

Integrated Mathematics 1 End of Course Exam Standards

For each of the following tables:

- Column ① will state the **Primary Standard** which describes the **main focus of what students should know and be able to do; the basis of curriculum.**
- Column ② will state the **Content Cluster** which describes **related standards that have been grouped together to get to a deeper understanding of the knowledge, skills, and abilities of that concept.**
- Where an asterisk (*) is noted **modeling may be incorporated into instruction and assessment**

① Primary Standard	② Content Cluster Summary
<p>HSA.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.*</p> <p>HSA.SSE.A.1.a Interpret parts of an expression, such as terms, factors, and coefficients.</p>	<p>The following knowledge, skills, and abilities are represented in these standards:</p> <ul style="list-style-type: none">• Understand the meaning of expressions and use the structure of an expression to solve problems• Interpret linear expressions and exponential expressions with integer exponents

① Primary Standard	② Content Cluster Summary
<p>HSA.CED.A.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions and simple rational and exponential functions.</i></p>	<p>The following knowledge, skills, and abilities are represented in these standards:</p> <ul style="list-style-type: none"> • Apply concepts about expressions, inequalities, and systems of equations to solve real world situations • Understand the relationships described by equations, inequalities, and systems of equations and the effect of change to variable(s) in these relationships.
<p>HSA.CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p>	
<p>HSA.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i></p>	
<p>HSA.CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law ($V = IR$) to highlight resistance R.</i></p>	

① Primary Standard	② Content Cluster Summary
<p>HSA.REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p>	<p>The following knowledge, skills, and abilities are represented in these standards:</p> <ul style="list-style-type: none"> • Solve inequalities, linear, equations and systems of equations • Construct logical arguments to justify the steps used in solving an equation
<p>HSA.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p>	
<p>HSA.REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p>	

① Primary Standard	② Content Cluster Summary
<p>HSF.IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i>*</p>	<p>The following knowledge, skills, and abilities are represented in these standards:</p> <ul style="list-style-type: none"> • Use graphs to model quantitative relationships, based on numerical, verbal, and algebraic representation • Explain the rate of change in functions as they relate to real world representations.
<p>HSF.IF.B.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.*</p>	
<p>HSF.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p>HSF.IF.C.7.a Graph linear and quadratic functions and show intercepts, maxima, and minima.</p>	

① Primary Standard	② Content Cluster Summary
<p>HSF.BF.A.1 Write a function that describes a relationship between two quantities.*</p> <p>HSF.BF.A.1.a Determine an explicit expression, a recursive process, or steps for calculation from a context.</p>	<p>The following knowledge, skills, and abilities are represented in these standards:</p> <ul style="list-style-type: none"> • Describe the relationship of a function and impact of change on the function. • Use graphs to display functions
<p>HSF.BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*</p>	
<p>HSF.BF.B.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. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>	

① Primary Standard	② Content Cluster Summary
<p>HSF.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>HSF.LE.A.1.a Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>HSF.LE.A.1.b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>HSF.LE.A.1.c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>	<p>The following knowledge, skills, and abilities are represented in these standards:</p> <ul style="list-style-type: none"> • Model and construct linear and exponential functions • Understand the restrictions of a linear and exponential function
<p>HSF.LE.A.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).</p>	
<p>HSF.LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.</p>	

① Primary Standard	② Content Cluster Summary
HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).	<p>The following knowledge, skills, and abilities are represented in these standards:</p> <ul style="list-style-type: none"> • Understand central tendency in real world problems • Analyze data based on various data displays
HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	
HSS.ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	
HSS.ID.B.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.	
HSG.CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describes the rotations and reflections that carry it onto itself.	
HSG.CO.A.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.	<p>The following knowledge, skills, and abilities are represented in these standards:</p> <ul style="list-style-type: none"> • Use the idea of shape and size to formulate logical arguments. • Construct logical arguments and critique the reasoning of others

① Primary Standard	② Content Cluster Summary
<p>HSG.GPE.B.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).</p>	<p>The following knowledge, skills, and abilities are represented in these standards:</p> <ul style="list-style-type: none"> • Connect algebra and geometry • Explain algebraic and geometric connections using coordinates
<p>HSG.GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*</p>	