# CAR Unit Template

## Unit Title: Algebra 1 – Modeling with Linear Equations and Inequalities – Unit 1 - Module A

**Grade level:**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**N.Q.A.2** Define appropriate quantities for the purpose of descriptive modeling.

**A.CED.A.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic

functions, and simple rational and exponential functions.

**N.Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; Choose and interpret units consistently in

formulas; Choose and interpret the scale and the origin in graphs and data displays.

**A.REI.B.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

**A.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.

**A.CED.A.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange*

*Ohm's law V = IR to highlight resistance R.*

**N.Q.A.1** Use units as a way to understand problems and to guide the solution of multi-step problems; Choose and interpret units consistently in

formulas; Choose and interpret the scale and the origin in graphs and data displays.

**N.RN.B.3** Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is

irrational; and that the product of a nonzero rational number and an irrational number is irrational.

**N.Q.A.3** Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- | --- | --- | --- |
| **N.Q.A.2. - WALT** define appropriate quantities to be used in descriptive modeling |  |  |  |  |
| **A.CED.A.1. - WALT** create linear equations and inequalities in one variable to model a problem or situation |  |  |  |  |
| **A.CED.A.1. - WALT** use linear equations and inequalities to solve problems |  |  |  |  |
| **N.Q.A.1. - WALT** use units as a way to understand problems and to guide the solution of multi-step problems |  |  |  |  |
| **A.REI.B.3. - WALT** solve linear equations and inequalities in one variable |  |  |  |  |
| **A.REI.A.1.** **- WALT** explain each step in solving a simple equation, assuming it has a solution |  |  |  |  |
| **A.REI.A.1.** **- WALT** construct viable arguments to justify a solution method |  |  |  |  |
| **A.REI.A.1.** **- WALT** solve one-variable linear equations that have coefficients represented by letters |  |  |  |  |
| **A.CED.A.4. - WALT** rearrange formulas to isolate a variable of interest, using the same reasoning as in solving equations |  |  |  |  |
| **N.Q.A.1. - WALT** interpret units consistently in formulas |  |  |  |  |
| **N.RN.B.3. - WALT** explain why the sum and product of two rational numbers is rational |  |  |  |  |
| **N.RN.B.3. - WALT** explain that the sum of a rational number and irrational number is irrational |  |  |  |  |
| **N.RN.B.3 - WALT** explain that the product of a nonzero rational number and irrational number is irrational |  |  |  |  |
| **N.Q.A.3. - WALT** choose an appropriate level of accuracy based on the limitations on measurement |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
|  |  |

Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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