# CAR Unit Template

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

**Grade level:**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**A.CED.A.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

**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.D.10** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

**A.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. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

**A.REI.D.12** Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

**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** |
| --- | --- |
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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** |
| --- | --- | --- | --- | --- |
| **A.CED.A.2. - WALT** create linear equations to represent relationships between two or more quantities |  |  |  |  |
| **A.CED.A.2. - WALT** graph linear equations on the coordinate plane to represent relationships |  |  |  |  |
| **N.Q.A.1. - WALT** choose and interpret the scale and the origin in graphs |  |  |  |  |
| **A.REI.D.10. - WALT** understand that the graph of an equation, in two variables, is the set of all solutions, often forming a curve |  |  |  |  |
| **A.CED.A.3. - WALT** constraints reflect conditions in the modeling process |  |  |  |  |
| **A.CED.A.3. - WALT** represent a constraint as an equation or inequality |  |  |  |  |
| **A.CED.A.3. - WALT** interpret possible solutions as viable or nonviable in the modeling context |  |  |  |  |
| **A.REI.D.12.** – **WALT** graph the solution of a linear inequality in two variables as a half plane |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Summative Assessments (add rows as needed)

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

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