School District of Pickens County

Building success beyond the classroom

SC Standards: Math Algebra I

Unit: Algebra I Introduction

Math-DA-5.13	Carry out a procedure to compute conditional probability by using two-way tables.
Math-EA-1.1	Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
Math-EA-1.2	Connect algebra with other branches of mathematics.
Math-EA-1.3	Apply algebraic methods to solve problems in real-world contexts.
Math-EA-1.4	Judge the reasonableness of mathematical solutions.
Math-EA-1.5	Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
Math-EA-1.6	Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.
Math-EA-1.7	Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).
Math-EA-2.4	Use dimensional analysis to convert units of measure within a system.
Math-EA-2.6	Carry out a procedure to evaluate an expression by substituting a value for the variable.
Math-EA-3.1	Classify a relationship as being either a function or not a function when given data as a table, set of ordered pairs, or graph.
Math-EA-3.3	Carry out a procedure to evaluate a function for a given element in the domain.
Math-EA-3.4	Analyze the graph of a continuous function to determine the domain and range of the function.
Math-EA-5.12	Analyze given information to write a linear inequality in one variable that models a given problem situation.
Math-EA-5.9	Analyze given information to write a linear function that models a given problem situation.

Unit: Properties of Real Numbers

Math-EA-1.1	Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
Math-EA-1.2	Connect algebra with other branches of mathematics.
Math-EA-1.3	Apply algebraic methods to solve problems in real-world contexts.
Math-EA-1.4	Judge the reasonableness of mathematical solutions.
Math-EA-1.5	Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
Math-EA-1.6	Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.

School District of Pickens County

Building success beyond the classroom

SC Standards: Math Algebra I

Math-EA-1.7 Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

Math-EA-2.1 Exemplify elements of the real number system (including integers, rational numbers, and irrational numbers).

Math-EA-2.10 Represent applied problems by using matrices.

Math-EA-2.5 Carry out a procedure using the properties of real numbers (including commutative, associative, and distributive) to simplify expressions.

Math-EA-2.9 Carry out a procedure to perform operations with matrices (including addition, subtraction, and scalar multiplication).

Unit: Solving Linear Equations

Math-EA-1.1 Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.

Math-EA-1.2 Connect algebra with other branches of mathematics.

Math-EA-1.3 Apply algebraic methods to solve problems in real-world contexts.

Math-EA-1.4 Judge the reasonableness of mathematical solutions.

Math-EA-1.5 Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).

Math-EA-1.6 Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.

Math-EA-1.7 Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

Math-EA-2.4 Use dimensional analysis to convert units of measure within a system.

Math-EA-3.7 Carry out a procedure to solve literal equations for a specified variable.

Math-EA-3.8 Apply proportional reasoning to solve problems.

Math-EA-4.7 Carry out procedures to solve linear equations for one variable algebraically.

Math-EA-5.10 Analyze given information to determine the domain and range of a linear function in a problem situation.

Unit: Graphing Linear Equations and Functions

Math-EA-1.1 Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.

Math-EA-1.2 Connect algebra with other branches of mathematics.

Math-EA-1.3 Apply algebraic methods to solve problems in real-world contexts.

School District of Pickens County

Building success beyond the classroom

SC Standards: Math Algebra I

Math-EA-1.4	Judge the reasonableness of mathematical solutions.
Math-EA-1.5	Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
Math-EA-1.6	Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.
Math-EA-1.7	Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).
Math-EA-2.6	Carry out a procedure to evaluate an expression by substituting a value for the variable.
Math-EA-3.1	Classify a relationship as being either a function or not a function when given data as a table, set of ordered pairs, or graph.
Math-EA-3.2	Use function notation to represent functional relationships.
Math-EA-3.3	Carry out a procedure to evaluate a function for a given element in the domain.
Math-EA-3.4	Analyze the graph of a continuous function to determine the domain and range of the function.
Math-EA-3.5	Carry out a procedure to graph parent functions (including).
Math-EA-3.6	Classify a variation as either direct or inverse.
Math-EA-4.4	Use a procedure to write an equation of a trend line from a given scatterplot.
Math-EA-4.5	Analyze a scatterplot to make predictions.
Math-EA-5.1	Carry out a procedure to graph a line when given the equation of the line.
Math-EA-5.10	Analyze given information to determine the domain and range of a linear function in a problem situation.
Math-EA-5.2	Analyze the effects of changes in the slope, m, and the y-intercept, b, on the graph of $y = mx + b$.
Math-EA-5.3	Carry out a procedure to graph the line with a given slope and a y-intercept.
Math-EA-5.4	Carry out a procedure to graph the line with a given slope passing through a given point.
Math-EA-5.5	Carry out a procedure to determine the x-intercept and y-intercept of lines from data given tabularly, graphically, symbolically, and verbally.
Math-EA-5.6	Carry out a procedure to determine the slope of a line from data given tabularly, graphically, symbolically, and verbally.
Math-EA-5.7	Apply the concept of slope as a rate of change to solve problems.
Math-EA-5.8	Analyze the equations of two lines to determine whether the lines are perpendicular or parallel.
Math-EA-5.9	Analyze given information to write a linear function that models a given problem situation.

School District of Pickens County

Building success beyond the classroom

SC Standards: Math Algebra I

Unit: Writing Linear Equations

Math-EA-1.1	Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
Math-EA-1.2	Connect algebra with other branches of mathematics.
Math-EA-1.3	Apply algebraic methods to solve problems in real-world contexts.
Math-EA-1.4	Judge the reasonableness of mathematical solutions.
Math-EA-1.5	Demonstrate an understanding of algebraic relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
Math-EA-1.6	Understand how algebraic relationships can be represented in concrete models, pictorial models, and diagrams.
Math-EA-1.7	Understand how to represent algebraic relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).
Math-EA-4.1	Carry out a procedure to write an equation of a line with a given slope and a y-intercept.
Math-EA-4.2	Carry out a procedure to write an equation of a line with a given slope passing through a given point.
Math-EA-4.3	Carry out a procedure to write an equation of a line passing through two given points.
Math-EA-4.4	Use a procedure to write an equation of a trend line from a given scatterplot.
Math-EA-4.5	Analyze a scatterplot to make predictions.
Math-EA-4.6	Represent linear equations in multiple forms (including point-slope, slope-intercept, and standard).
Math-EA-5.9	Analyze given information to write a linear function that models a given problem situation.