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| **Analyze & Interpret: Unit Circle (Trigonometry Guide)** |
| Learning Outcome 1Students will analyze and interpret **each angle, its corresponding point and its trig functions.**  |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/ Instructor asks…**  | \*What do you already know about special triangles?\*What have you learned about the unit circle?\*What do you want to know about…?\*What can you say about…?\*What do you think about…? \*How would you explain…?\*What would you use to support…? \*What is the significance of the support?What is valid about…?\*What is relevant to…?\*What has meaning for…? \*What information is most important to know about the unit circle? | \*How would you best organize the information on…? \*How would you categorize or classify the different parts of the unit circle, 4 quadrants?\*What is the purpose or motive of memorizing the unit circle?\*What are your assumptions about…?\*Who, what, when, where, why and how? *Additional Questions*: What does the X value in the corresponding point represent? If X is Cos and Y is Sin, what is tan?  How would you use the unit circle to find the cosine of 60 degrees? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  |

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| **Analyze & Interpret: factoring** |
| Learning Outcome 1Students will analyze and interpret **how polynomials can be broken down and manipulated.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/ Instructor asks…**  | \*What do you already know about basic multiplication? \*What have you learned about in previous math classes?\*What do you want to know about \*What can you say about…?\*What do you think about…?\*How would you explain…?\*What would you use to support…?\*What is the significance of the support…?What is valid about…?\*What is relevant to …?\*What has meaning for …?\*What information is most important for…? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of…?\*What is the purpose or motive of…?\*What are your assumptions about…?\*Who, what, when, where, why and how? Theory, history, and person involved.\* How could you relate factoring to real life problems? Distance, time and speed. *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **Analyze & Interpret: word problems** |
| Learning Outcome 1Students will analyze and interpret **key words in order to set up and solve and translate into mathematical language.** |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/Instructor asks…**  | \*What do you already know about the set-up?\*What have you learned about word problems?\*What do you want to know about applying the set-up?\*What can you say about is the set-up valid?\*What do you think about will it lead to a valid correlation?\*How would you explain the problem – what we’re trying to solve?\*What would you use to support your set-up?\*What is the significance of the support of…? What is valid legitimate math operations?\*What is relevant to know about the problem?\*What has meaning for…?\*What information is most important for…? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of…? \*What is the purpose or motive of …?\*What are your assumptions about…?\*Who, what, when, where, why and how? *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **Analyze & Interpret: word problems** |
| Learning Outcome 1Students will analyze and interpret word problems. |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/Instructor asks…**  | \*What do you already know about…? \*What have you learned about putting words into numbers?\*What do you want to know about…?\*What can you say about..?\*What do you think about…?\*How would you explain…?\*What would you use to support…? \*What is the significance of the support of…? What is valid to the question asked?\*What is relevant to what the word problem is asking?\*What has meaning for…? \*What information is most important to the answer? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of the word problem?\*What is the purpose or motive of…?\*What are your assumptions about…? \*How would you rephrase the problem?\*How would you distinguish/separate/select relevant and irrelevant information in the problem? \*What is the problem really asking me?What number operation do I need to use?*Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **Analyze & Interpret: foiling** |
| Learning Outcome 1Students will analyze and interpret **how to use foiling and factoring.** |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/ Instructor asks…**  | \*What do you already know about foiling?\*What have you learned about the multiple ways to foil? \*What do you want to know about…? \*What can you say about…?\*What do you think about…?\*How would you explain the steps that lead to the answer?\*What would you use to support \*What is the significance of the support of…? What is valid about…?\*What is relevant to or related to foiling?\*What has meaning for..?\*What information is most important for…? | \*How would you best organize the information on \*How would you categorize or classify the different parts of…? \*What is the purpose or motive of …?\*What are your assumptions about…? \*Who, what, when, where, why and how? *Additional Questions* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **Analyze & Interpret: logarithms** |
| Learning Outcome 1Students will analyze and interpret **equations involving logarithms.** |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/ Instructor asks…**  | \*What do you already know about solving regular algebraic equations?\*What have you learned about the concepts of logarithms?\*What do you want to know about…? \*What can you say about…?\*What do you think about…?\*How would you explain…?\*What would you use to support…?\*What is the significance of the support of…?What is valid about…?\*What is relevant to…?\*What has meaning for…?\*What information is most important? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of…? \*What is the purpose or motive of …?\*What are your assumptions about…?\*Who, what, when, where, why and how? \* What makes logarithm expressions different from other algebraic expressions?*Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **Analyze & Interpret: determining the null and alternative hypotheses** |
| Learning Outcome 1Students will analyze and interpret **a statistical word problem to determine the null hypothesis (equality) vs alternative hypothesis to be tested.**  |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/ Instructor asks…**  | \*What do you already know about hypothesis testing? Null vs. alternative hypotheses? \*What have you learned about…?\*What do you want to know about the given value?\*What can you say about the value being tested?\*What do you think about…?\*How would you explain which sign you use in the null hypothesis?\*What would you use to support your choice? \*What is the significance of the support of…? What is valid about…?\*What is relevant to …?\*What has meaning for…? \*What information is most important to determining which signs to use for your hypotheses? | \*How would you best organize the information on…?\*How would you categorize or classify the different parts of the word problem?\*What is the purpose or motive of testing the null hypothesis?\*What are your assumptions about…? \*Who, what, when, where, why and how? \* Are you testing a value related to equality? What does this tell you about the Ho? If the Ho is not a true equality, how does this change the outcome? *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| Analyze & Interpret: PolynomialsLearning Outcome 1Students will analyze and interpret polynomials (sum of terms of the type *ax*n where n > 0 and *a* = any real number). |
| **When students analyze and interpret, they…**  |

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| Articulate | Compare | Differentiate | Gather | March | Resolve |
| Assemble | Contrast | Discover | Identify | Organize | Select |
| Break down | Decipher | Discuss | Inspect | Outline | Separate |
| Calculate | Define | Dissect | Investigate | Paraphrase | Signify |
| Categorize | Detail | Distinguish | Label | Relate | Summarize |
| Choose | Determine | Examine | Map | Rephrase | Understand |
| Clarify |  | Find |  |  |  |

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| **To help students analyze & interpret, the tutor/Instructor asks…** | \*What do you already know about polynomials? \*What have you learned about polynomials? \*What do you want to know about the construction of polynomials? \*How would you explain polynomials? \*How would I categorize or classify the different parts of numbers and variables?  |  Additional Questions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  |

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| Analyze & Interpret: Right Triangle ProblemsLearning Outcome 1Students will analyze and interpret the ways to solve angle and length values for a right triangle. |
| **When students analyze and interpret, they…**  |

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| Articulate | Compare | Differentiate | Gather | March | Resolve |
| Assemble | Contrast | Discover | Identify | Organize | Select |
| Break down | Decipher | Discuss | Inspect | Outline | Separate |
| Calculate | Define | Dissect | Investigate | Paraphrase | Signify |
| Categorize | Detail | Distinguish | Label | Relate | Summarize |
| Choose | Determine | Examine | Map | Rephrase | Understand |
| Clarify |  | Find |  |  |  |

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| **To help students analyze & interpret, the tutor/Instructor asks…** | \*What do you already know about the properties of right triangles? \*What have you learned about using sine, cosine, and tangent? \*What do you want to know about remembering what soh, cah, toa means? \*What can you say about the values given to solve the triangle? \*What do you think about when you are given one angle and one side? \*How would you explain when a side is opposite or adjacent? \*What would you use to support the measurement of the hypotenuse? \*What is a valid when you are given another angle? \*What is relevant to finding the last of the three angles? \*What information is most important to solve for the triangle’s hypotenuse? \*How would I categorize or classify the different parts of the triangle’s sides or angles? |  Additional Questions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **Analyze & Interpret: Least Common Multiple** |
| Learning Outcome 1Students will analyze and interpret Least common multiple |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/Instructor asks…**  | \* What do you already know about multiples?\* What have you learned about products?\*How would you explain finding the least common multiple?\* What would you use to support your answer?\* What is the significance of the support of the result?\* What is the relevant to finding the least common multiple?\* What is the purpose or motive of finding a least common multiple? | *Additional Questions*: How are least common multiple and greatest common factor related? How do they differ?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **Analyze & Interpret: Linear Equations** |
| Learning Outcome 1Students will analyze and interpret linear equations in mathematics |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/Instructor asks…**  | \* What do you already know about solving linear equations?\* What have you learned about linear equations?\* What do you want to know about proper ways of solving linear equations?\* What can you say about the difference types of linear equations?\* What do you think about showing all steps involved in solving equations?\* How would you explain this concept to another classmate?\* What would you use to support learning these skills?\* What is the significance of the support of problem solving?\* What is valid in reaching the solution?\* What is relevant to correct equation solving?\* What has meaning for you?\* What information is most important to you?\* How would I best organize the information on paper?\* How would I categorize of classify the different parts of solving equations?\* What is the purpose or motive of solving linear equations?\* What are my assumptions about the level of difficulty of linear equations? | \* Who, what, when, where, why and how? – Come up with the idea of setting up linear equations?*Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Analyze & Interpret: Math** |
| Learning Outcome 1Students will analyze and interpret math |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/Instructor asks…**  | \* What do you already know about algebra or mathematics in general?\* What do you want to know about Calculus?\* What can you say about the use of statistical analysis?\* What do you think about the use of mathematics in everyday life? | *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **Analyze & Interpret: Synthetic Division** |
| Learning Outcome 1Students will analyze and interpret the inter-related objectives in using synthetic division to find zeros, factors, intercepts? |
| **When Students analyze and interpret, they …** | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| **To help students analyze & interpret, the tutor/Instructor asks…**  | \* What do you already know about intercepts, factors?\*What have you learned about how intercepts and factors are connected?\* How would you explain how to determine the intercepts from the factors?\* What information is most important to finding the factors of a polynomial?\* How would I best organize the information on dividing a polynomial vs. finding a factor? | *Additional Questions*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |