**Sequencing Rationale**

 This unit similar to probably most mathematical units is sequenced according to logical progression of the theme itself. Typically looking at a math course it is a process of topics building upon themselves as the course moves toward its completion. With Pre-Algebra the main goal of the course is to prepare students for Algebra 1 and the tools covered in this unit are essential.

 In the first subunit, variables and expressions, students begin to deal with the use of letters and symbols in replace of concrete values, they also begin to understand that variables are used to represent they unknowns of situations in real-life. This unit also explores the order of operations, which is vital to any math student because it is the golden rule of math and how to solve complex problems. Also, in this unit students begin to understand that similar to problems with only numbers that could be added together, problems that have variables and numbers can also be simplified by combining like terms.

 In the second subunit, operations with integers, I like to review the basics of addition and subtraction as well as multiplication and division. The reason that this is part of the unit is because if students can’t perform these simple processes there is no need to move forward. In the past six years that I have been teaching I have seen a decline in the ability to perform these operations and it is due to the use of calculators, but I still believe it is a valuable skill to be able to perform these types of problem using ones own metal processor. I also cover this because when checking solutions to future equations it is much easier if students are able to do calculations quickly.

 The third subunit, solving equations, is the essential skill to math. The ability to solve for an unknown value is not only valuable in math but in real life and even in other content areas. By applying the previously learned knowledge of this unit students would be able to problem solve through multiple situations to find missing values of multiple situations. These situations could range from simple algebraic equations or simple real world problems looking for missing values. This is the most important subunit in terms of mathematical understanding and for future success.

 The last subunit, solving inequalities, is appropriate because it incorporates the skills of the previous units to situations that have a range of answers not just one value. It is an important skill for students to learn that not all situations in math have one finite answer but in some circumstances math allows for ranges of solutions. Inequalities can be related to many real life situations and there use can be vital in our students’ everyday lives.