*Unit 1 Expressions, Equations, and Inequalities

Content Area: **Mathematics**
Course(s): **Algebra 1 CP**
Time Period: **September**
Length: **14 blocks**
Status: **Published**

Enduring Understandings

All of the facts of arithmetic and algebra follow from certain properties.

Variables in place of numbers allow the statement of relationship among numbers that are unknown or unspecified.

Useful information about equations and inequalities, including solutions, can be found by analyzing graphs or tables.

Essential Questions

How do I determine the best numerical representation (pictorial, symbolic objects) for a given situation?

Can equations that appear to be different be equivalent?

How do you represent relationships between quantities that are not equal?

Content

Vocabulary

Essential Academic Vocabulary:

absolute value, additive inverse, algebraic expression, algebraic factor, associative property, binomial, coefficients, commutative property, complex number, degree, difference, difference of squares, distributive property, equations, evaluate, exponent, factors, imaginary number, inequalities, integer, irrational, justify, linear equations, literal equations, modeling with expressions, monomial, natural numbers, perfect square trinomials, polynomial, product, quotient, radical, rational, real, refute, scientific notation, simplify, solution,

solve, standard form of polynomials, sum, terms, trinomial, unit of measurement, variables, whole numbers

Skills

Note: Not all content should be emphasized equally. Skills that are starred are Major Standards and should be prioritized. However, the supporting and additonal standards are necessary to be taught and should be embedded in instruction

Explain and justify conclusions regarding sums and products of two rational numbers.

Explain and justify conclusions regarding the sum of a rational and irrational number.

Explain and justify conclusions regarding the product of a nonzero rational and irrational number.

Choose and use appropriate units to understand real world problems.

Reason quantitatively and use units to solve multi-step problems.

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 when solving equations or inequalities.

Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Recognize when linear equations that have one solution, no solution or infinitely many solutions.

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

Create equations and inequalities in one variable and use them to solve problems. (Use real life situations to create problems to be solved.)

Classify polynomials by degree and number of terms.

Add, subtract and multiply polynomials.

Factor monomials and trinomials. (Preparing for solving quadratics.)

*Identify special polynomials including difference of squares and perfect square trinomials. Rewrite the expression as the product of sums/differences

Resources

Quizlet.com : Flashcard practice for Academic Vocabulary

Teacher Resources by Standard
https://www.illustrativemathematics.org/

https://illuminations.nctm.org/

https://nj.pbslearningmedia.org/

Online Teaching Websites
Khan Academy
MATH IXL

Standards

NJSLS 2016

Quantities

N -Q A. Reason quantitatively and use units to solve problems.

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.

2. Define appropriate quantities for the purpose of descriptive modeling.

3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Seeing Structure in Expressions

A-SSE A. Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r) n as the product of P and a factor not depending on P

2. Use the structure of an expression to identify ways to rewrite it. For example, see x – y as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$.

b. Write expressions in equivalent forms to solve problem.

3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

a. Factor a quadratic expression to reveal the zeros of the function it defines.

Creating Equations

A -CED A. Create equations that describe numbers or relationships

1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.

Reasoning with Equations and Inequalities

A -REI A. Understand solving equations as a process of reasoning and explain the reasoning

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.

B. Solve equations and inequalities in one variable

3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

N-RN The Real Number System

B Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Mathematics | Standards for Mathematical Practice

1 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.

2 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.

3 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.

6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression x2

+ 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

MA.K-12.1	Make sense of problems and persevere in solving them.
MA.N-RN	The Real Number System
MA.A-SSE	Seeing Structure in Expressions
	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.
MA.A-SSE.A	Interpret the structure of expressions
MA.K-12.2	Reason abstractly and quantitatively.
MA.A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.
	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.
MA.A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.A-SSE.A.1b	Interpret complicated expressions by viewing one or more of their parts as a single entity.
MA.N-RN.B	Use properties of rational and irrational numbers.
	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.
MA.N-RN.B.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
MA.A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. For example, see $□^4 - □^4$ as $(□^2)^2 - (□^2)^2$, thus recognizing it as a difference of squares that can be factored as $(□^2 - □^2)(□^2 + □^2)$.
MA.N-Q	Quantities
MA.A-SSE.B	Write expressions in equivalent forms to solve problems
MA.A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
MA.N-Q.A	Reason quantitatively and use units to solve problems.
MA.N-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.
MA.A-SSE.B.3a	Factor a quadratic expression to reveal the zeros of the function it defines.
MA.K-12.6	Attend to precision.
MA.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
MA.N-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
	Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.
MA.K-12.7	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 $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $□^2 + 9□ + 14$, 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 $5 - 3(□ - □)^2$ 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 □ and □.
MA.A-APR.A	Perform arithmetic operations on polynomials
MA.A-APR.A.1	Understand that polynomials form a system analogous to the integers, namely, they are

	closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
MA.A-CED	Creating Equations
MA.A-CED.A	Create equations that describe numbers or relationships
MA.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems.
MA.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
MA.A-REI	Reasoning with Equations and Inequalities
MA.A-REI.A	Understand solving equations as a process of reasoning and explain the reasoning
MA.A-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.
MA.A-REI.B	Solve equations and inequalities in one variable
MA.A-REI.B.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.