CLICK HERE for the Maryland College and Career Ready Standards for Algebra 1.

Topic 1: Solving Equations and Inequalities

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings

- The set of real numbers is infinite, and each real number can be associated with a unique point on the number line.
- Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.
- Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.
- Rules of arithmetic and algebra can be used together with notions of equivalence to transform equations and inequalities so solutions can be found.

Essential Question

- What general strategies can you use to solve simple equations?

Lesson Title	Lesson Overview	Standards * Modeling standard
Operations on Real Numbers	Students will • Find the sum or product of two rational numbers and explain why the sum or product is rational. • Find the sum or product of rational and irrational numbers and explain when the sum or product is irrational.	N.RN.B.3 N.Q.A.3*

Solving Linear Equations	Students will • Explain that each step in solving a linear equation follows from the equality in the previous step. • Create and solve linear equations with one variable using the properties of equality.	A.CED.A.1* A.REI.A.1* A.REI.B.3 N.Q.A.1* A.CED.A.3*
Solving Equations with a Variable on Both Sides	Students will • Use the properties of equality to solve linear equations with a variable on both sides. • Identify whether linear equations have one solution, infinitely many solutions, or no solution.	A.CED.A.1* A.REI.A.1* A.REI.B.3 A.CED.A.2*
Literal Equations and Formulas	Students will • Rearrange formulas and equations to highlight a quantity of interest by isolating the variable using the same reasoning used to solve equations. • Use formulas and equations to solve problems.	A.CED.A.4* N.Q.A.1* A.CED.A.1*
Solving Inequalities in One Variable	Students will • Create and solve inequalities in one variable. • Interpret solutions to inequalities within the context. • Identify inequalities as true or false based on the number of solutions.	A.CED.A.1* A.CED.A.3* A.REI.B.3
Mathematical Modeling in 3 Acts: **Collecting Cans**	Students will • Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of their math models. • Explain why the results from their mathematical models might not align exactly with the problem situation.	A.CED.A.1* A.REI.B.3 A.REI.A.1*
Compound Inequalities	Students will • Create and solve compound inequalities. • Interpret the solution to a compound inequality within a modeling context	A.CED.A.1* A.CED.A.3* A.REI.B.3

Absolute Value Equations and Inequalities	Students will • Solve absolute value equations and inequalities. • Use absolute value equations and inequalities to solve problems.	A.CED.A.1*

Topic 2: Linear Equations

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings
- Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.
- Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.

Essential Question
- Why is it useful to have different forms of linear equations?

Lesson Title	Lesson Overview	Standards * Modeling standard
Slope-Intercept	Students will • Write linear equations in two variables using slope-intercept form to represent the relationship between two quantities. • Interpret the slope and the intercept of a linear model.	A.CED.A.2* A.SSE.A.1* S.ID.C.7
Point-Slope Form	Students will • Write and graph linear equations in point-slope form. • Analyze different forms of a line to interpret the slope and y -intercept of a linear model in the context of data.	A.CED.A.2* S.ID.C.7
Standard Form	Students will • Write and graph linear equations in standard form. • Use linear equations in standard form to interpret the x - and y -intercepts in the context of given data.	A.CED.A.2* A.REI.D.10 A.CED.A.3* S.ID.C.7

Mathematical Modeling in 3 Acts: **How Tall is Tall?**	Students will • Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of their math models. • Explain why the results from their mathematical models might not align exactly with the problem situation.	A.CED.A.1* A.CED.A.3* A.CED.A.4*
Parallel and Perpendicular Lines	Students will • Create equations to represent lines that are parallel or perpendicular to a given line. • Graph lines to show an understanding of the relationship between the slopes of parallel and perpendicular lines. • Solve real-world problems that involve parallel or perpendicular lines.	A.CED.A.2*

Topic 3: Linear Functions

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings
- Mathematical rules (relations) can be used to assign members of one set to members of another set. A special rule (function) assigns each member of one set to a unique member of the other set.
- Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.
- Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.

Essential Question
- How can linear functions be used to model situations and solve problems?

Lesson Title	Lesson Overview	Standards * Modeling standard
Domain and Range of Functions	Students will • Understand that a relation is a function if each element of the domain is assigned to exactly one element in the range. • Determine a reasonable domain and identify constraints on the domain based on the context of a real-world problem.	F.IF.A.1 A.CED.A.3*
Linear Functions	Students will • Write and evaluate linear functions using function notation. • Graph a linear function and relate the domain of a function to its graph. • Interpret functions represented by graphs, tables, verbal descriptions, and function notation in terms of a context.	F.IF.A.2 F.IF.B.5* F.IF.A.1 F.LE.A.2*

Transforming Linear Functions	Students will • Graph transformations of linear functions by multiplying or adding specific values of k to the input or output of a function. • Interpret the key features of the graph of a linear function and use them to write the function that the graph represents.	F.BF.B.3* F.IF.C.7a F.IF.B.5* F.BF.A.1* N.Q.A.2*
Mathematical Modeling in 3 Acts: **The Express**	Students will • Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of their math models. • Explain why the results from their mathematical models might not align exactly with the problem situation.	F.IF.A.2 F.LE.A.2* S.ID.C.7
Arithmetic Sequences	Students will • Write arithmetic and geometric sequences both recursively and with an explicit formula. • Use explicit formulas and recursive formulas to model real-world situations.	F.IF.A.3* F.BF.A.1a* F.BF.A.2 F.LE.A.1b* F.LE.A.2* F.BF.A.1*
Scatter Plots and Lines of Fit	Students will • Fit a function to linear data shown in a scatter plot and use fitted functions to solve problems in the context of the data. • Interpret the slope of a trend line within the context of data.	S.ID.B.6 S.ID.B.6a* S.ID.B.6c S.ID.C.7
Analyzing Lines of Fit	Students will • Compute and interpret the correlation coefficient for linear data. • Plot and analyze residuals to assess the fit of a function. • Distinguish between correlation and causation.	S.ID.B.6 S.ID.B.6a* S.ID.B.6b S.ID.B.6c S.ID.C.8 S.ID.C.9

Topic 4: Systems of Linear Equations and Inequalities

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings

- Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.
- Rules of arithmetic and algebra can be used together with notions of equivalence to transform equations and inequalities so solutions can be found.

Essential Question

- How do you use systems of linear equations and inequalities to model situations and solve problems?

Lesson Title	Lesson Overview	Standards * Modeling standard
Solving Systems of Equations by Graphing	Students will • Graph systems of linear equations in two variables to find an approximate solution. • Write a system of linear equations in two variables to represent real-world problems.	A.REI.C.6 A.REI.D.11*
Solving Systems of Equations by Substitution	Students will • Use the substitution method to solve systems of equations. • Represent situations as systems of equations and interpret solutions as viable/nonviable options for the situation.	A.REI.C.6 A.CED.A.3* A.SSE.A.1*
Solving Systems of Equations by Elimination	Students will • Solve systems of linear equations by elimination and prove that the sum of one equation and a multiple of the other produces a system with the same solutions as the original system. • Represent constraints with a system of equations in a modeling context.	A.REI.C.5 A.CED.A.3* A.REI.C.6

Linear Inequalities in Two Variables	Students will • Graph solutions to linear inequalities in two variables. • Represent constraints with inequalities and interpret solutions as viable or nonviable options in a modeling context.	A.CED.A.3* A.REI.D.12
Mathematical Modeling in 3 Acts: **Get Up There!**	Students will • Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of their math models. • Explain why the results from their mathematical models might not align exactly with the problem situation.	A.CED.A.2* A.CED.A.3*
Systems of Linear Inequalities	Students will • Graph the solution set of a system of linear inequalities in two variables. • Interpret solutions of linear inequalities in a modeling context.	A.CED.A.3* A.REI.D.12

*Topic 6: Exponents and Exponential Functions

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings

- Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.
- Relationships can be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways.
- Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.

Essential Question

- How do you use exponential functions to model situations and solve problems?

Lesson Title	Lesson Overview	Standards * Modeling standard
Rational Exponents and Properties of Exponents	Students will • Extend the properties of integer exponents to rational exponents to rewrite radical expressions using rational exponents. • Solve equations with rational exponents using the properties of exponents.	N.RN.A.1 N.RN.A.2
Radical Expressions	Students will • Use properties of exponents to rewrite radical expressions. • Multiply radical expressions. • Write a radical expression to model or represent a real-world problem.	N.RN.A.2 N.Q.A.1*

Exponential Functions	Students will • Sketch graphs showing key features of exponential functions. • Write exponential functions using tables and graphs. • Compare linear and exponential functions.	F.IF.B.4* F.IF.B.5* F.IF.C.7e F.BF.A.1* F.LE.A.1a* F.LE.A.1* F.LE.A.2* F.LE.A.3*
Exponential Growth and Decay	Students will • Construct exponential growth and decay functions given a description of a relationship. • Recognize if a situation can be modeled with exponential growth or exponential decay and interpret the parameters of the model in context.	A.SSE.A.1b* A.CED.A.2* F.LE.A.1c* F.LE.A.2* F.LE.B.5* A.SSE.B.3c* A.IF.B.6 F.IF.C.8b N.Q.A.3* A.SSE.A.1*
Geometric Sequences	Students will • Find explicit and recursive formulas for geometric sequences. • Translate between recursive and explicit formulas for geometric sequences. • Construct exponential functions to represent geometric sequences.	F.IF.A.3* F.BF.A.2 F.LE.A.2*
Translations of Exponential Functions	Students will • Translate the graph of an exponential function vertically and horizontally, identifying the effect different values of h and k have on the graph of the function. • Compare characteristics of two exponential functions represented in different ways, such as tables and graphs.	F.IF.C.7e F.IF.C.9* F.BF.B.3*

Mathematical Modeling in 3 Acts: **Big Time Pay Back**	Students will • Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of their math models. • Explain why the results from their mathematical models might not align exactly with the problem situation.	F.BF.A.1* F.LE.A.1* F.LE.A.2*

Topic 7: Polynomials and Factoring

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings

- Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.
- For a given set of numbers there are relationships that are always true, and these are the rules that govern arithmetic and algebra.
- Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.
- Relationships can be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways.

Essential Question

- How do you work with polynomials to rewrite expressions and solve problems?

Lesson Title	Lesson Overview	Standards * Modeling standard
Adding and Subtracting Polynomials	Students will • Identify the parts of a polynomial, such as coefficients, variables, and constants. • Classify polynomials by number of terms and by degree. • Write a polynomial in standard form. • Add or subtract two polynomials and recognize that polynomials are closed under addition and subtraction, just as the integers are.	A.APR.A.1
Multiplying Polynomials	Students will • Use the Distributive Property with polynomials, recognizing that polynomials are closed under multiplication. • Multiply polynomials using a table and an area model.	A.APR.A.1

Multiplying Special Cases	Students will • Determine the square of a binomial. • Find the product of a sum and difference of two squares. • Solve real-world problems involving the square of a binomial.	A.APR.A.1
Factoring Polynomials	Students will • Find the greatest common factor of the terms of a polynomial. • Use the structure of a polynomial, and the understanding that polynomials form a system similar to integers, to rewrite it in factored form. • Factor polynomials that represent real-world problems.	A.APR.A.1 A.SSE.A.2*
Factoring $x^2 + bx + c$	Students will • Factor a trinomial in the form $x^2 + bx + c$ by finding two binomial factors whose product is equal to the trinomial. • Identify patterns in the signs of the coefficients of the terms of a trinomial expression and use those patterns to determine the signs of the second terms in the binomial factors.	A.SSE.A.1* A.SSE.A.1a* A.SSE.A.1b* A.SSE.A.2*
Mathematical Modeling in 3 Acts: **Who's Right?**	Students will • Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of their mathematical models. • Explain why the results from their mathematical models might not align exactly with the problem situation.	A.APR.A.1
Factoring $ax^2 + bx + c$	Students will • Identify the common factor of the coefficients in the terms of a trinomial expression when $a \neq 1$. • Write a quadratic trinomial as a product of two binomial factors.	A.SSE.A.1* A.SSE.A.1a* A.SSE.A.1b* A.SSE.A.2*

Factoring Special Cases	Students will • Identify and factor a trinomial that is a perfect square or a binomial that is a difference of two squares. • Factor special cases of polynomials within the context of real-world problems.	A.SSE.A.1* A.SSE.A.1b* A.SSE.A.2*

Topic 8: Quadratic Functions

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings

- Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.
- Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.

Essential Question

- How can you use sketches and equations of quadratic functions to model situations and make predictions?

Lesson Title	Lesson Overview	Standards * Modeling standard
Key Features of a Quadratic Function	Students will • Identify key features of the graph of a quadratic function using graphs, tables, and equations. • Explain the effect of the value of a on the quadratic parent function.	A.CED.A.2* F.BF.B.3* A.SSE.A.1* F.IF.B.6*
Quadratic Functions in Vertex Form	Students will • Identify key features of the graph of quadratic functions written in vertex form. • Graph quadratic functions in vertex form.	F.IF.C.7a F.BF.B.3* A.SSE.A.1*
Quadratic Functions in Standard Form	Students will • Graph quadratic functions in standard form and show intercepts, maxima, and minima. • Determine how the values of a, b, and c affect the graph of $f(x) = ax^2 + bx + c$. • Identify key features of parabolas. • Compare properties of quadratic functions presented in different forms (algebraically, in a table, graphically).	F.IF.B.4* F.IF.C.7a F.IF.C.8 F.IF.C.9*

Modeling With Quadratic Functions	Students will • Use quadratic functions fitted to data to model real-world situations. • Use the vertical motion model to write an equation. • Compare a model to a data set by analyzing and evaluating residuals.	F.BF.A.1* S.ID.B.6a* S.ID.B.6b A.SSE.A.1* F.IF.A.2
Mathematical Modeling in 3 Acts: **The Long Shot**	Students will • Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of their math models. • Explain why the results from their mathematical models might not align exactly with the problem situation.	F.IF.B.4* A.REI.D.10
Linear, Exponential, and Quadratic Models	Students will • Determine which model—linear, exponential, or quadratic—best fits a set of data. • Use fitted functions to solve problems in the context of data.	F.LE.A.3* S.ID.B.6a*

Topic 9: Solving Quadratic Equations

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings

- Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.
- Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.
- Rules of arithmetic and algebra can be used together with notions of equivalence to transform equations and inequalities so solutions can be found.

Essential Question

- How do you use quadratic equations to model situations and solve problems?

Lesson Title	Lesson Overview	Standards * Modeling standard
Solving Quadratic Equations Using Graphs and Tables	Students will • Use a graph to identify the *x*-intercepts as solutions of a quadratic equation. • Use a graphing calculator to make a table of values to approximate or solve a quadratic equation.	A.REI.B.4b*
Solving Quadratic Equations by Factoring	Students will • Use the Zero-Product Property and factoring to find the solutions of a quadratic equation. • Apply factoring to solve real-world problems. • Use the zeros of a quadratic equation to sketch a graph. • Write a factored form of a quadratic function from a graph.	A.SSE.B.3a* A.APR.B.3* A.REI.B.4b* F.IF.C.8a
Solving Quadratic Equations Using Square Roots	Students will • Solve quadratic equations by finding square roots. • Determine reasonable solutions for real-world problems.	A.CED.A.1* A.REI.B.4b*

Completing the Square	Students will • Solve a quadratic trinomial by completing the square to transform a quadratic equation into a perfect square trinomial. • Use completing the square to write a quadratic equation in vertex form.	A.SSE.B.3b* A.REI.B.4a F.IF.C.8a
The Quadratic Formula and the Discriminant	Students will • Derive the quadratic formula by completing the square. • Solve quadratic equations in one variable by using the quadratic formula. • Use the discriminant to determine the number and type of solutions to a quadratic equation.	N.Q.A.3* A.SSE.B.3* A.CED.A.1* A.REI.B.4a A.REI.B.4b*
Mathematical Modeling in 3 Acts: **Unwrapping Change**	Students will • Use mathematical modeling to represent a problem situation. • Test and verify the appropriateness of their math models. • Explain why the results might not exactly match the problem situation.	A.CED.A.1* A.CED.A.3* A.REI.B.4
Solving Systems of Linear and Quadratic Equations	Students will • Describe a linear-quadratic system of equations. • Solve a linear-quadratic system of equations by graphing, elimination, or substitution.	A.REI.C.7 A.REI.D.11*

Topic 10: Working With Functions

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings

- Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.
- Mathematical rules (relations) can be used to assign members of one set to members of another set. A special rule (function) assigns each member of one set to a unique member of the other set.

Essential Question

- What are some operations on functions that you can use to create models and solve problems?

Lesson Title	Lesson Overview	Standards * Modeling standard
The Square Root Function	Students will • Graph translations of the square root function. • Calculate and interpret the average rate of change for a square root function over a specified interval.	F.IF.B.4* F.IF.B.6* F.IF.C.7b F.IF.C.9*
The Cube Root Function	Students will • Identify key features of the graph of cube root functions and graph translations of them. • Model real-world situations using the cube root function. • Calculate and interpret the average rate of change of a cue root function over a specified interval.	F.IF.B.4* F.IF.B.6* F.IF.C.7b F.IF.C.9*
Analyzing Functions Graphically	Students will • Relate the domain and range of a function to its graph. • Analyze the key features of the graph of a function—including the domain, range, maximum and minimum values, axis of symmetry, and end behavior—to identify the type of function it represents.	F.IF.B.4* F.IF.B.5*

Translations of Functions	Students will • Graph translations of absolute value, exponential, quadratic, and radical functions. • Determine how combining translations affects the key features of the graph of a function.	F.IF.C.7b F.IF.B.4* F.BF.B.3*
Compressions and Stretches of Functions	Students will • Identify the effect on the graph of a function of multiplying the output by -1. • Identify the effect on the graph of a function of replacing $f(x)$ by $kf(x)$ or by $f(kx)$ for specific values of k.	F.BF.B.3*
Mathematical Modeling in 3 Acts: **Edgy Tiles**	Students will • Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of their math models. • Explain why the results from their mathematical models might not align exactly with the problem situation.	F.IF.B.4* F.IF.C.7b
Operations With Functions	Students will • Combine functions using arithmetic operations, including addition, subtraction, and multiplication. • Combine functions to solve real-world problems.	F.BF.A.1b*
Inverse Functions	Students will • Write an equation for the inverse of a linear function. • Write the inverse of a quadratic function after restricting the domain so the original function is one-to-one.	F.BF.B.4a F.BF.B.4

*Topic 5: Piecewise Functions

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings
- Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.
- Mathematical rules (relations) can be used to assign members of one set to members of another set. A special rule (function) assigns each member of one set to a unique member of the other set.

Essential Question
- How do you use piecewise-defined functions to model situations and solve problems?

Lesson Title	Lesson Overview	Standards * Modeling standard
The Absolute Value Function	Students will • Graph an absolute value function and identify the key features of the graph. • Calculate and interpret the rate of change of an absolute value function over a specified interval.	F.IF.B.4* F.IF.C.7b F.IF.B.6*
Mathematical Modeling in 3 Acts: **The Mad Runner**	Students will • Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of their math models. • Explain why the results from their mathematical models might not align exactly with the problem situation.	F.IF.B.4*
Piecewise-Defined Functions	Students will • Understand and graph piecewise-defined functions. • Analyze the key features of the graph of a piecewise-defined function. • Write and interpret a piecewise-defined function to solve application problems.	F.IF.A.2 F.IF.B.4* F.IF.C.7b

Step Functions	Students will • Graph step functions including ceiling functions and floor functions. • Calculate and interpret the average rate of change of step functions.	F.IF.A.2 F.IF.C.7b F.IF.B.6*
Transformations of Piecewise-Defined Functions	Students will • Graph transformations of piecewise-defined functions. • Identify the effect of changing constants and coefficients of absolute value functions on their graphs.	F.IF.C.7b F.BF.B.3*

Topic 11: Statistics

Primary Resource: *enVisionmath Algebra 1*, Pearson Savvas, 2024.

Enduring Understandings

- Data can be represented visually using tables, charts, and graphs.
- There are special numerical measures that describe the center and spread of numerical data sets.

Essential Question

- How do you use statistics to model situations and solve problems?

Lesson Title	Lesson Overview	Standards * Modeling standard
Analyzing Data Displays	Students will • Represent data using dot plots, box plots, and histograms. • Interpret the data displayed in dot plots, box plots, and histograms within the context it represents.	S.ID.A.1 S.ID.A.2
Comparing Data Sets	Students will • Use measures of center to interpret and compare data sets displayed in dot plots, box plots, and histograms. • Explain and account for the effect of outliers on measures of center and variability. • Use measures of variability, such as the MAD and IQR, to interpret and compare data sets.	S.ID.A.2 S.ID.A.1 S.ID.A.3
Interpreting the Shapes of Data Displays	Students will • Interpret and compare differences in the shape, center, and spread of different data sets. • Determine the relationship between the mean and median of a data set when the shape of the data display is evenly spread, skewed right, or skewed left.	S.ID.A.3 S.ID.A.2

Standard Deviation	Students will • Interpret differences in the variability or spread in the context of a data set. • Calculate the standard deviation of a data set and use it to compare and interpret data sets.	S.ID.A.1 S.ID.A.2 S.ID.A.3 N.Q.A.3*
Two-Way Frequency Tables	Students will • Organize and summarize categorical data by creating two-way frequency tables. • Calculate and interpret joint and marginal frequencies, joint and marginal relative frequencies, and conditional relative frequencies, and use them to make inferences about a population.	S.ID.B.5
Mathematical Modeling in 3 Acts:** **Edgy Tiles**	Students will • Use mathematical modeling to represent a problem situation and to propose a solution. • Test and verify the appropriateness of the math model. • Explain why the results from their mathematical models might not align exactly with the problem situation.	S.ID.A.2 S.ID.A.3