

Georgia Tutorials are designed specifically for the Georgia Standards of Excellence and the Georgia Performance Standards to prepare students for the Georgia Milestones.

Math Tutorials offer targeted instruction, practice and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing the ability to apply their knowledge in abstract and real world scenarios, students build the depth of knowledge and higher order skills required to demonstrate their mastery when put to the test.

In each module, the Learn It and Try It make complex ideas accessible to students through focused content, modeled logic and process, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students focus on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

1. RATES AND UNIT RATES

● MONITORING PRECISION AND ACCURACY

- **MGSE9-12.N.Q.2** Define appropriate quantities for the purpose of descriptive modeling. Given a situation, context, or problem, students will determine, identify, and use appropriate quantities for representing the situation.
- **MGSE9-12.N.Q.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- **MGSE9-12.N.Q.1c** Use units within multi-step problems and formulas; interpret units of input and resulting units of output.
- **MGSE9-12.N.Q.1a** Identify, use, and record appropriate units of measure within context, within data displays, and on graphs;

● RATES AND UNIT RATES

- **MGSE9-12.N.Q.1c** Use units within multi-step problems and formulas; interpret units of input and resulting units of output.

● UNIT CONVERSIONS

- **MGSE9-12.N.Q.1b** Convert units and rates using dimensional analysis (English-to-English and Metric-to-Metric without conversion factor provided and between English and Metric with conversion factor);

2. EQUATIONS AND INEQUALITIES

● ONE-STEP EQUATIONS AND INEQUALITIES

- **MGSE9-12.A.CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and exponential functions (integer inputs only).
- **MGSE9-12.A.REI.3** Solve linear equations and inequalities in one variable including equations with coefficients represented by letters.
- **MGSE9-12.A.REI.1** Using algebraic properties and the properties of real numbers, justify the steps of a simple, one-solution equation. Students should justify their own steps, or if given two or more steps of an equation, explain the progression from one step to the next using properties.
- **MGSE9-12.F.BF.1a** Determine an explicit expression and the recursive process (steps for calculation) from context.
- **MGSE9-12.A.REI.11** Using graphs, tables, or successive approximations, show that the solution to the equation $f(x) = g(x)$ is the x -value where the y -values of $f(x)$ and $g(x)$ are the same.

● MULTI-STEP EQUATIONS AND INEQUALITIES

- **MGSE9-12.A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.
- **MGSE9-12.A.REI.1** Using algebraic properties and the properties of real numbers, justify the steps of a simple, one-solution equation. Students should justify their own steps, or if given two or more steps of an equation, explain the progression from one step to the next using properties.
- **MGSE9-12.A.REI.3** Solve linear equations and inequalities in one variable including equations with coefficients represented by letters.
- **MGSE9-12.A.CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and exponential functions (integer inputs only).
- **MGSE9-12.A.REI.11** Using graphs, tables, or successive approximations, show that the solution to the equation $f(x) = g(x)$ is the x -value where the y -values of $f(x)$ and $g(x)$ are the same.

3. WORKING WITH EQUATIONS

● AXIOMS OF EQUALITY

- **MGSE9-12.A.REI.1** Using algebraic properties and the properties of real numbers, justify the steps of a simple, one-solution equation. Students should justify their own steps, or if given two or more steps of an equation, explain the progression from one step to the next using properties.

● LITERAL EQUATIONS

- **MGSE9-12.A.CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and exponential functions (integer inputs only).
- **MGSE9-12.A.REI.3** Solve linear equations and inequalities in one variable including equations with coefficients represented by letters.
- **MGSE9-12.A.CED.4** Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations.

4. WRITING EXPRESSIONS AND EQUATIONS

● FORMULATING AND SIMPLIFYING ALGEBRAIC EXPRESSIONS

- **MGSE9-12.N.Q.2** Define appropriate quantities for the purpose of descriptive modeling. Given a situation, context, or problem, students will determine, identify, and use appropriate quantities for representing the situation.
- **MGSE9-12.F.BF.1a** Determine an explicit expression and the recursive process (steps for calculation) from context.
- **MGSE9-12.A.SSE.1a** Interpret parts of an expression, such as terms, factors, and coefficients, in context.
- **MGSE9-12.A.SSE.1b** Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.

● FORMULATING AND SOLVING EQUATIONS FROM WORD PROBLEMS

- **MGSE9-12.A.CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and exponential functions (integer inputs only).
- **MGSE9-12.F.BF.1a** Determine an explicit expression and the recursive process (steps for calculation) from context.
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **MGSE9-12.F.LE.1b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **MGSE9-12.A.SSE.1a** Interpret parts of an expression, such as terms, factors, and coefficients, in context.

● FORMULATING AND SOLVING INEQUALITIES FROM WORD PROBLEMS

- **MGSE9-12.A.CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and exponential functions (integer inputs only).
- **MGSE9-12.A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.
- **MGSE9-12.A.REI.3** Solve linear equations and inequalities in one variable including equations with coefficients represented by letters.

5. FUNCTIONS

• FUNCTIONS AND RELATIONS

- **MGSE9-12.F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **MGSE9-12.F.IF.1** Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$.
- **MGSE9-12.F.IF.4** Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; and end behavior.
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

• DOMAIN AND RANGE

- **MGSE9-12.F.IF.1** Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$.
- **MGSE9-12.F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

• EVALUATING FUNCTIONS

- **MGSE9-12.F.IF.1** Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$.
- **MGSE9-12.F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- **MGSE9-12.F.BF.1a** Determine an explicit expression and the recursive process (steps for calculation) from context.

6. GRAPHS OF LINEAR EQUATIONS AND INEQUALITIES 1

• SLOPE

- **MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- **MGSE9-12.F.IF.1** Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$.
- **MGSE9-12.F.IF.4** Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; and end behavior.
- **MGSE9-12.G.GPE.5** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

• GRAPHING AND ANALYZING LINEAR FUNCTIONS

- **MGSE9-12.F.IF.1** Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$.
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **MGSE9-12.F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

- **MGSE9-12.A.CED.2** Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **MGSE9-12.F.IF.4** Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; and end behavior.
- **MGSE9-12.F.IF.7a** Graph linear functions and show intercepts, maxima, and minima (as determined by the function or by context).

7. GRAPHS OF LINEAR EQUATIONS AND INEQUALITIES 2

● GRAPHING AND MANIPULATING $Y = MX + B$

- **MGSE9-12.A.CED.2** Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **MGSE9-12.F.IF.1** Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$.
- **MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- **MGSE9-12.F.IF.7a** Graph linear functions and show intercepts, maxima, and minima (as determined by the function or by context).
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **MGSE9-12.S.ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- **MGSE9-12.F.IF.4** Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; and end behavior.
- **MGSE9-12.F.LE.1b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **MGSE9-12.F.LE.5** Interpret the parameters in a linear ($f(x) = mx + b$) and exponential ($f(x) = a \times d^x$) function in terms of context. (In the functions above, “ m ” and “ b ” are the parameters of the linear function, and “ a ” and “ d ” are the parameters of the exponential function.) In context, students should describe what these parameters mean in terms of change and starting value.

● GRAPHS OF LINEAR INEQUALITIES

- **MGSE9-12.A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.
- **MGSE9-12.A.REI.12** Graph the solution set to a linear inequality in two variables.
- **MGSE9-12.A.REI.3** Solve linear equations and inequalities in one variable including equations with coefficients represented by letters.

8. LINEAR EQUATIONS

● SLOPE-INTERCEPT FORM OF A LINEAR EQUATION

- **MGSE9-12.S.ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- **MGSE9-12.F.IF.1** Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$.
- **MGSE9-12.F.IF.7a** Graph linear functions and show intercepts, maxima, and minima (as determined by the function or by context).
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **MGSE9-12.A.REI.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane

- **MGSE9-12.G.GPE.5** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
- **MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- **MGSE9-12.F.IF.4** Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; and end behavior.

- **POINT-SLOPE FORM OF A LINEAR EQUATION**

- **MGSE9-12.F.IF.1** Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$.
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **MGSE9-12.F.IF.7a** Graph linear functions and show intercepts, maxima, and minima (as determined by the function or by context).
- **MGSE9-12.A.REI.11** Using graphs, tables, or successive approximations, show that the solution to the equation $f(x) = g(x)$ is the x -value where the y -values of $f(x)$ and $g(x)$ are the same.
- **MGSE9-12.A.CED.2** Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **MGSE9-12.A.REI.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane
- **MGSE9-12.G.GPE.5** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

9. TWO-VARIABLE LINEAR SYSTEMS

- **SOLVING SYSTEMS OF LINEAR EQUATIONS: GUESS AND CHECK**

- **MGSE9-12.A.CED.2** Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **MGSE9-12.A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.
- **MGSE9-12.F.BF.1a** Determine an explicit expression and the recursive process (steps for calculation) from context.
- **MGSE9-12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

- **SOLVING SYSTEMS OF LINEAR EQUATIONS: GRAPHING**

- **MGSE9-12.A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.
- **MGSE9-12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- **MGSE9-12.A.REI.11** Using graphs, tables, or successive approximations, show that the solution to the equation $f(x) = g(x)$ is the x -value where the y -values of $f(x)$ and $g(x)$ are the same.
- **MGSE9-12.A.CED.2** Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

10. SOLVING TWO-VARIABLE LINEAR SYSTEMS ALGEBRAICALLY

- **SOLVING SYSTEMS OF LINEAR EQUATIONS: SUBSTITUTION**

- **MGSE9-12.A.CED.2** Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **MGSE9-12.A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.
- **MGSE9-12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

- **MGSE9-12.A.REI.5** Show and explain why the elimination method works to solve a system of two-variable equations.

- **SOLVING SYSTEMS OF LINEAR EQUATIONS: ELIMINATION**

- **MGSE9-12.A.CED.2** Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **MGSE9-12.A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.
- **MGSE9-12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- **MGSE9-12.A.REI.5** Show and explain why the elimination method works to solve a system of two-variable equations.

- **SOLVING SYSTEMS OF LINEAR INEQUALITIES**

- **MGSE9-12.A.CED.2** Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **MGSE9-12.A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.
- **MGSE9-12.A.REI.12** Graph the solution set to a linear inequality in two variables.

11. EXPONENTIAL FUNCTIONS, EQUATIONS, AND INEQUALITIES

- **EXPONENTIAL FUNCTIONS**

- **MGSE9-12.A.SSE.1a** Interpret parts of an expression, such as terms, factors, and coefficients, in context.
- **MGSE9-12.A.SSE.1b** Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.
- **MGSE9-12.A.REI.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane
- **MGSE9-12.F.LE.1a** Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. (This can be shown by algebraic proof, with a table showing differences, or by calculating average rates of change over equal intervals).
- **MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- **MGSE9-12.F.IF.7e** Graph exponential functions, showing intercepts and end behavior.
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **MGSE9-12.F.LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly.
- **MGSE9-12.F.IF.1** Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$.
- **MGSE9-12.F.IF.4** Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; and end behavior.
- **MGSE9-12.F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
- **MGSE9-12.A.CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and exponential functions (integer inputs only).
- **MGSE9-12.F.BF.1a** Determine an explicit expression and the recursive process (steps for calculation) from context.
- **MGSE9-12.F.LE.1c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **MGSE9-12.F.LE.5** Interpret the parameters in a linear ($f(x) = mx + b$) and exponential ($f(x) = a \times d^x$) function in terms of context. (In the functions above, “ m ” and “ b ” are the parameters of the linear function, and “ a ” and “ d ” are the parameters of the exponential function.) In context, students should describe what these parameters mean in terms of change and starting value.

● EXPONENTIAL GROWTH AND DECAY

- **MGSE9-12.A.SSE.1a** Interpret parts of an expression, such as terms, factors, and coefficients, in context.
- **MGSE9-12.A.SSE.1b** Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **MGSE9-12.F.LE.1a** Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. (This can be shown by algebraic proof, with a table showing differences, or by calculating average rates of change over equal intervals).
- **MGSE9-12.F.LE.1c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- **MGSE9-12.F.LE.5** Interpret the parameters in a linear ($f(x) = mx + b$) and exponential ($f(x) = a \times d^x$) function in terms of context. (In the functions above, “m” and “b” are the parameters of the linear function, and “a” and “d” are the parameters of the exponential function.) In context, students should describe what these parameters mean in terms of change and starting value.
- **MGSE9-12.S.ID.6a** Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear and exponential models.
- **MGSE9-12.F.LE.1b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **MGSE9-12.A.CED.2** Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **MGSE9-12.A.REI.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane
- **MGSE9-12.F.LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly.

● SOLVING EXPONENTIAL INEQUALITIES

- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **MGSE9-12.A.SSE.1b** Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.
- **MGSE9-12.A.CED.2** Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- **MGSE9-12.F.LE.1c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

12. SEQUENCES

● SEQUENCES

- **MGSE9-12.F.IF.3** Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. (Generally, the scope of high school math defines this subset as the set of natural numbers 1,2,3,4...) By graphing or calculating terms, students should be able to show how the recursive sequence $a_1=7$, $a_n=a_{n-1} + 2$; the sequence $s_n = 2(n - 1) + 7$; and the function $f(x) = 2x + 5$ (when x is a natural number) all define the same sequence.
- **MGSE9-12.F.BF.2** Write arithmetic and geometric sequences recursively and explicitly, use them to model situations, and translate between the two forms. Connect arithmetic sequences to linear functions and geometric sequences to exponential functions.
- **MGSE9-12.F.BF.1a** Determine an explicit expression and the recursive process (steps for calculation) from context.
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

● ARITHMETIC AND GEOMETRIC SEQUENCES

- **MGSE9-12.F.BF.2** Write arithmetic and geometric sequences recursively and explicitly, use them to model situations, and translate between the two forms. Connect arithmetic sequences to linear functions and geometric sequences to exponential functions.
- **MGSE9-12.F.IF.3** Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the

integers. (Generally, the scope of high school math defines this subset as the set of natural numbers 1,2,3,4...) By graphing or calculating terms, students should be able to show how the recursive sequence $a_1=7$, $a_n=a_{n-1} + 2$; the sequence $s_n = 2(n - 1) + 7$; and the function $f(x) = 2x + 5$ (when x is a natural number) all define the same sequence.

- **MGSE9-12.F.BF.1a** Determine an explicit expression and the recursive process (steps for calculation) from context.
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

13. PARENT FUNCTIONS AND TRANSFORMATIONS

● LINEAR AND EXPONENTIAL PARENT FUNCTIONS

- **MGSE9-12.A.REI.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **MGSE9-12.F.IF.1** Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of the domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$.
- **MGSE9-12.F.IF.5** Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
- **MGSE9-12.F.IF.4** Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; and end behavior.
- **MGSE9-12.F.IF.7e** Graph exponential functions, showing intercepts and end behavior.
- **MGSE9-12.F.LE.1c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

● TRANSFORMATIONS OF THE LINEAR AND EXPONENTIAL PARENT FUNCTIONS

- **MGSE9-12.F.BF.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.
- **MGSE9-12.G.CO.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- **MGSE9-12.F.IF.4** Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; and end behavior.

14. NONLINEAR FUNCTIONS

● LINEAR VERSUS NONLINEAR FUNCTIONS

- **MGSE9-12.F.IF.4** Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; and end behavior.
- **MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- **MGSE9-12.F.LE.1a** Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. (This can be shown by algebraic proof, with a table showing differences, or by calculating average rates of change over equal intervals).
- **MGSE9-12.F.IF.9** Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
- **MGSE9-12.F.LE.1b** Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- **MGSE9-12.F.LE.1c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

- **SYSTEMS OF NONLINEAR EQUATIONS**

- **MGSE9-12.A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
- **MGSE9-12.A.REI.5** Show and explain why the elimination method works to solve a system of two-variable equations.
- **MGSE9-12.A.REI.11** Using graphs, tables, or successive approximations, show that the solution to the equation $f(x) = g(x)$ is the x -value where the y -values of $f(x)$ and $g(x)$ are the same.
- **MGSE9-12.F.LE.2** Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

15. POINTS, LINES, AND ANGLES

- **POINTS, RAYS, LINE SEGMENTS, LINES, AND FIGURES**

- **MGSE9-12.G.CO.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

- **PARALLEL AND PERPENDICULAR LINES**

- **MGSE9-12.G.CO.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- **MGSE9-12.G.GPE.5** Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

- **PARALLEL LINES AND ANGLE RELATIONSHIPS**

- **MGSE9-12.G.CO.1** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

16. COORDINATE GEOMETRY

- **LENGTH AND THE DISTANCE FORMULA**

- **MGSE9-12.G.GPE.6** Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
- **MGSE9-12.G.GPE.7** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

- **MIDPOINT FORMULA ON THE COORDINATE PLANE**

- **MGSE9-12.G.GPE.6** Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
- **MGSE9-12.G.GPE.7** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

17. APPLYING COORDINATE GEOMETRY

- **CONJECTURES IN COORDINATE GEOMETRY**

- **MGSE9-12.G.GPE.4** Use coordinates to prove simple geometric theorems algebraically.

- **PERIMETER ON THE COORDINATE PLANE**

- **MGSE9-12.G.GPE.7** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.
- **MGSE9-12.G.GPE.4** Use coordinates to prove simple geometric theorems algebraically.

- **AREA ON THE COORDINATE PLANE**

- **MGSE9-12.G.GPE.7** Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using

the distance formula.

18. TRANSFORMATIONS AND CONGRUENCE

• TRANSFORMATIONS ON THE COORDINATE PLANE

- **MGSE9-12.G.CO.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- **MGSE9-12.G.CO.3** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- **MGSE9-12.G.CO.4** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- **MGSE9-12.G.CO.5** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

• DILATIONS, TRANSLATIONS, ROTATIONS, AND REFLECTIONS

- **MGSE9-12.G.CO.5** Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
- **MGSE9-12.G.CO.2** Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- **MGSE9-12.G.CO.3** Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- **MGSE9-12.G.CO.4** Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

19. STATISTICS

• DATA ANALYSIS

- **MGSE9-12.S.ID.1** Represent data with plots on the real number line (dot plots, histograms, and box plots).
- **MGSE9-12.S.ID.2** Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, mean absolute deviation) of two or more different data sets.
- **MGSE9-12.S.ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

• FREQUENCY TABLES

- **MGSE9-12.S.ID.5** Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- **MGSE9-12.S.ID.3** Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

20. TWO-VARIABLE DATA

• SCATTERPLOTS

- **MGSE9-12.S.ID.6c** Using given or collected bivariate data, fit a linear function for a scatter plot that suggests a linear association.
- **MGSE9-12.S.ID.6a** Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear and exponential models.
- **MGSE9-12.S.ID.9** Distinguish between correlation and causation.
- **MGSE9-12.F.IF.6** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

- **MGSE9-12.S.ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

- **SCATTERPLOTS AND MODELING**

- **MGSE9-12.S.ID.6a** Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear and exponential models.
- **MGSE9-12.S.ID.6c** Using given or collected bivariate data, fit a linear function for a scatter plot that suggests a linear association.
- **MGSE9-12.S.ID.8** Compute (using technology) and interpret the correlation coefficient “ r ” of a linear fit. (For instance, by looking at a scatterplot, students should be able to tell if the correlation coefficient is positive or negative and give a reasonable estimate of the “ r ” value.) After calculating the line of best fit using technology, students should be able to describe how strong the goodness of fit of the regression is, using “ r ”.
- **MGSE9-12.S.ID.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- **MGSE9-12.F.LE.1a** Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. (This can be shown by algebraic proof, with a table showing differences, or by calculating average rates of change over equal intervals).
- **MGSE9-12.F.LE.1c** Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.