WHERE GRIT MEETS GREATNESS
WEST BONNER COUNTY SCHOOL DISTRICT #83

Secondary Math Essential Standards

7th Grade Math–Essential Standards (as per directed by ISDE) and quarter as of 4/18/2025

Quarter 1–Chapters 1 & 2

Understand $pp + qq$ as the number located a distance $|qq|$ from pp, in the positive or negative direction depending on whether qq is positive or negative. Show that a number and its opposite are additive inverses because they have a sum of 0 (e.g., 12.5 + (−12.5) = 0). Interpret sums of rational numbers by describing real-world contexts.

Idaho Standard Alignment: 7.NS.A.1b

Understand subtraction of rational numbers as adding the additive inverse, $pp − qq = pp + (−qq)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

Idaho Standard Alignment: 7.NS.A.1c

Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (− 1/2) (−1) = 1/2 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

Idaho Standard Alignment: 7.NS.A.2a

Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with nonzero divisor) is a rational number. If $pppp$ and $qqqq$ are integers, then − (pp/qq) = −(pp)/qq = pp/−(qq). Interpret quotients of rational numbers by describing real- world contexts. Interpret quotients of rational numbers by describing real-world contexts.

Idaho Standard Alignment: 7.NS.A.2b

Quarter 2–Chapters 3 & 4 & 5

Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients.

Idaho Standard Alignment: 7.EE.A.1

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Idaho Standard Alignment: 7.EE.B.4

Recognize and represent proportional relationships between quantities.

Idaho Standard Alignment: 7.RP.A.2

Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.

Idaho Standard Alignment: 7.RP.A.2a

Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Recognize the constant of proportionality as both the unit rate and as the multiplicative comparison between two quantities.

Idaho Standard Alignment: 7.RP.A.2b

Quarter 3–Chapters 6 & 7

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Idaho Standard Alignment: 7.G.A.1

Use facts about supplementary, complementary, vertical, and adjacent angles to write equations and use them to solve for an unknown angle in a figure.

Idaho Standard Alignment: 7.G.B.5

Quarter 4–Chapters 7 & 8 & 9

Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Idaho Standard Alignment: 7.G.A.1

Use facts about supplementary, complementary, vertical, and adjacent angles to write equations and use them to solve for an unknown angle in a figure.

Idaho Standard Alignment: 7.G.B.5

Covered when there is time–Chapter 10

Use data from a random sample about an unknown characteristic of a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions, i.e., generate a sampling distribution.

Idaho Standard Alignment: 7.SP.A.2

Approximate the (theoretical) probability of a chance event by collecting data and observing its long-run relative frequency (experimental probability). Predict the approximate relative frequency given the (theoretical) probability.

Idaho Standard Alignment: 7.SP.C.6

8th Grade Math–Essential Standards (as per directed by ISDE) and quarter as of 4/18/2025

Quarter 1—Chapters 1 & 4

Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

Idaho Standard Alignment: 8.EE.C.7.b

Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways

Idaho Standard Alignment: 8.EE.B.5

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (xx, yy) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

Idaho Standard Alignment: 8.F.B.4

Quarter 2—Chapters 2 & 3 & 5

Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations.

Idaho Standard Alignment: 8.G.A.2

Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.

Idaho Standard Alignment: 8.G.A.4

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

Idaho Standard Alignment: 8.G.B.7

Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Idaho Standard Alignment: 8.G.B.8

Quarter 3—Chapters 5 & 6 & 7

Solve real-world and mathematical problems leading to two linear equations in two variables.

Idaho Standard Alignment: 8.EE.C.8c

Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

Idaho Standard Alignment: 8.F.A.2

Interpret the equation yy = xx + bb as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

Idaho Standard Alignment: 8.F.A.3

Describe qualitatively the functional relationship between two quantities by analyzing and sketching a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Idaho Standard Alignment: 8.F.B.5

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

Idaho Standard Alignment: 8.G.B.7

Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Idaho Standard Alignment: 8.G.B.8

Quarter 4–Chapters 10 & 8

Know and apply the properties of integer exponents to generate equivalent numerical expressions.

Idaho Standard Alignment: 8.EE.A.1

Covered when there is time–Chapter 9

Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

Idaho Standard Alignment: 8.SP.A.1

Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

Idaho Standard Alignment: 8.SP.A.2

Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

Idaho Standard Alignment: 8.SP.A.3

Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects.

Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

Idaho Standard Alignment: 8.SP.A.4

Algebra 1–Essential Standards (as per directed by ISDE) and quarter as of 4/18/2025

Quarter 1—Chapters 1 & 2 & 3

Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.

Idaho Standard Alignment: A.CED.A.4

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Idaho Standard Alignment: A.REI.B.3

Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Idaho Standard Alignment: F.IF.A.2

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.

Idaho Standard Alignment: F.IF.B.4

Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.★

Idaho Standard Alignment: F.IF.C.7

Interpret the relationship between two or more quantities.

Idaho Standard Alignment: A.CED.A.2

Define variables to represent the quantities and write equations to show the relationship.

Idaho Standard Alignment: A.CED.A.2a

Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.

Idaho Standard Alignment: A.CED.A.2b

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).★

Idaho Standard Alignment: F.LE.A.2

Interpret expressions that represent a quantity in terms of its context. ★

Idaho Standard Alignment: A.SSE.A.1

Quarter 2—Chapters 4 & 5 & 6 &

Interpret the relationship between two or more quantities.

Idaho Standard Alignment: A.CED.A.2

Define variables to represent the quantities and write equations to show the relationship.

Idaho Standard Alignment: A.CED.A.2a

Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.

Idaho Standard Alignment: A.CED.A.2b

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).★

Idaho Standard Alignment: F.LE.A.2

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

Idaho Standard Alignment: S.ID.B.7

Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.

Idaho Standard Alignment: A.CED.A.3

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Idaho Standard Alignment: A.REI.C.6

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.

Idaho Standard Alignment: F.IF.B.4

Write a function that describes a relationship between two quantities. Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.

Idaho Standard Alignment: F.BF.A.1

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Idaho Standard Alignment: A.SSE.B.3

Demonstrate understanding that polynomials form a system analogous to the integers; namely, they are closed under certain operations.

Idaho Standard Alignment: A.APR.A.1

Perform operations on polynomial expressions (addition, subtraction, equations and inequalities to solve problems, including linear, quadratic, rational, and exponential functions.

Idaho Standard Alignment: A.APR.A.1a

Create one-variable equations and inequalities to solve problems, including linear, quadratic, rational, and exponential functions.

Idaho Standard Alignment: A.REI.A.1

Quarter 3—Chapters 7

Demonstrate understanding that polynomials form a system analogous to the integers; namely, they are closed under certain operations.

Idaho Standard Alignment: A.APR.A.1

Perform operations on polynomial expressions (addition, subtraction, equations and inequalities to solve problems, including linear, quadratic, rational, and exponential functions.

Idaho Standard Alignment: A.APR.A.1a

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Idaho Standard Alignment: A.SSE.B.3

Quarter 4–Chapters 8 & 9

Interpret the relationship between two or more quantities.

Idaho Standard Alignment: A.CED.A.2

Define variables to represent the quantities and write equations to show the relationship.

Idaho Standard Alignment: A.CED.A.2a

Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.

Idaho Standard Alignment: A.CED.A.2b

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the

function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.

Idaho Standard Alignment: F.IF.B.4

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.★

Idaho Standard Alignment: F.IF.B.6

Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.★

Idaho Standard Alignment: F.IF.C.7

Write a function that describes a relationship between two quantities. Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.

Idaho Standard Alignment: F.BF.A.1

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Idaho Standard Alignment: A.SSE.B.3

Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.

Idaho Standard Alignment: A.CED.A.4

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Idaho Standard Alignment: A.SSE.B.3

Geometry–Essential Standards (as per directed by ISDE) and quarter as of 4/18/2025

Quarter 1—Chapters 2 & 1

The beginning units of Geometry review a lot of the Mathematical Practice Standards as well as material from 7th and 8th grade. Below are the main focus for Mathematical practice standards.

Make sense of problems and persevere in solving them.

Idaho Standard Alignment: MP.1

Construct viable arguments and critique the reasoning of others.

Idaho Standard Alignment: MP.3

Attend to precision.

Idaho Standard Alignment: MP.6

Look for and make use of structure.

Idaho Standard Alignment: MP.7

Prove geometric theorems: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Idaho Standard Alignment: G.CO.C.11

Prove geometric theorems: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Idaho Standard Alignment: G.CO.C.12

Prove geometric theorems: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

Idaho Standard Alignment: G.CO.C.10

Use coordinates to prove simple geometric theorems algebraically: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.

Idaho Standard Alignment: G.GPE.B.7

Apply geometric concepts in modeling situations: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Idaho Standard Alignment: G.MG.A.1

Prove theorems involving similarity: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Idaho Standard Alignment: G.SRT.B.5

Quarter 2—Chapters 3 & 4

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

Idaho Standard Alignment: G.CO.B.7

Use the definition of similarity to decide if two given figures are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Idaho Standard Alignment: G.SRT.A.2

Prove geometric theorems: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

Idaho Standard Alignment: G.CO.C.10

Prove geometric theorems: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Idaho Standard Alignment: G.CO.C.11

Use coordinates to prove simple geometric theorems algebraically: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.

Idaho Standard Alignment: G.GPE.B.5

Apply geometric concepts in modeling situations: Apply geometric methods to solve design problems.

Idaho Standard Alignment: M.MG.A.3

Quarter 3—Chapters 5 & 6 & 7

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

Idaho Standard Alignment: G.CO.B.7

Prove geometric theorems: Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

Idaho Standard Alignment: G.CO.C.10

Prove geometric theorems: Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

Idaho Standard Alignment: G.CO.C.11

Prove geometric theorems: Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Idaho Standard Alignment: G.CO.C.12

Apply geometric concepts in modeling situations: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Idaho Standard Alignment: G.MG.A.1

Apply geometric concepts in modeling situations: Apply geometric methods to solve design problems.

Idaho Standard Alignment: M.MG.A.3

Quarter 4–Chapters 7 & 8 & 9 & 11

Use the definition of similarity to decide if two given figures are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

Idaho Standard Alignment: G.SRT.A.2

Demonstrate understanding that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

Idaho Standard Alignment: G.SRT.C.6

Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★

Idaho Standard Alignment: G.GMD.A.3

Use coordinates to prove simple geometric theorems algebraically: Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.

Idaho Standard Alignment: G.GPE.B.5

Apply geometric concepts in modeling situations: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Idaho Standard Alignment: G.MG.A.1

Apply geometric concepts in modeling situations: Apply geometric methods to solve design problems.

Idaho Standard Alignment: M.MG.A.3

Prove theorems involving similarity: Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Idaho Standard Alignment: G.SRT.B.5

Understand similarity in terms of similarity transformations: Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.

Idaho Standard Alignment: G.SRT.A.3

Covered when there is time–Chapter 10 & 12

Compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different variables, using statistics appropriate to the shape of the distribution for each measurement variable.★

Idaho Standard Alignment: S.ID.A.3

Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

Idaho Standard Alignment: S.ID.B.7

Understand statistics as a process for making inferences about population parameters based on a random sample from that population.★

Idaho Standard Alignment: S.IC.A.1

Algebra 2–Essential Standards (as per directed by ISDE) and quarter as of 4/18/2025

Quarter 1—Chapters 8 & 1 & 2

Demonstrate understanding that polynomials form a system analogous to the integers; namely, they are closed under certain operations.

Idaho Standard Alignment: A.APR.A.1

Perform operations on polynomial expressions (addition, subtraction, equations and inequalities to solve problems, including linear, quadratic, rational, and exponential functions.

Idaho Standard Alignment: A.APR.A.1a

Interpret the relationship between two or more quantities.

Idaho Standard Alignment: A.CED.A.2

Define variables to represent the quantities and write equations to show the relationship.

Idaho Standard Alignment: A.CED.A.2a

Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.

Idaho Standard Alignment: A.CED.A.2b

Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.

Idaho Standard Alignment: A.CED.A.3

Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Idaho Standard Alignment: A.REI.C.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.★

Idaho Standard Alignment: F.IF.B.6

Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.★

Idaho Standard Alignment: F.IF.C.7

Write a function that describes a relationship between two quantities. Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.

Idaho Standard Alignment: F.BF.A.1

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).★

Idaho Standard Alignment: F.LE.A.2

Quarter 2—Chapters 5 & 6 & 3

Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.★

Idaho Standard Alignment: F.IF.C.7

Create one-variable equations and inequalities to solve problems, including linear, quadratic, rational, and exponential functions.

Idaho Standard Alignment: A.REI.A.1

Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context.

Idaho Standard Alignment: A.CED.A.4

Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

Idaho Standard Alignment: A.SSE.B.3

Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).★

Idaho Standard Alignment: F.LE.A.2

Quarter 3—Chapters 3 & 4

Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.

Idaho Standard Alignment: A.CED.A.3

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maxima and minima; symmetries; end behavior; and periodicity.

Idaho Standard Alignment: F.IF.B.4

Interpret the relationship between two or more quantities.

Idaho Standard Alignment: A.CED.A.2

Define variables to represent the quantities and write equations to show the relationship.

Idaho Standard Alignment: A.CED.A.2a

Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.

Idaho Standard Alignment: A.CED.A.2b

Quarter 4–Chapters 4 & 5 & 9

Interpret the relationship between two or more quantities.

Idaho Standard Alignment: A.CED.A.2

Define variables to represent the quantities and write equations to show the relationship.

Idaho Standard Alignment: A.CED.A.2a

Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.

Idaho Standard Alignment: A.CED.A.2b

Demonstrate understanding that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

Idaho Standard Alignment: G.SRT.C.6

Write a function that describes a relationship between two quantities. Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.

Idaho Standard Alignment: F.BF.A.1

Graph functions expressed symbolically and show key features of the graphs, by hand in simple cases and using technology for more complicated cases.★

Idaho Standard Alignment: F.IF.C.7

Covered when there is time–Chapter 7 & 10 & 11

Interpret the relationship between two or more quantities.

Idaho Standard Alignment: A.CED.A.2

Define variables to represent the quantities and write equations to show the relationship.

Idaho Standard Alignment: A.CED.A.2a

Use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales.

Idaho Standard Alignment: A.CED.A.2b

Represent constraints using equations or inequalities and interpret solutions as viable or non-viable options in a modeling context.

Idaho Standard Alignment: A.CED.A.3

Create one-variable equations and inequalities to solve problems, including linear, quadratic, rational, and exponential functions.

Idaho Standard Alignment: A.REI.A.1