Unit 02 - Solving Equations

Content Area: **Mathematics**
Course(s): **Algebra I**
Time Period: **September**
Length: **17 days**
Status: **Published**

Enduring Understandings

- Equivalent equations are equations that have the same solutions.
- To solve equations with variables on both sides, you can use properties of equality and inverse operations to write a series of simpler equivalent equations.
- To solve multi-step equations, you form a series of simpler equivalent equations.
- To solve two-step equations, you can use the properties of equality and inverse operations to form a series of simpler equivalent equations.
- When you work with literal equations, you can use the methods you have learned in this unit to isolate any particular variable.
- You can find the solution of a one-step equation using the properties of equality and inverse operations to write a simpler equivalent equation.
- You can use the properties of equality repeatedly to isolate the variable.

Essential Questions

- Can equations that appear to be different be equivalent?
- How are equations with absolute values different from those without? How are they the same?
- How can equations be used to solve everyday problems?
- How can you solve equations?
- How do you solve for a variable in an equation?

Lesson Titles

- Literal Equations and Formulas
- Solving Equations with Variables on Both Sides
- Solving Multi-Step Equations
- Solving One-Step Equations
- Solving Two-Step Equations

Standards/Indicators

CCSS.Math.Practice.MP1	Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the

	solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
CCSS.Math.Practice.MP2	Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize-to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents-and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
CCSS.Math.Practice.MP3	Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and-if there is a flaw in an argument-explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.
CCSS.Math.Practice.MP4	Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

CCSS.Math.Content.HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
CCSS.Math.Practice.MP7	Look for and make use of structure.
	Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 – 3(x – y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.
CCSS.Math.Practice.MP8	Look for and express regularity in repeated reasoning.
	Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y – 2)/(x – 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x – 1)(x + 1)$, $(x – 1)(x^2 + x + 1)$, and $(x – 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
CCSS.Math.Content.HSA-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
CCSS.Math.Content.HSA-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
CCSS.Math.Content.HSA-REI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
CCSS.Math.Content.HSA-REI.B.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Inter-Disciplinary Connections

- Business
- Chemistry
- Computers
- Engineering
- English
- Geography
- History
- Physics

Warm-Up

- PARCC type of question
- SAT question of the day
- Skill needed to do lesson
- Use What You Know - type of question

Anticipatory Set

- 5 Minute Activity Based
- connecting previous lessons
- connecting vocabulary with roots words
- Discussion including vocab review/recall
- Video Clip

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- students will work as a team and explain their work
- #1- Blooms Knowledge - Remember previously learned information
- #2 - Blooms Comprehension - Demonstrate an understanding of facts
- #3 - Blooms Application - Apply Knowledge to actual situations
- #4 - Blooms Analysis - Break down objects or ideas into simpler parts and find evidence to support generalizations
- #5 - Blooms Synthesis - Compile component ideas into a new whole or propose alternative solutions
- #6 - Blooms Evaluation - Make and defend judgments based on internal evidence or external criteria
- Introduction, notes, and examples on solving equations with absolute value
- Introduction, notes, and examples on solving equations with variables on both sides of the equal sign
- Introduction, notes, and examples on solving literal equations
- Introduction, notes, and examples on solving multistep equations
- Introduction, notes, and examples on solving word problems by solving equations
- review homework if needed - answers posted on Edmodo
- review warm up
- students will work individually

Closure

- evaluate your understanding of the lesson
- Pass out of class

- turn to your partner and discuss

Formative Assessment

- Edmodo assignments
- Guided Review
- homework/classwork
- Mathxlforschool
- Partner Board Presentation
- Pass Out of Class
- Socrative
- teacher observation
- think-pair-share
- Warm up Review
- White Boards

Summative Assessment

- quiz
- unit test
- warm up quiz

Resources & Technology

- Algebra 1 Book
- class dojo.com
- color pencils
- desmos.com
- Edmodo
- edpuzzle.com
- Google Forms
- graphing calculator
- Learn Zillion
- mathway.com
- mathxlforschool.com
- quizlet.com
- Remind
- smartboard
- socrative

- student whiteboards
- Teacher Generated Worksheets
- video clips