

Second Quarter Learning Targets
Algebra I PreAP

Name _____

Period _____

	Learning Target	Study Guide (solutions in Google Drive)	Notes for Celebration / Notes for Improvement
3A	(3-1 & 3-2) Graph a linear equation in standard form using intercepts; interpret the intercepts; graph a linear equation using a table; state the domain and range of real-world linear models; find and interpret the zeros of linear functions and the roots of their related equations	See Problem Set 3A & 3B	
		Progress: 1 st _____ 2 nd _____ 3 rd _____	
3B	(3-3) Find the slope of a line from a graph, table or points; find a missing coordinate given the slope; interpret the rate of change for a problem situation	SG: 6, 7, 9, 27-31 PT: 10-14	
		Progress: 1 st _____ 2 nd _____ 3 rd _____	
3C	(3-4 & 3-6) Write and graph direct variation equations; solve direct variation problems; decide if a relation is proportional or nonproportional and write its equation	SG: 8, 32-38, 44-45 PT: 15-19	
		Progress: 1 st _____ 2 nd _____ 3 rd _____	
3D	(3-5) Recognize arithmetic sequences and write equations for them using the common difference	SG: 3, 39-43 PT: 20-25	
		Progress: 1 st _____ 2 nd _____ 3 rd _____	

4A	(4-1 & 4-2) Use slope-intercept form to graph linear equations; write the slope-intercept equation from: (slope & y -int), (slope & point), (two points); write equations of vertical and horizontal lines	SG: 1, 10-27 PT: 1-8	
		Progress: 1 st ____ 2 nd ____ 3 rd ____	
4B	(4-3) Write the equation of a line in point-slope form; use algebra to rewrite linear equations in a different form (standard, slope-intercept, point-slope)	SG: 9, 28-38 PT: 22	
		Progress: 1 st ____ 2 nd ____ 3 rd ____	
4C	(4-4) Use parallel and perpendicular slopes to write equations of lines; decide if two lines are parallel, perpendicular or neither	SG: 5-6, 39-46 PT: 11-14	
		Progress: 1 st ____ 2 nd ____ 3 rd ____	
4D	(4-5 & 4-6) Describe the trend in a scatterplot using correlation and the best-fit line; use technology to find the correlation coefficient and the best-fit line; understand the difference between association and causation	SG: 2, 4, 47-50 PT: 9-10, 15-16	
		Progress: 1 st ____ 2 nd ____ 3 rd ____	
5A	(5-1 & 5-2) Find and graph the solution sets for inequalities involving one operation; express answers in set-builder notation and interval notation	SG: 1, 9, 11-24 PT: 1, 3-7, 15	
		Progress: 1 st ____ 2 nd ____ 3 rd ____	

5B	(5-3) Find the solution sets for multi-step inequalities; express answers in set-builder notation and interval notation	SG: 25-30 PT: 2, 8-11, 16	
		Progress: 1 st ____ 2 nd ____ 3 rd ____	
5C	(5-4 & 5-5) Find and graph the solution sets for compound inequalities (intersections and unions) and absolute value inequalities; express answers in set-builder notation and interval notation	SG: 31-44 PT: 12-14, 17-22	
		Progress: 1 st ____ 2 nd ____ 3 rd ____	
5D	(5-6) Graph the solution sets for inequalities in two variables using half-planes; write an inequality for a given graph or real-world situation	SG: 5-8, 45-53 PT: 23-26	
		Progress: 1 st ____ 2 nd ____ 3 rd ____	
6A	(6-1) Solve systems of equations by graphing (by hand and with technology); classify systems as consistent or inconsistent, dependent or independent; write systems given a table of values or a graph	SG: 1-4, 9-15 PT: 1-4	
		Progress: 1 st ____ 2 nd ____ 3 rd ____	
6B	(6-2) Solve systems of equations by substitution	SG: 5, 16-22 PT: 5-7	
		Progress: 1 st ____ 2 nd ____ 3 rd ____	

6C	(6-3 & 6-4) Solve systems of equations by elimination	SG: 6, 23-40 PT: 8-14	
		Progress: 1 st _____ 2 nd _____ 3 rd _____	

- Each learning target will be assessed the week it is taught. It will be assessed again at least one more time a week or two later.
 - If the last grade for a learning target is the highest grade for that learning target, then that will be the grade for the learning target (replacing any lower grades in the grade book).
 - If the last grade is not the highest grade for that learning target, then the most recent grade will be averaged with the existing grade.
 - Parents may be notified when a score of 0 or 1 is earned on any learning target.

Score Conversions:

Target Score	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
Percent	40	45	50	55	60	65	70	75	80	85	90	95	100