| © 2023 All rights reserved Kildeer Countryside CCSD 96. Do not copy without permission. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 23-24 Bridge to Algebra 1 Pacing Guide |  |  |  |  |
| 4.0 Target | 3.0 Target | T1 | T2 | T3 |
| Solving Linear Equations |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Construct an equation to solve multi-step problems by reasoning about the quantities in the context of a given problem. | X |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Construct and solve multi-step inequalities by reasoning about the quantities in the context of a given problem. | X |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Solve linear equations in one variable with rational number coefficients demonstrating the distributive property and collecting of like terms. | X |  |  |
| Does Not Extend | Demonstrate the ability to retain knowledge when applying operations on rational numbers. | X |  |  |
| Does Not Extend | Demonstrates ability to be precise when solving problems and/or when communicating mathematical thinking. | X |  |  |
| Functions |  |  |  |  |
| Does Not Extend | Understand that a function is a rule that assigns to each input exactly one output. | X |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Describe qualitatively the functional relationship between two quantities by analyzing 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. | X |  |  |
| Does Not Extend | Demonstrate ability to retain content knowledge when solving equations. | X |  |  |
| Does Not Extend | Demonstrates ability to be precise when solving problems and/or when communicating mathematical thinking. | X |  |  |
| Linear Functions |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Compare and analyze functions represented in different ways (algebraically, graphically, numerically, and verbally) including proportional and non-proportional relationships and provide support. |  | X |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Construct a linear function and interpret the key characteristics in the given context. |  | X |  |
| Does Not Extend | Demonstrate ability to retain content knowledge when solving equations. |  | X |  |
| Does Not Extend | Demonstrates ability to be precise when solving problems and/or when communicating mathematical thinking. |  | X |  |
| Simultaneous Linear Functions |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Recognize and explain why the points of intersection of the graphs are the solution to two linear equations in two variables and solve systems of two linear equations in two variables using graphing, substitution, and elimination. |  | X |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Solve real-world mathematical problems involving two linear equations in two variables. |  | X |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Demonstrate ability to retain content knowledge in relation to linear functions. |  | X |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Demonstrates ability to be precise when solving problems and/or when communicating mathematical thinking. |  | X |  |
| Congruence and Similarity |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Understand and describe that two figures are congruent or similar using the properties of rotations, reflections and translations of 2D figures. |  | X |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Use informal arguments to establish facts about the angle sum and exterior angle of triangles, and about the angles created when parallel lines are cut by a transversal |  | X |  |
| Does Not Extend | Demonstrate ability to retain content knowledge in relation to linear functions. |  | X |  |
| Does Not Extend | Demonstrates ability to be precise when solving problems and/or when communicating mathematical thinking. |  | X |  |
| Properties and Applications of Exponents |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Apply the properties of integer exponents to generate equivalent numerical expressions. |  |  | X |
| Does Not Extend | Demonstrate the ability to retain content knowledge of solving equations |  |  | X |
| Does Not Extend | Demonstrates ability to be precise when solving problems and/or when communicating mathematical thinking. |  |  | X |
| Radicals, Irrational Numbers and Pythangorean Theorem |  |  |  |  |
| Does Not Extend | Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^{\wedge} 2$ ). |  |  | X |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Apply the Pythagorean Theorem to solve problems, including distance problems. |  |  | X |
| Does Not Extend | Demonstrate ability to retain content knowledge in relation to linear functions. |  |  | X |



