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Math: Third Quarter

Prerequisite Skills

I might need a little extra help on one of the following (highlight it):

- Identifying the vocabulary
- The properties of algebraic functions (what to do to both sides)
- Graphing an equation
- Creating a table
- Locating the X and Y axis
- Isolating a variable
- Reading a word problem

Objective (based upon the standard)	Student Feedback	Teacher Feedback	Progress with Data
I can solve two-step linear equations and inequalities given a graph, a word problem, a scenario or a table			
I can prove whether or not a relationship is linear			
I can find the slope and y-intercept given a word problem, scenario, graph or table			
I can defend when a table, a graph or an algorithm is the best method for displaying data			
I can communicate the answer to linear equation with a table, graph and word explanation			

I can identify realistic life situations that require linear functions and I can identify examples of pseudo-context			
I can develop my own scenarios of linear and non-linear functions and demonstrate the relationships in tables, graphs, algorithms and analytical writing			
I can identify situations within the world with both independent and dependent variables			

Note: Remember to use Falls Far Below, Approaches, Meets and Exceeds. Feel free to use the examples of what each standard looks like negotiated by the class Curriculum Team.

Reflection: (feel free to use any of the following sentence stems)

I am still struggling with . . .

I have learned . . .

I will use . . .

I have mastered . . .

I have grown in . . .

Enrichment

Plan an independent project in an area where you have already mastered a standard. Explain your audience, role, format and topic connected to the objective.

Intervention

Plan your intervention time. You need to include resources you will seek out, the standard where you need help and the grouping that you will choose.