inequality (Any coordinate point that falls in the shaded region or on the boundary line if it is solid line, is the solution.)
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.2.8.docx) |  |  |  |

[MA.912.AR.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15582) Given a mathematical or real-world context, write and solve one-variable absolute value equations.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.4.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18306)  | Solve a one variable absolute value equation. |  |  |  |
| EssentialUnderstandings | * Understand the following related vocabulary: add (+), subtract (-), multiply (x), divide ($÷$), equal (=), absolute value, negative number, positive number, distance, integer, two step equation, variable
* Understand how to add, subtract, multiply and divide integers
* Understand how to solve two step equations
* Understand that the absolute value represents the distance a number is from zero
* Understand that distance is always a positive number or zero (distance from 0 to -3 is 3 and the distance from 0 to 3 is 3)
* Understand to solve the absolute value equation, solve for a negative and a positive value (there are two numbers that are the same
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.4.1.docx) |  |  |  |

[MA.912.AR.4.3:](https://www.cpalms.org//PreviewStandard/Preview/15584) Given a table, equation or written description of an absolute value function, graph that function and determine its key features.

**Clarifications:**
*Clarification 1*: Key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; vertex; end behavior and symmetry.

*Clarification 2*: Instruction includes representing the domain and range with inequality notation, interval notation or set-builder notation.

*Clarification 3*: Within the Algebra 1 course, notations for domain and range are limited to inequality and set-builder.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.4.AP.3:](https://www.cpalms.org/PreviewAccessPoint/Preview/18308) | Given a table, equation or written description of an absolute value function, select the graph that represents the function. |  |  |  |
| EssentialUnderstandings | * Understand the following related vocabulary: absolute value, vertex, negative number, positive number, interior of absolute value function, table, maximum point, minimum point, ordered pairs, add (+), subtract (-), multiply (x), divide ($÷$), equal (=), integer, two step equation, *x*-axis, *y*-axis, variable, standard form
* Understand how to add, subtract, multiply and divide integers
* Understand how to solve two step equations
* Understand that the graph of a two variable absolute value function is in the shape of a V
* Understand that the standard form of an absolute value is $y=a\left|x-h\right|+k$
* Understand that the vertex is $\left(h,k\right)$
* Understand that the vertex is the maximum or minimum point on the absolute value graph
* Understand that when a is positive the graph opens upward and when a is negative, the graph opens downward
* Understand that to find the x-value of the vertex of an absolute value function, set the interior $(x-h)$ of the absolute value equal to zero and solve for *x*
* Understand that the *y*-value of the vertex of an absolute value function is *k*
* Understand when graphing an absolute value graph, graph the vertex point first
* Understand after graphing the vertex, create a table of ordered pairs using values on the left and right side of the vertex

Ex. (vertex = (0,0))Table showing ordered pair values on left and right side of the vertex* Understand that the ordered pairs in the table create an absolute value graph
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.4.3.docx) |  |  |  |

[MA.912.AR.9.1:](https://www.cpalms.org//PreviewStandard/Preview/15606) Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.

**Clarifications:**
*Clarification 1*: Within this benchmark, the expectation is to solve systems using elimination, substitution and graphing.

*Clarification 2*: Within the Algebra 1 course, the system is limited to two equations.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.9.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18326) | Given an algebraic or graphical system of two-variable linear equations, select the solution to the system of equations. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: linear equation, solution to a system of linear equations, one solution, infinitely many solutions, no solutions, add (+), subtract (-), multiply (x), divide ($÷$), equal (=), integer, two step equation, *x*-axis, *y*-axis, variable, ordered pair
* Understand how to add, subtract, multiply and divide integers
* Understand how to solve two step equations
* Understand that the solution to two linear equations is one of the following:

one solution – equations cross at one point (ordered pair)infinitely many solutions – equations are equivalentno solutions – equations do not cross * Understand to solve for the *x*-variable of the solution of two linear equations set the two equations equal to each other and solve for the variable *x*
* Understand to solve for the *y*-variable of the solution of two linear equations plug the *x*-value back into either equation and solve for the variable *y*
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.9.1.docx) |  |  |  |

[MA.912.AR.9.4:](https://www.cpalms.org//PreviewStandard/Preview/15609) Graph the solution set of a system of two-variable linear inequalities.

**Clarifications:**
*Clarification 1:* Instruction includes cases where one variable has a coefficient of zero.

*Clarification 2:* Within the Algebra 1 course, the system is limited to two inequalities.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.9.AP.4:](https://www.cpalms.org/PreviewAccessPoint/Preview/18329) | Select the graph of the solution set of a system of two-variable linear inequalities. |  |  |  |
| Essential Understandings | * Understand the following related vocabulary: boundary line, two-variable linear inequality, slope (m), y-intercept (b), graph, shading a graph, add (+), subtract (-), multiply (x), divide ($÷$), equal (=), Greater than (>), Less than (<), greater than or equal to (≥), less than or equal to (≤), variables, coordinate point, *x*-axis, *y*-axis, horizontal, vertical, solution
* Understand the slope (rise over run) and the y-intercept (where the line crosses the y-axis, or x = 0) of a two-variable linear inequality
* Understand that two-variable linear inequality is in the form of one of the following:

Less than:$ y<mx+b$Less than or equal to: $y\leq mx+b$Greater than: $y>mx+b$Greater than or equal to: $y\geq mx+b$* Understand that a dotted boundary line on a graph of a two-variable linear inequality represents less than (<) or greater than (>)
* Understand that a solid boundary line on a graph of a two-variable linear inequality represents less than or equal to or greater than or equal to
* Identify above and below the boundary line
* Understand if the graph of a two-variable linear inequality is shaded above the boundary line, the graph represents greater than or greater than or equal to
* Understand if the graph of a two-variable linear inequality is shaded below the boundary line, the graph represents less than or less than or equal to
* Understand that a linear inequality divides the coordinate plane into two parts by a boundary line where one represents the solutions of the inequality (Any coordinate point that falls in the shaded region or on the boundary line if it is solid line, is the solution.)
* Understand when given more than one two-variable linear inequalities, the solution is where the two shaded regions overlap
* Understand when given more than one two-variable linear inequalities, if the two inequalities do not overlap, there is no solution
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.9.4.docx) |  |  |  |

[MA.912.AR.9.6:](https://www.cpalms.org//PreviewStandard/Preview/15610) Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.

**Clarifications:**
*Clarification 1*: Instruction focuses on analyzing a given function that models a real-world situation and writing constraints that are represented as linear equations or linear inequalities.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.AR.9.AP.6:](https://www.cpalms.org/PreviewAccessPoint/Preview/18331) | Given a real-world context, as systems of linear equations or inequalities with identified constraints, select a solution as a viable or non-viable option. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: viable, non-viable, system, solution to the system, linear equation, inequality, inside shaded region, outside shaded region, Greater than (>), Less than (<), greater than or equal to (≥), less than or equal to (≤), variables
* Understand what makes a solution viable

Ex. If you are selling sodas and popcorn, the solution to the system cannot be a negative value nor can it be larger than the number of sodas and popcorn available to be viable. * Understand what makes a solution non-viable

Ex. If you are selling sodas and popcorn, if the solution to the system is less than zero or greater than the number of sodas and popcorn available, then the solution is non-viable* Understand that for a system of inequalities the solution must fall in the shaded region to be viable and outside the shaded region to be non-viable
 |  |  |  |
| Resources: | [Element Card](https://www.accesstofls.org/core_curriculum_resources/Math/BEST/Element_Cards/HS/Algebra_1/MA.912.AR.9.6.docx) |  |  |  |

[MA.912.DP.1.3:](https://www.cpalms.org//PreviewStandard/Preview/15746) Explain the difference between correlation and causation in the contexts of both numerical and categorical data.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.DP.1.AP.3:](https://www.cpalms.org/PreviewAccessPoint/Preview/18388)  | Identify whether the data is explained by correlation or causation in the contexts of both numerical and categorical data. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: linear model, correlation coefficient, linear relationship, linear fit, correlation, causation, strength, data, fits a line, correlation coefficient (r), Linear pattern, linear relationship, categorical data, numerical data, attributes, characteristics, measure, experiment
* Understand that categorical data is data that is classified by attributes or characteristics (Ex. Favorite color, type of car, number on a sports jersey)
* Understand that numerical data is data that can be measured (Ex. The number of people who like the color green.)
* Understand the correlation measures the strength, the data, fits a line (linear pattern).
* Understand that “r” represents the correlation coefficient
* Understand that the closer “r” is to -1 or 1, the stronger the data fits a linear relationship between x and y
* Understand that the closer “r” is to 0 the weaker the data fits a linear relationship between x and y
* Understand that correlation does not prove causation **[**Ex. There is a strong linear relationship (correlation) between shoe size and reading levels. However, that does not mean that shoe size causes reading levels to increase.**]**
* Understand that causation can only be proved with a well- designed experiment
 |  |  |  |
| Resources: |  |  |  |  |

[MA.912.DP.2.4:](https://www.cpalms.org//PreviewStandard/Preview/15752) Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.

**Clarifications:**
*Clarification 1*: Instruction includes fitting a linear function both informally and formally with the use of technology.

*Clarification 2*: Problems include making a prediction or extrapolation, inside and outside the range of the data, based on the equation of the line of fit.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.DP.2.AP.4:](https://www.cpalms.org/PreviewAccessPoint/Preview/18390)  | Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: linear function, linear association, data models, linear fit, bivariate numerical data, y-intercept, slope, x-axis, y-axis, steepness, positive, negative, linear model, left, right, upward, downward
* Understand that a linear association means the data models a line
* Understand that bivariate data is two numerical values paired with each other (Ex. Ordered pair (-2,3))
* Understand if the data models a linear fit, then a linear function in the form of $y=mx+b$ can be created to fit the data
* Understand that the linear function may not cross every point given
* Understand in a linear function the *y*-intercept is represented by the variable *b*
* Understand in a linear function the *y*-intercept is where the function crosses the y-axis
* Understand in a linear function, slope is represented by the variable *m*
* Understand in a linear function, slope measures the steepness of the line
* Understand in a linear model, if the slope is positive the points on the model will go upward from left to right
* Understand in a linear model, if the slope is negative the points on the model will go downward from left to right
 |  |  |  |
| Resources: |  |  |  |  |

[MA.912.DP.2.6:](https://www.cpalms.org//PreviewStandard/Preview/15754) Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context.

**Clarifications:**
*Clarification 1*: Instruction focuses on determining the direction by analyzing the slope and informally determining the strength by analyzing the residuals.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.DP.2.AP.6:](https://www.cpalms.org/PreviewAccessPoint/Preview/18391)  | Given a scatter plot with a line of fit and residuals, determine the strength and direction of the correlation. Interpret strength and direction within a real-world context. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: line of best fit, residuals, value, observed value, predicted value, graph, point, *x*-axis, *y*-axis, linear pattern, positive slope, negative slope, correlation, positive, negative, strong linear fit, weak linear fit, moderate linear, no linear fit, correlation coefficient (r), data, linear relationship, strength, direction
* Understand the line of best fit is the equation of the line that represents the majority of the points on the graph
* Understand that the residuals are created by subtracting the observed value minus the predicted value
* Understand that the observed value is the actual point on the graph
* Understand the predicted value is created using the line of best fit
* Understand that strength is the measure of how strong the data fits a linear pattern (strong, weak, moderate, no fit)
* Understand that direction is positive (positive slope) or negative (negative slope)
* Understand the correlation measures the strength, the data, fits a line (linear pattern)
* Understand that “r” represents the correlation coefficient
* Understand that the closer “r” is to -1 or 1, the stronger the data fits a linear relationship between x and y
* Understand that the closer “r” is to 0 the weaker the data fits a linear relationship between x and y
 |  |  |  |
| Resources: |  |  |  |  |

[MA.912.F.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15621)Given an equation or graph that defines a function, determine the function type. Given an input-output table, determine a function type that could represent it.

**Clarifications:**
*Clarification 1:* Within the Algebra 1 course, functions represented as tables are limited to linear, quadratic and exponential.

*Clarification 2:* Within the Algebra 1 course, functions represented as equations or graphs are limited to vertical or horizontal translations or reflections over the x-axis of the following parent functions:  and .

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.F.1.AP.1a:](https://www.cpalms.org/PreviewAccessPoint/Preview/18333) | Given an equation or graph that defines a function, identify the function type as either linear, quadratic, or exponential. |  |  |  |
| Essential Understandings | * Understand the following terms and vocabulary: linear function, quadratic function, exponential function, graph, x-axis, y-axis, rapidly increase, rapidly decrease, y-intercept, variable, slope, ratio, constant, parabola, line, curve
* Understand that a linear function is in the form of $y=mx+b$ where m is the slope and b is the y-intercept
* Understand that a quadratic function is in the form of $y=ax^{2}+bx+c$ where the variable $a\ne 0, $ and the variable *c* is the constant
* Understand that an exponential function in is the form $y=ab^{x}$ where the variable *a* represents the initial value and the variable *b* represents the ratio between the *y*-values ($a\ne 0,b\ne 1,and b>0)$
* Understand that the graph of a quadratic function is a parabola
* Understand that the graph of a linear function is a line
* Understand that the graph of an exponential function is a curve that increases rapidly from left to right or decreases rapidly from left to right
 |  |  |  |
| Resources: |  |  |  |  |
| [MA.912.F.1.AP.1b:](https://www.cpalms.org/PreviewAccessPoint/Preview/18334) | Given an input-output table with an accompanying graph, determine a function type, either linear, quadratic, or exponential that could represent it. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: graph, input-output table, linear function, x-values, y-values, common ratio, constant value, table, quadratic function, exponential function, 1st difference, 2nd difference, parabola, rapidly increase, rapidly decrease, line, curve
* Understand to determine that a given table is an exponential function, the *x*-values will increase by a constant value and the *y*-values will increase by a common ratio
* Understand to determine that a given table is a linear function, the x-values will increase by a constant value and the y-values will increase by a constant value
* Understand to determine that a given table is a quadratic function, the 1st difference when subtracting the y-values will be different numbers, then when subtracting the new differences, the 2nd difference will be the same number

Diagram showing 1st difference when subtracting y-values and 2nd difference will be the same number* Understand that the graph of a quadratic function is a parabola
* Understand that the graph of a linear function is a line
* Understand that the graph of an exponential function is a curve that increases rapidly from left to right or decreases rapidly from left to right
 |  |  |  |
| Resources: |  |  |  |  |

[MA.912.F.1.2:](https://www.cpalms.org//PreviewStandard/Preview/15622) Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.

**Clarifications:**
*Clarification 1*: Problems include simple functions in two-variables, such as f(x,y)=3x-2y.

*Clarification 2*: Within the Algebra 1 course, functions are limited to one-variable such as f(x)=3x.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.F.1.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18335)  | Given a function represented in function notation, evaluate the function for an input in its domain. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: function, function notation, input, domain, x-values, evaluate
* Understand that in function notation the $f\left(x\right)=y$
* Understand that the inputs are the set of *x-*values
* Understand that the domain is the set of *x*-values
* Understand that evaluating a function means to plug the x-values into the function
 |  |  |  |
| Resources: |  |  |  |  |

[MA.912.F.1.3:](https://www.cpalms.org//PreviewStandard/Preview/15623) Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.

**Clarifications:**
*Clarification 1*: Instruction includes making the connection to determining the slope of a particular line segment.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.F.1.AP.3:](https://www.cpalms.org/PreviewAccessPoint/Preview/18336)  | Given a real-world situation represented graphically or algebraically, identify the rate of change as positive, negative, zero or undefined. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: rate of change, y-intercept (b), slope (m), slope intercept form, linear, negative slope, positive slope, coefficient, vertical, horizontal, *x*-axis, *y*-axis, variable, zero slope, undefined slope, increasing, decreasing
* Understand that slope is rise over the run
* Understand that slope is the rate of change
* Understand when identifying a rate of change, the rate of change is positive when the *y*-values increase as the *x*-values increase (the line is sloping upward from left to right)
* Understand when identifying a rate of change, the rate of change is negative when the *y*-values decrease as the *x*-values increase (the line is sloping downward from left to right)
* Understand when identifying a rate of change, the rate of change is zero when the *y*-values remain the same as the *x*-values increase (the line is horizontal)
* Understand the rate of change is undefined when the *y*-values are different values, but the *x*-value remains the same (the line is vertical)
* Understand that the slope intercept form is $y=mx+b$
* Understand the y-intercept is where the line crosses the y-axis (variable b)
* Understand that in a linear equation the coefficient of the *x*-value is the slope (variable m)
 |  |  |  |
| Resources: |  |  |  |  |

[MA.912.F.1.5:](https://www.cpalms.org//PreviewStandard/Preview/15624) Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.

**Clarifications:**
*Clarification 1*: Key features are limited to domain; range; intercepts; slope and end behavior.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.F.1.AP.5:](https://www.cpalms.org/PreviewAccessPoint/Preview/18337)  | Identify key features of linear and quadratic functions each represented in the same way algebraically or graphically (key features are limited to domain; range; intercepts; intervals where the function is increasing, decreasing, positive or negative; end behavior). |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: linear function, quadratic function, graph, x-axis, y-axis, x-intercept, y-intercept, interval, increasing, decreasing, positive, negative, domain, range, positive infinity, negative infinity, upward, downward, slope, set
* Understand a graph is read from left to right
* Understand the *y*-intercept is where the function crosses the *y*-axis
* Understand the *x*-intercept is where the function crosses the *x*-axis
* Understand that an interval always refers to the x-values
* Understand the function is increasing in the interval when the *x*-values increase, and the *y*-values increase
* Understand the function is decreasing in the interval when the *x*-values increase, and the *y*-values decrease
* Understand that the domain is the set of all the *x*-values
* Understand that the range is the set of all the *y*-values
* Understand in a quadratic function that is opening upward, as the *x*-values decrease the *y*-values increase to positive infinity
* Understand in a quadratic function that is opening upward, as the *x*-values increase, the *y*-values increase to positive infinity
* Understand in a quadratic function that is opening downward, as the *x*-values decrease, the *y*-values decrease to negative infinity
* Understand in a quadratic function that is opening downward, as the *x*-values increase the *y*-values decrease to negative infinity
* Understand in a linear function, if the slope is positive the function will go upward from left to right
* Understand in a linear function, if the slope is negative the function will go downward from left to right
 |  |  |  |
| Resources: |  |  |  |  |

[MA.912.F.1.8:](https://www.cpalms.org//PreviewStandard/Preview/15626) Determine whether a linear, quadratic or exponential function best models a given real-world situation.

**Clarifications:**
*Clarification 1*: Instruction includes recognizing that linear functions model situations in which a quantity changes by a constant amount per unit interval; that quadratic functions model situations in which a quantity increases to a maximum, then begins to decrease or a quantity decreases to a minimum, then begins to increase; and that exponential functions model situations in which a quantity grows or decays by a constant percent per unit interval.

*Clarification 2*: Within this benchmark, the expectation is to identify the type of function from a written description or table.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.F.1.AP.8:](https://www.cpalms.org/PreviewAccessPoint/Preview/18340) | Select whether a linear or quadratic function best models a given real-world situation. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: linear function, quadratic function, rate of change, parabola, line
* Understand that a linear function models behavior that forms a line (ex. any problem that involves a rate of change)
* Understand that a quadratic function models behavior that forms a parabola (ex: throwing a ball upward, water coming out of a fountain, etc.)
 |  |  |  |
| Resources: |  |  |  |  |

[MA.912.F.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15629) Identify the effect on the graph or table of a given function after replacing *f(x)* by *f(x)*+*k*,*kf(x)*, *f(kx)* and *f(x+k)* for specific values of *k*.

**Clarifications:**
*Clarification 1*: Within the Algebra 1 course, functions are limited to linear, quadratic and absolute value.

*Clarification 2*: Instruction focuses on including positive and negative values for *k*.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.F.2.AP.1:](https://www.cpalms.org/PreviewAccessPoint/Preview/18342) | Select the effect (up, down, left, or right) on the graph of a given function after replacing 𝑓(𝑥) by 𝑓(𝑥) + 𝑘 and 𝑓(𝑥 + 𝑘) for specific values of 𝑘. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: transforming, shifting, graph, x-axis, y-axis, left, right, upward, downward, positive, negative, function, addition (+), subtraction (-), integer
* Understand how to add and subtract integers
* Understand when transforming $f\left(x\right)+k$, adding a positive value for *k*, shifts the entire graph upward (ex. $x^{2}+3$, the function $x^{2}$ is shifted up 3 places)
* Understand when transforming $f\left(x\right)+k$, adding a negative value (or subtracting a value) for k*,* shifts the entire graph downward (ex. $x^{2}-3$, the function $x^{2}$ is shifted down 3 places)
* Understand when transforming $f\left(x+k\right)$, adding a positive value for *k*, shifts the entire graph to the left (ex. $(x+3)^{2}$, the function $x^{2}$ is shifted over 3 places to the left)
* Understand when transforming $f\left(x+k\right)$, adding a negative value (or subtracting a value) for *k*, shifts the entire graph to the right (ex. $(x-3)^{2}$, the function $x^{2}$ is shifted over 3 places to the right)
 |  |  |  |
| Resources: |  |  |  |  |

[MA.912.FL.3.2:](https://www.cpalms.org//PreviewStandard/Preview/15651) Solve real-world problems involving simple, compound and continuously compounded interest.

**Clarifications:**
*Clarification 1*: Within the Algebra 1 course, interest is limited to simple and compound.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.FL.3.AP.2:](https://www.cpalms.org/PreviewAccessPoint/Preview/18351)  | Solve real-world problems involving simple and compound interest. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: rate, interest, principal, time, number of times compounded, percentages, decimals, real numbers, multiplication (x), compound interest, simple interest, variables, formulas, final amount
* Understand how to convert percentages to decimals
* Understand how to multiply real numbers with a calculator
* Understand in equations when variables are side by side with no sign between them it is implied that the values are multiplied (ex. $Prt$ means $(P)(r)(t)$ or P times r times t)
* Understand that rate $(r)$ is always in decimal form (ex. 6% will be expressed in the formula as 0.06.)
* Understand that simple interest is interest paid on the principal only over a period of time (ex. Car loans, most bank loans)
* Understand to calculate simple interest use the formula $I=Prt$ (where I = interest, P = principal, r = rate, t = time)
* Understand that in a simple or a compound interest problem, time(t) is in terms of years (ex. 3 months: $\frac{3}{12}=t$)
* Understand that compound interest is interest paid on the initial principal plus interest on the interest charged previously (ex. Credit cards, savings account)
* Understand to calculate compound interest use the formula $A=P(1+\frac{r}{n})^{nt}$ (where A = final amount, P = principal, r = rate, t = time, n = number of times compounded)
 |  |  |  |
| Resources: |  |  |  |  |

[MA.912.FL.3.4:](https://www.cpalms.org//PreviewStandard/Preview/15653) Explain the relationship between simple interest and linear growth. Explain the relationship between compound interest and exponential growth and the relationship between continuously compounded interest and exponential growth.

**Clarifications:**
*Clarification 1*: Within the Algebra 1 course, exponential growth is limited to compound interest.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [MA.912.FL.3.AP.4:](https://www.cpalms.org/PreviewAccessPoint/Preview/18352) | Identify the relationship between simple interest and linear growth. Identify the relationship between compound interest and exponential growth. |  |  |  |
| EssentialUnderstandings | * Understand the following terms and vocabulary: linear growth, exponential growth, simple interest, compound interest, percentage, constant proportion, value
* Understand that linear growth is a slow and steady growth and exponential growth is a rapid and steep growth
* Understand that simple interest problems show linear growth
* Understand that linear growth is growing by the same amount over a period of time
* Understand that simple interest problems grow by the same percentage each year (linear growth)
* Understand that exponential growth is growth that increases quickly over time
* Understand that compound interest problems show exponential growth
* Understand that exponential growth is growing in increasing value (constant proportion) over time
* Understand that compound interest problems grow by a constant proportion over time (exponential growth)
 |  |  |  |
| Resources: |  |  |  |  |

[MA.K12.MTR.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15875) Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others:

* Analyze the problem in a way that makes sense given the task.
* Ask questions that will help with solving the task.
* Build perseverance by modifying methods as needed while solving a challenging task.
* Stay engaged and maintain a positive mindset when working to solve tasks.
* Help and support each other when attempting a new method or approach.

**Clarifications:**
Teachers who encourage students to participate actively in effortful learning both individually and with others:

* Cultivate a community of growth mindset learners.
* Foster perseverance in students by choosing tasks that are challenging.
* Develop students’ ability to analyze and problem solve.
* Recognize students’ effort when solving challenging problems.

[MA.K12.MTR.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15876) Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

* Build understanding through modeling and using manipulatives.
* Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
* Progress from modeling problems with objects and drawings to using algorithms and equations.
* Express connections between concepts and representations.
* Choose a representation based on the given context or purpose.

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

* Help students make connections between concepts and representations.
* Provide opportunities for students to use manipulatives when investigating concepts.
* Guide students from concrete to pictorial to abstract representations as understanding progresses.
* Show students that various representations can have different purposes and can be useful in different situations.

[MA.K12.MTR.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15877) Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

* Select efficient and appropriate methods for solving problems within the given context.
* Maintain flexibility and accuracy while performing procedures and mental calculations.
* Complete tasks accurately and with confidence.
* Adapt procedures to apply them to a new context.
* Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:

* Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
* Offer multiple opportunities for students to practice efficient and generalizable methods.
* Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

[MA.K12.MTR.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15878) Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

* Communicate mathematical ideas, vocabulary and methods effectively.
* Analyze the mathematical thinking of others.
* Compare the efficiency of a method to those expressed by others.
* Recognize errors and suggest how to correctly solve the task.
* Justify results by explaining methods and processes.
* Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

* Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
* Create opportunities for students to discuss their thinking with peers.
* Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
* Develop students’ ability to justify methods and compare their responses to the responses of their peers.

[MA.K12.MTR.5.1:](https://www.cpalms.org//PreviewStandard/Preview/15879) Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

* Focus on relevant details within a problem.
* Create plans and procedures to logically order events, steps or ideas to solve problems.
* Decompose a complex problem into manageable parts.
* Relate previously learned concepts to new concepts.
* Look for similarities among problems.
* Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

* Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
* Support students to develop generalizations based on the similarities found among problems.
* Provide opportunities for students to create plans and procedures to solve problems.
* Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

[MA.K12.MTR.6.1:](https://www.cpalms.org//PreviewStandard/Preview/15880) Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

* Estimate to discover possible solutions.
* Use benchmark quantities to determine if a solution makes sense.
* Check calculations when solving problems.
* Verify possible solutions by explaining the methods used.
* Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:

* Have students estimate or predict solutions prior to solving.
* Prompt students to continually ask, “Does this solution make sense? How do you know?”
* Reinforce that students check their work as they progress within and after a task.
* Strengthen students’ ability to verify solutions through justifications.

[MA.K12.MTR.7.1:](https://www.cpalms.org//PreviewStandard/Preview/15881) Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

* Connect mathematical concepts to everyday experiences.
* Use models and methods to understand, represent and solve problems.
* Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

* Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
* Challenge students to question the accuracy of their models and methods.
* Support students as they validate conclusions by comparing them to the given situation.
* Indicate how various concepts can be applied to other disciplines.

[ELA.K12.EE.1.1:](https://www.cpalms.org//PreviewStandard/Preview/15201) Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.2.1:](https://www.cpalms.org//PreviewStandard/Preview/15202) Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See [Text Complexity](https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/best/la/appendixb.pdf) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.3.1:](https://www.cpalms.org//PreviewStandard/Preview/15203) Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

[ELA.K12.EE.4.1:](https://www.cpalms.org//PreviewStandard/Preview/15204) Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

[ELA.K12.EE.5.1:](https://www.cpalms.org//PreviewStandard/Preview/15205) Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[ELA.K12.EE.6.1:](https://www.cpalms.org//PreviewStandard/Preview/15206) Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

[ELD.K12.ELL.MA.1:](https://www.cpalms.org//PreviewStandard/Preview/8642) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1](https://cpalms.org/PreviewStandard/Preview/8640) English language learners communicate for social and instructional purposes within the school setting.