# CAR Unit Template

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

**Grade level:**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

**S.ID.B.6** Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

a. Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.

b. Informally assess the fit of a function by plotting and analyzing residuals, including with the use of technology.

c. Fit a linear function for a scatter plot that suggests a linear association.

**S.ID.C.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

**S.ID.C.8** Compute (using technology) and interpret the correlation coefficient of a linear fit.

**S.ID.C.9** Distinguish between correlation and causation.

**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** |
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| **S.ID.B.6. - WALT** represent data on two quantitative variables on a scatterplot |  |  |  |  |
| **S.ID.B.6. - WALT** describe the relationship between the two sets of quantitative data |  |  |  |  |
| **S.ID.B.6.A - WALT** fit linear and exponential functions to data by hand and with the use of technology |  |  |  |  |
| **S.ID.B.6.A - WALT** use a function fitted to data to solve problems in the context of the data |  |  |  |  |
| **S.ID.B.6. - WALT** use given functions or choose a function suggested by the context. |  |  |  |  |
| **S.ID.B.6. - WALT** assess the fit of a function by plotting and analyzing residuals, including with the use of technology |  |  |  |  |
| **S.ID.C.7. - WALT** interpret the slope of a linear model as a constant rate of change in context of the data |  |  |  |  |
| **S.ID.C.7. - WALT** interpret the constant term of a linear model in context of the data |  |  |  |  |
| **S.ID.C.8. - WALT** compute (using technology) and interpret the correlation coefficient for a linear fit |  |  |  |  |
| **S.ID.C.9. - WALT** distinguish between correlation and causation |  |  |  |  |

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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