



**MATH I - REVIEW**

**Learning Target: I can  
interrupt expressions  
that represent a quantity  
in terms of its context.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I - EQUATIONS" is written in red on the top bar.

# **MATH I - EQUATIONS**

**Learning Target: I can evaluate, solve and justify solutions for linear equations in one variable.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH 1 - INEQUALITIES" is written in red, bold, uppercase letters across the top. A white circle is visible on the left side of the clapperboard.

# **MATH 1 - INEQUALITIES**

**Learning Target: I can evaluate, solve and justify solutions for inequalities in one variable.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I – LINEAR FUNCTIONS" is written in red, bold, uppercase letters across the top. A white circle is visible on the left side of the clapperboard.

# **MATH I – LINEAR FUNCTIONS**

**Learning Target: I can  
apply the concept of a  
function to analyze and  
solve problems.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I - LINEAR FUNCTIONS" is written in red on the top bar.

# **MATH I - LINEAR FUNCTIONS**

**Learning Target: I can identify key features of function and interpret them in terms of the context.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I – LINEAR FUNCTIONS" is written in red on the top bar.

**MATH I – LINEAR FUNCTIONS**

**Learning Target: I can  
create and analyze  
representations of linear  
functions.**

**MATH I – SYSTEMS OF EQUATIONS**

**AND INEQUALITIES**

**Learning Target: I can  
construct and solve systems  
of linear equations and  
inequalities.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I – POLYNOMIALS" is written in red, bold, uppercase letters across the top. A white circle is visible on the left side of the clapperboard.

# **MATH I – POLYNOMIALS**

**Learning Target: I can write a rule to represent a quadratic function through arithmetic operations and in context.**



A graphic of a clapperboard with a black and white striped pattern. The text "MATH I - POLYNOMIALS" is written in red on the top bar.

# **MATH I – POLYNOMIALS**

**Learning Target: I can interpret key features of quadratic functions using table, graph, rule, and in context.**



**Learning Target: I can  
rewrite expressions  
involving exponents.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I - EXPONENTIAL" is written in red on the top bar.

**MATH I - EXPONENTIAL**

**Learning Target: I can  
create and analyze  
representations of  
exponential functions.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I - EXPONENTIAL FUNCTIONS" is written in red, bold, uppercase letters across the top bar.

# **MATH I - EXPONENTIAL FUNCTIONS**

**Learning Target : I can interpret exponential functions and use them to solve problems.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I - TRANSLATIONS" is written in red on the top bar.

# **MATH I - TRANSLATIONS**

**Learning Target: I can compare properties of linear, exponential, and quadratic functions.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I - COMPARING FUNCTIONS" is written in red, bold, uppercase letters across the top bar.

**MATH I - COMPARING FUNCTIONS**

**Learning Target: I can compare properties of linear, exponential, and quadratic functions.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I - GEOMETRY" is written in red, bold, uppercase letters across the top. A white circle is visible on the left side of the top bar.

**MATH I - GEOMETRY**

**Learning Target: I can  
use coordinates to  
prove geometric  
properties.**

A graphic of a clapperboard with a black and white striped pattern. The text "MATH I - GEOMETRY" is written in red on the top bar.

**MATH I - GEOMETRY**

**Learning Target : I can  
apply volume formulas  
to solve problems.**





**MATH I – DATA**

**Learning Target: I can compare two sets of data using graphs and summary statistics appropriate to the shapes of the graphs.**



**MATH I - DATA**

**Learning Target: I can summarize and interpret categorical data.**



**Learning Target: I can create, interpret, and analyze linear models.**