**Sequencing Rationale**

 With math, everything must state with a solid base of knowledge. Similar to reading and learning a foreign language, a strong base must be established in order to be successful in learning algebra. Students must be proficient in basic mathematical operations in order to understand and complete algebraic problems.

 In unit one, students must define algebra. If students do not know why they are completing the task, or what the task is, they can become very frustrated. They must gain an understanding of what algebra is, why it is needed, and when they will need to use it. Along with understanding the definition of and the uses of algebra, they must learn the proper procedures and rule needed in order to solve problems containing algebra.

 In unit two, students will gain an understanding of where algebra will be used. This answers that questions that so many students ask, “When will I ever need this in real life?” If students are exposed to how algebra is used in real life situations, it will make the lesson more meaningful to the student.

 Unit three is probably the most important unit. The students must learn or have prior knowledge of basic math operations. The students must be able to add, subtract, multiply, divide, solve problems with exponents, and solve problems based on the order of operations. On top of learning these functions, the students must know the signs for each of this operations especially some operations have two signs (x and \* both mean multiplication). Without the mastery of these functions, algebra is something that will not be easily mastered.

 Unit four is the evaluation of the students work. Like many tasks in math, students can learn to check their own work for accuracy. Students need to be able to check to make sure the correct procedure was followed while solving their problems, and then to ensure that the answer they provided was correct.

 The last unit is checking the work. Students need to know that once they solve a problem, they can plug in their answer for the unknown answer and figure out if their answer is correct before turning in their work. By plugging in their answer for an unknown variable, the student can determine if their answer is correct. By making sure they follow the correct steps and follow the correct procedure, the students can ensure the accuracy of their work.