		include: ○ Desmos.com ○ Graphing calculator ○ Sketch a graph ○ Create a table of values ○ Algebra tiles ○ Graphic organizers
Re-Teach		
Level of Intensity	***Essential Question***	***Examples***
Targeted	What formative assessment data (e.g., tasks, exit tickets, observations) will help identify content needing to be revisited during a unit?	For example, students may benefit from re-engaging with content during a unit on representing and solving equations and inequalities graphically by critiquing student approaches/solutions to make connections through a short mini-lesson because connections between solution (algebraically) and intersection (graphically) are equivalent. When students compare answers graphically and algebraically, intersections are the solution.
Intensive	What assessment data will help identify content needing to be revisited for intensive interventions?	For example, some students may benefit from intensive extra time during and after a unit to represent and solve equations and inequalities graphically by offering opportunities to understand and explore different strategies because interpreting solution using the different representations allows the students to visualize the answer that was only written as a system of equations or two expressions equal to each other. Students can check their work graphically to confirm their answer.
Extension		
Essential Question		***Examples***
What type of extension will offer additional challenges to 'broaden' your student's knowledge of the mathematics developed within your HQIM?		Some learners may benefit from an extension such as the opportunity to explore links between various topics when representing and solving equations and inequalities graphically because different types of equations (logarithmic, exponential, trigonometric, etc.) can use the graphing method to find solutions to word problems or algebraically.