# CAR Unit Template

## Unit Title: Algebra 1 – Linear and Exponential Modeling: Functions and Bivariate Statistics – Unit 2 - Module A

**Grade level:**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

 **F.IF.B.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

 **F.IF.A.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If *f* is a function and *x* is an element of its domain, then *f*(*x*) denotes the output of f corresponding to the input x. The graph of *f* is the graph of the equation *y* = *f*(*x*).

 **F.IF.A.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

**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** |
| --- | --- | --- | --- | --- |
| **F.IF.B.4. - WALT** the key features of a graph include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior |  |  |  |  |
| **F.IF.B.4. - WALT** sketch linear and exponential graphs showing key features of a relationship between two quantities given a verbal description of the relationship |  |  |  |  |
| **F.IF.B.4. - WALT** interpret key features of graphs and tables that model a linear or exponential relationship between two quantities in the context of those quantities |  |  |  |  |
| **F.IF.A.1. - WALT** the domain is the set of all possible input values and the range is the set of all possible output values |  |  |  |  |
| **F.IF.A.1. - WALT** in a function, each element of the domain is assigned to exactly one element in the range |  |  |  |  |
| **F.IF.A.1. - WALT** *f*(*x*) denotes the output for a given input value of x, for a function *f* |  |  |  |  |
| **F.IF.A.1. - WALT** the graph of a f is equivalent to the graph of *y* = *f*(*x*) |  |  |  |  |
| **F.IF.A.2. - WALT** use function notation to find range values for inputs from a function’s domain |  |  |  |  |
| **F.IF.A.2. - WALT** interpret statements that use function notation in terms of a context |  |  |  |  |

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** |
| --- | --- |
|  |  |