**ALGEBRA UNIT**

**STUDENT NAME**_____**CLASS**_____

| FORMATIVE REFLECTIONS | | | | | |
|---|---|---|---|---|---|
| GOT IT! | SIMPLE MISTAKE | HELP! I'M LOST | DATE | LEARNING TARGET # | Learning Target: I CAN..... |
| | | | | 1 | Translate algebraic words into mathematical expressions and equations |
| | | | | 2 | Identify terms, coefficients, and constants in an algebraic equation |
| | | | | 3 | Write equivalent expressions with fractions, decimals, percents and integers |
| | | | | 4 | Create , represent and solve a one step equation using a concrete model |
| | | | | 5 | Create, represent, solve and write a one step equation using a concrete and abstract model |
| | | | | 6 | Create , represent and solve a two step equation using a concrete model |
| | | | | 7 | Create, represent, solve and write a two step equation using a concrete and abstract model |
| | | | | 8 | Use variables and construct equations to represent quantities from real world and math problems |
| | | | | 9 | Identify the sequence of operations used to solve an algebraic equation |
| | | | | 10 | Create , represent and solve a one and two step inequality using a concrete model |
| | | | | 11 | Create, represent, solve and write a one and two step inequality using a concrete and abstract model |
| | | | | 12 | Graph a one and two step inequality |
| | | | | 13 | Solve word problems leading to inequalities |
| | | | | 14 | Interpret the solution set of an inequality in the context of the problem |
| | | | | 15 | Expand algebraic expressions using the distributive property |
| | | | | 16 | Factor algebraic expressions using the distributive property by finding the greatest common factor (GCF) |
| | | | | 17 | Combine like terms with rational coefficients in algebraic expressions |
| | | | | 18 | Apply properties of operations as strategies to add, subtract, factor and expand linear expressions |
| | | | | 19 | |
| | | | | 20 | |
| | | | | 21 | |
| | | | | 22 | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |