

INTEGRATED Math 1

Grade 9–10 | WORLD'S #1 ACADEMIC OUTLINE

Common Core
State Standards

High
School

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

ALGEBRAIC EXPRESSIONS & PROPERTIES ASSE1.NQ.3

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
 $5 - b$
 $4p + 2q + 7$
 $3x^2 + 7x - 1$

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 NQ1.NQ.3

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.

$$\frac{495 \cancel{ft}}{45 \cancel{s}} \cdot \frac{1 \text{ mi}}{5280 \cancel{ft}} \cdot \frac{4800 \cancel{s}}{4800 \cancel{s}} = \frac{1 \text{ mi}}{480 \cancel{s}} \quad \text{Convert from feet to miles.}$$

$$\frac{1 \text{ mi}}{480 \cancel{s}} \cdot \frac{60 \cancel{s}}{1 \text{ min}} \cdot \frac{1 \text{ hr}}{60 \cancel{min}} = \frac{1 \text{ mi}}{8 \text{ hr}} \quad \text{Convert from seconds to minutes.}$$

$$\frac{1 \text{ mi}}{8 \cancel{\text{ hr}}} \cdot \frac{60 \cancel{\text{ min}}}{1 \text{ hr}} = \frac{7.5 \text{ mi}}{1 \text{ hr}} \quad \text{Convert from minutes to hours.}$$

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 6 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 A.CED.1, A.CED.3

An **equation** is a number sentence that states that two quantities are equal to each other. The verbal expressions *equals*, *is*, *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 A.REI.1, A.REI.3

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. Shawna spent \$2.75 using the car wash. Solve the equation $1.75 + 0.5m = 2.75$ to find the number of minutes, m , that she used the car wash.

$$1.75 + 0.5m = 2.75$$

$$1.75 - 1.75 + 0.5m = 2.75 - 1.75$$

$$0.5m = 1$$

$$2(0.5m) = 2(1)$$

$$m = 2$$

Shawna used the car wash for 2 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 Math 9th Grade

Zhe Xu



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BarCharts, Inc.,2014-05-31 A must have for any teacher transitioning to the Common Core State Standards to ensure their lesson plans meet the new standards requirements Use this handy guide for correlating existing lesson plans to the new standards for new lesson plans or as a quick reference for training or workshops *STEM Road Map* Carla C. Johnson,Erin E. Peters-Burton,Tamara J. Moore,2015-07-03 STEM Road Map A Framework for Integrated STEM Education is the first resource to offer an integrated STEM curricula encompassing the entire K 12 spectrum with complete grade level learning based on a spiraled approach to building conceptual understanding A team of over thirty STEM education professionals from across the U S collaborated on the important work of mapping out the Common Core standards in mathematics and English language arts the Next Generation Science Standards performance expectations and the Framework for 21st Century Learning into a coordinated integrated STEM education curriculum map The book is structured in three main parts Conceptualizing STEM STEM Curriculum Maps and Building Capacity for STEM designed to build common understandings of integrated STEM provide rich curriculum maps for implementing integrated STEM at the classroom level and supports to enable systemic transformation to an integrated STEM approach The STEM Road Map places the power into educators hands to implement integrated STEM learning within their classrooms without the need for extensive resources making it a reality for all students **Common Core Math Workouts, Grade 8** Mace,Gennuso,2013-12-01 Each page in the Common Core Math Workouts for grade 8 contains two workouts one for skills practice and one for applying those skills to solve a problem These workouts make great warm up or assessment exercises They can be used to set the stage and teach the content covered by the standards They can also be used to assess what students have learned after the content has been taught Content is aligned with the Common Core State Standards for Mathematics and includes Geometry Ratio and Proportional Relationships The Number System Expressions and Equations and Statistics and Probability The workbooks in the Common Core Math Workouts series are designed to help teachers and parents meet the challenges set forth by the Common Core State Standards They are filled with skills practice and problem solving practice exercises that correspond to each standard With a little time each day your students will become better problem solvers and will acquire the skills they need to meet the mathematical expectations for their grade level Ccss BarCharts, Inc,2014 **The Common Core Mathematics Companion: The Standards Decoded, Grades 6-8** Ruth Harbin Miles,Lois A. Williams,2016-02-18 The Common Core Mathematics Companion 6 8 offers a practical guide for implementing the CCSS Math Standards Teachers will appreciate the misconception alerts and ideas for differentiation Jay McTighe Author and Consultant When it comes to math standards aligned is achievement aligned In the short time since The Common Core Mathematics Companions Grades K 2 and 3 5 burst on the scene they have been lauded as the best resources for making critical math ideas easy to teach With this brand new 6 8 volume middle school math success is at your fingertips Page by page the authors lay out the pieces to a cutting edge curriculum helping you to Get the inside scoop on which standards connect what key vocabulary means and time saving

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Mathematics for Elementary Teachers: A Conceptual Approach Laurie Burton, Ted Nelson, Albert Bennett, Joseph Ediger, 2015-01-23 The tenth edition of Mathematics for Elementary Teachers A Conceptual Approach continues the innovative time tested approach of the previous editions an emphasis on learning via specific realistic examples and the extensive use of visual aids hands on activities problem solving strategies and active classroom participation Features of the text focus on ensuring that prospective teachers will gain not only a deeper understanding of the mathematical concepts but also a better sense of the connections between their college math courses and their future teaching experiences along with helpful ideas for presenting math to their students in a way that will generate interest and enthusiasm The text draws heavily on Common Core Standards and contains many pedagogical elements designed to foster reasoning problem solving and communication skills Additionally this text can be packaged with an activity set that corresponds to each section of the companion text Mathematics for Elementary Teachers An Activity Approach also by the Bennett Burton and Nelson team Mathematics for Elementary Teachers An Activity Approach can be used independently or along with its companion Mathematics for Elementary Teachers A Conceptual Approach

Student Assessment ,1991

State Indicators of Science and Mathematics Education ,1997 State Indicators of Science and Mathematics Education, 1997 Rolf K. Blank, Doreen Langesen, 1997 This report on science and mathematics indicators is intended to assist state national and local policymakers and educators in making informed decisions This report focuses on science and mathematics indicators at state and national levels The indicators are intended for use by policymakers and educators to assess progress in improving mathematics and science education in the schools The 1997 report presents new state

indicators from the 1995 96 school year and examines trends by state from 1990 to 1996 on indicators of student achievement content and instruction and context and conditions for teaching Indicators were selected through consultation with state education leaders science and mathematics educators representatives of national professional organizations and education researchers Contains 61 references 32 tables and 14 figures ASK **High School Math Common-Core Geometry Grade 9/10** Prentice Hall,Pearson Education, Inc.,2011-06-01

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