

# INTEGRATED Math 1

Common Core  
State Standards

High  
School

Algebraic Expressions, Writing Equations, Solving Inequalities, Functions, Arithmetic Sequences, Systems of Equations, and more!

## ALGEBRAIC EXPRESSIONS & PROPERTIES ASSIGNMENT

A **variable** is a symbol that is used to represent an unknown quantity. An **algebraic expression** is a mathematical expression that contains one or more variables, one or more numbers, and one or more arithmetic operations.

EX:  $x$   
 $5 - 8$   
 $4x + 2y + 7$   
 $3x^2 + 7x - 1$

### Order of Operations

The **order of operations** is a set of rules that determine which operations to perform first when evaluating a numerical expression.

1. Evaluate within grouping symbols.
2. Evaluate all powers.
3. Multiply and divide from left to right.
4. Add and subtract from left to right.

### Properties of Real Numbers

For real numbers  $a$ ,  $b$ , and  $c$ , the following properties are true.

Property	Expression
Commutative Property of Addition	$a + b = b + a$
Commutative Property of Multiplication	$a \cdot b = b \cdot a$
Associative Property of Addition	$a + (b + c) = (a + b) + c$
Associative Property of Multiplication	$a \cdot (b \cdot c) = (a \cdot b) \cdot c$

Distributive Property	$a \cdot (b + c) = a \cdot b + a \cdot c$
Additive Identity Property	$a + 0 = a$
Additive Inverse Property	$a + (-a) = 0$
Multiplicative Inverse Property	$a \cdot \left(\frac{1}{a}\right) = 1, a \neq 0$
Multiplicative Property of Zero	$a \cdot 0 = 0$

### Parts of an Expression

A **term** is a number, variable, or the product of numbers and variables in an expression. **Like terms** are terms that have the same variables raised to the same powers. Two quantities that are being multiplied in an expression are called **factors**. The **coefficient** of a term is the numerical factor of the term. A term that consists of a number and no variables is called a **constant**.

## REASONING WITH QUANTITIES SOLVING

The units of a quantity can help you understand and solve multi-step problems.

### Dimensional Analysis

**Dimensional analysis** is the process of using conversion factors to change from one set of units to another set of units.

EX: Jamie jogged 495 feet in 45 seconds. What was her speed in miles per hour?

Write the given information as a ratio. Then use appropriate conversion factors to change units.

$$\frac{495 \cancel{ft}}{45 \cancel{s}} \cdot \frac{1 \text{ mi}}{5280 \cancel{ft}} = \frac{1 \text{ mi}}{480 \cancel{s}}$$

Convert from feet to miles.

$$\frac{1 \text{ mi}}{480 \cancel{s}} \cdot \frac{60 \cancel{s}}{1 \text{ min}} = \frac{1 \text{ mi}}{8 \text{ min}}$$

Convert from seconds to minutes.

$$\frac{1 \text{ mi}}{8 \cancel{\text{ min}}} \cdot \frac{60 \cancel{\text{ min}}}{1 \text{ hr}} = \frac{7.5 \text{ mi}}{1 \text{ hr}}$$

Convert from minutes to hours.

Jamie's speed was 7.5 miles per hour.

### Modeling with Appropriate Units

When modeling with quantities, it is important to choose appropriate units.

EX: Suppose a tourist buys a map of Florida while on vacation. What might the scale of the map be? What units would represent the actual distance between cities?

The map is a small-scale drawing of the state. Distances on the map will be very small compared to the actual distances between cities. A scale for the map might be 1 cm = 250 km or 2 in. = 175 mi. The distances between the actual cities would be measured in miles or kilometers.

### Accuracy & Precision

**Accuracy** describes how close a measured value is to the actual value.

EX: Thomas is 5 feet 10.25 inches tall. A measurement of 5 feet 10 inches is more accurate than a measurement of 5 feet when describing his height.

**Precision** describes the exactness of a measurement and is dependent on the unit of measure. The **precision unit** is the smallest unit on the tool being used to measure. As the units of measurement get smaller, the measurement gets more precise.

EX: A ruler that measures in millimeters is more precise than a ruler that measures in centimeters.

EX: For a scale that gives weight in pounds and ounces, the precision unit is ounces.

## WRITING EQUATIONS APPLYING

An **equation** is a number sentence that states that two quantities are equal to each other. The verbal expressions **equals**, **is**, **equal to**, and **is the same as** indicate an equation.

### Modeling with Equations

Equations can be used to model real-world situations and solve problems.

EX: Reggie's little sister is 3 years younger than him. The sum of their ages is 27 years. How old is Reggie?

- Define a variable.
- Let  $r$  represent Reggie's age.
- Translate the verbal description into an equation.

Reggie's age:  $r$   
Reggie's sister's age:  $r - 3$   
Sum of their ages:  $r + (r - 3)$   
Because the sum of their ages is 27 years, the equation  $r + (r - 3) = 27$  models the situation.

You can verify that the solution to the equation is  $r = 15$ . So, Reggie is 15 years old. In the next section, you will learn several methods for solving equations.

## SOLVING EQUATIONS APPLYING

You can use the following properties of equality to solve equations.

- **Addition Property of Equality:** If you add the same number to both sides of an equation, the two sides remain equal.
- **Subtraction Property of Equality:** If you subtract the same number from both sides of an equation, the two sides remain equal.
- **Multiplication Property of Equality:** If you multiply both sides of an equation by the same number, the two sides remain equal.
- **Division Property of Equality:** If you divide both sides of an equation by the same nonzero number, the two sides remain equal.

### Solving Multi-step Equations

Equations that have multiple operations and more complicated expressions are called **multi-step equations**. To solve these types of equations, simplify both sides as much as you can and use the properties you have learned to undo the operations.

EX: A coin-operated car wash costs \$1.75 plus \$0.50 per minute of use. Shavona spent \$7.75 using the car wash. Solve the equation  $1.75 + 0.5m = 7.75$  to find the number of minutes,  $m$ , that she used the car wash.

$$1.75 + 0.5m = 7.75$$

$$1.75 - 1.75 + 0.5m = 7.75 - 1.75$$

$$0.5m = 6$$

$$2(0.5m) = 2(6)$$

$$m = 12$$

Shavona used the car wash for 12 minutes.

Original equation  
Subtract 1.75 from each side.  
Simplify.  
Multiply each side by 2.  
Simplify.

**Math Practice 3:** Construct viable arguments and critique the reasoning of others.

Each time you apply a property of real numbers or a property of equality to transform an equation, you can justify that both sides of the equation are still equal. As you solve equations, think about which property allows you to transform it into an equivalent form.

# Common Core Unit 9th Grade

**Alan Daly, Kara Finnigan**



## **Common Core Unit 9th Grade:**

*Common Core Curriculum: English, Grades 9-12* Great Minds, 2014-04-16 Common Core's English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades 9-12. Each grade in *The Wheatley Portfolio* features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics. Features of this book include Six thematic units for each grade, each centered on a curated collection of literary and informational texts. Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills. Suggested texts and activities to incorporate science, art, and history into English instruction. This revised second edition includes a sample text study that guides students through a close read of an exemplary text, updated web resources, and refreshed suggested works. Educators who create their curriculum based on Common Core's *Wheatley Portfolio* guarantee that students are exposed to content-rich instruction and have ample opportunity to master the reading, writing, speaking, listening, and language skills articulated in the CCSS for ELA.

**Common Core Mathematics in a PLC at Work™, High School**  
Timothy D. Kanold, 2012-05-09 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics for high school. Discover what students should learn and how they should learn it. Comprehensive research, affirmed analysis tools, and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency.

**Resources in Education**, 1981  
**Teaching About Dialect Variations and Language in Secondary English Classrooms** Michelle D. Devereaux, 2014-10-17 Standardized tests demand Standard English, but secondary students, grades 6-12, come to school speaking a variety of dialects and languages, thus creating a conflict between students' language of nurture and the expectations of school. The purpose of this text is twofold: to explain and illustrate how language varieties function in the classroom and in students' lives, and to detail linguistically informed instructional strategies. Through anecdotes from the classroom, lesson plans, and accessible narrative, it introduces theory and clearly builds the bridge to daily classroom practices that respect students' language varieties and use those varieties as strengths upon which secondary English teachers can build. The book explains how to teach about language variations and ideologies in the classroom, uses typically taught texts as models for exploring how power, society, and identity interact with language, literature, and students' lives, connects the Common Core State Standards to the concepts presented, and offers strategies to teach the sense and structure of Standard English and other language variations so that all students may add Standard English to their linguistic toolboxes.

**Teaching the Tough Issues** Jacqueline Darwin, 2015 *Teaching the Tough Issues* introduces a groundbreaking teaching method intended to help English, social studies, and humanities teachers address difficult or controversial topics in their secondary classrooms. Because these issues are rarely addressed in teacher preparation programs, few teachers feel confident

facilitating conversations around culturally and politically sensitive issues in ways that honor their diverse students voices and lead to critical transformative thinking The author describes a four step method to help teachers structure discussions and written assignments while concurrently assisting them in addressing Common Core State Standards Designed to aid students in both developing their own viewpoints on contentious issues and in actively critiquing those of their teachers and peers these practices will enhance any humanities curriculum Book Features Offers guidance for exploring difficult and or controversial aspects of course content Provides an excellent means of differentiating instruction and promoting critical literacy Helps teachers to foster positive behavior and decision making with their students Enables students to improve their reading writing speaking listening and observation skills Assists teachers in attaining the CCSS and other curricular mandates in their secondary humanities classrooms Darwin has provided us all with a powerful tool for guiding students as they explore their identity unafraid to explore what it means to be human From the Foreword by Douglas Fisher professor of educational leadership San Diego State University Darwin takes on the big important issues in adolescents lives that often go unaddressed in most classrooms With an equal balance of sensitivity and directness she exhorts teachers to name deconstruct and think curricularly about the cultural and political forces influencing and being influenced by today s youth William Brozo professor of literacy George Mason University author of Wham Teaching with Graphic Novels Across the Curriculum Trailblazers for Whole School Sustainability Jennifer Seydel,Cynthia L. Merse,Lisa A. W. Kensler,David Sobel,2021-12-29 What does it take to prepare students teachers and school staff to shape a just and sustainable future In Trailblazers for Whole School Sustainability you will meet educators and school leaders who are on the front lines of re imagining school through the lens of sustainability This book features inspiring stories from around the country from urban and rural schools and districts that highlight best practices and lessons learned from teachers administrators and students as they transformed their school communities for a just and sustainable future These stories are structured around a practical framework that demonstrates how this work allows schools and districts to work smarter not harder by integrating sustainability and systems thinking into leadership curriculum and instruction culture and climate and facilities and operations While each school and district s story in this book is different the passion that drives each one to embrace sustainability in everything they do from operations to curriculum remains the same Trailblazers for Whole School Sustainability shows what is possible when educators resolve to blaze a trail to re imagine K 12 education for a just and sustainable future Thinking and Acting Systemically Alan Daly,Kara Finnigan,2016-05-19 This volume argues that districts are important as a lever for change given the limited success of school by school efforts Policies that focus on skill development recognize and support performance create opportunities for collaboration build leader capacity and create networks of knowledge sharing hold great potential for improving districts but it will require a paradigm shift in the way we view our public school system and those who work within it away from blame and toward complex systems change

**Experiential Learning in Foreign Language Education** Viljo Kohonen, Riitta Jaatinen, Pauli Kaikkonen, Jorma Lehtovaara, 2014-06-11 The goal of foreign language teaching is expanding from communicative competence towards an intercultural action competence Essential in the new orientation is the shift towards a more balanced emphasis between the external factors in the learning environment and the personal capacity conceptions beliefs and assumptions inside the learner's mind As part of the changes assessment is seen as an important means of enhancing the learning processes emphasising the role of reflective self assessment The text explores and integrates the necessary knowledge base and practices in foreign language education in terms of the basic concepts of experiential learning intercultural learning autobiographical knowledge and teacher development together with the philosophical underpinnings of foreign language education

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*Making Provision for Individual Differences in Ninth Grade Algebra* John Clyde Hume, 1926      The Core in Junior High School Arthur Hoppe, 1957      **The Teaching of General Mathematics in the Secondary Schools of the United States** Clarence McCormick, 1929      **Secondary Education** Aubrey Augustus Douglass, 1927      Teaching, 1921      **North Central Association Quarterly**, 1927 The official organ of the North Central Association of Colleges and Schools called earlier North Central Association of Colleges and Secondary Schools      **Report of the Survey of the Public School System of Baltimore, Maryland** Baltimore (Md.). Board of School Commissioners, 1921      *Education pamphlets*, 1921

**Education Bulletin** New Jersey. Dept. of Education, 1924      *Curriculum Practices in the Junior High School and Grades 5 and 6* James Madison Glass, 1924      Industrial Arts and Vocational Education, 1926

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