# Algebra 1A , Unit 6 , Polynomials & Functions
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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Algebra 1A

# Unit 6 Polynomials & Functions

**Belleville Board of Education**

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## Unit Overview

- This unit is about operations with polynomials, factoring polynomials and solving quadratic equations by factoring.
- The students should expect to learn how to add and subtract polynomials, multiply a polynomial by a monomial, factor polynomials, solve quadratic equations by factoring.

## Enduring Understanding

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning.

## Essential Questions

How can you use the distributive property to multiply binomials?

How can two algebraic expressions that appear to be different be equivalent?

How are the properties of real numbers related to polynomials?

How can you use factoring to solve quadratic equations in standard form when a=1?

How can you use factoring to solve quadratic equations in standard form when a is not =1?

What patterns and characteristics can you observe in expressions when multiplying/factoring?

## Exit Skills

By the end of Unit 6 Students Should be able to:

- Classify, add and subtract polynomials.
- Multiply a polynomial by a monomial.
- Multiply two binomials or a binomial by a trinomial.
- Find the degree of a polynomial.
- Write polynomials in ascending and descending order.
- Find special products.
- Factor using the Distributive Property.

- Factor polynomials by grouping.
- Factor trinomials of the form x2 + bx + c and ax2 + bx + c.
- Factor perfect square trinomials & differences of squares.
- Use the zero product property.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| MA.K-12.1 | Make sense of problems and persevere in solving them. |
| 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.K-12.4 | Model with mathematics. |
| 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.K-12.5 | Use appropriate tools strategically. |
| MA.A-SSE.B.3a | Factor a quadratic expression to reveal the zeros of the function it defines. |
| MA.K-12.8 | Look for and express regularity in repeated reasoning. |
| 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-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.4b | Solve quadratic equations by inspection (e.g., for □² = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as □ ± □□ for real numbers □ and □. |

## Interdisciplinary Connections

| | |
|---|---|
| 9.3.12.FN.1 | Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry. |

| | |
|---|---|
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.9-10.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |
| 9-12.HS-PS1-4.2.1 | Develop a model based on evidence to illustrate the relationships between systems or between components of a system. |
| 9-12.HS-PS1-3.3 | Planning and Carrying Out Investigations |
| 9-12.HS-PS2-4.5 | Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. |

## Learning Objectives

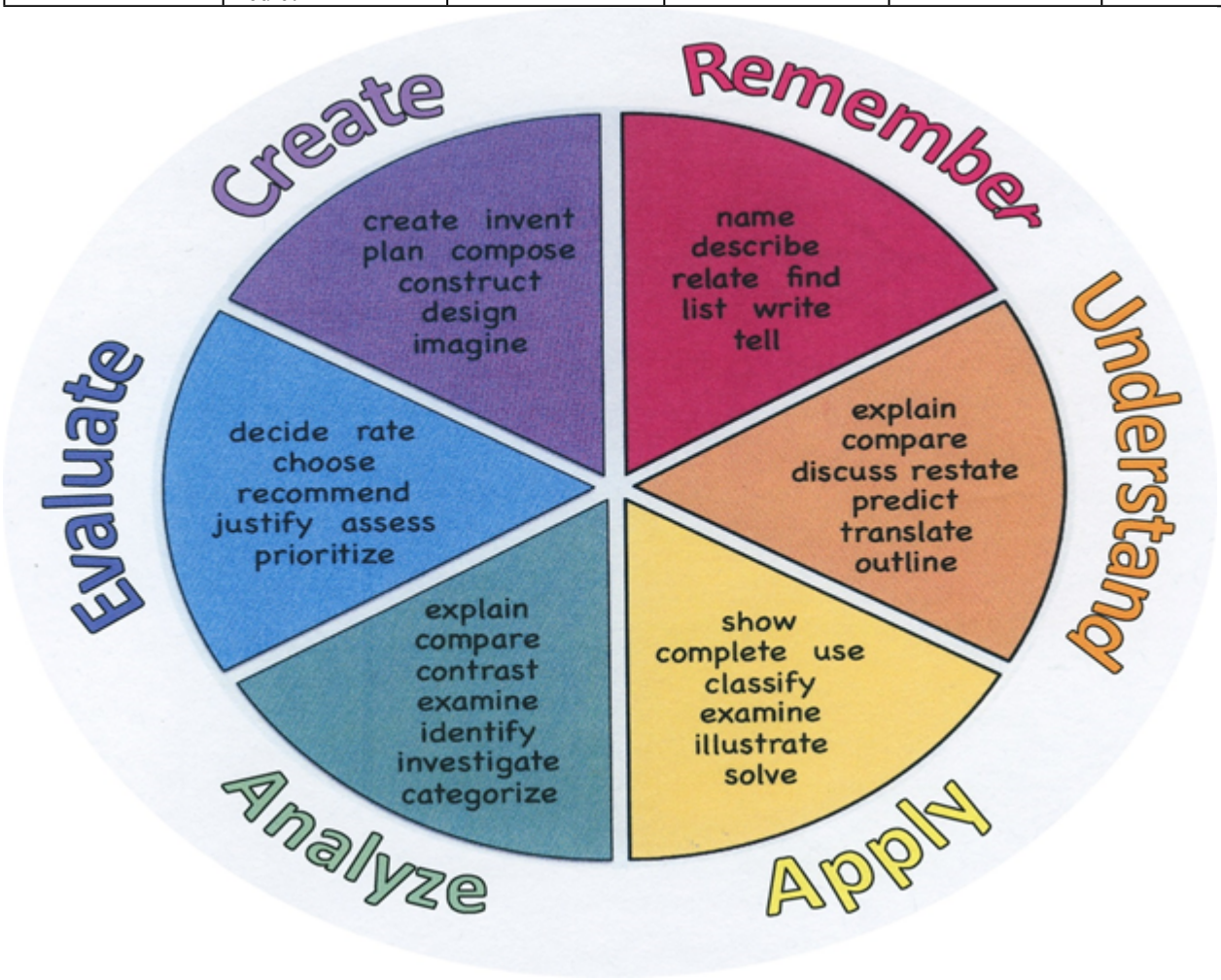
Students will be able to:

- Classify, add, subtract and simplify polynomials by using like terms.
- Multiply a polynomial by a monomial by the distributive property.
- Multiply two binomials or a binomial by a trinomial by the distributive property or FOIL method.
- Find the degree of a polynomial.
- Write polynomials in ascending and descending order.
- Find special products using the formulas.
- Factor polynomials by using the Distributive Property.
- Factor polynomials by grouping method.
- Factor trinomials of the form x2 + bx + c and ax2 + bx + c.
- Factor perfect square trinomials & differences of squares.
- Solve quadratic equations by using the zero product property.
- Organize different methods of factoring by creating graphic organizer.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |

| | | | | | |
|---|---|---|---|---|---|
| Draw<br>Outline<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Paraphrase<br>Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Add<br>Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Detect<br>Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Rate<br>Support<br>Test | Drive<br>Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |




## Suggested Activities & Best Practices

Polynomials:

https://mathslinks.net/links/algebra-marcus-du-sautoy

Real- world applications/Quadratic Equations:

https://www.illustrativemathematics.org/content-standards/HSA/REI/B/4/tasks/586

Graphic Organizer:

https://www.teacherspayteachers.com/Product/Factoring-Polynomials-Graphic-Organizer-366550

Textbook, eAssessment, supplemental materials:

https://my.mheducation.com/login

AI Assessment and Learning System:

https://www.aleks.com/

Mindset:

https://www.youtube.com/watch?v=3icoSeGqQtY

http://www.youcubed.org/wp-content/uploads/Positive-Classroom-Norms2.pdf

Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students:

https://ies.ed.gov/ncee/wwc/PracticeGuide/20

Coaching Corner:

https://sites.google.com/belleville.k12.nj.us/thecoachingcorner/home

Algebra Tools - Functions:

https://www.state.nj.us/education/aps/cccs/math/NJISTFunctions.pdf

Algebra Tools - Algebra:

https://www.state.nj.us/education/aps/cccs/math/NJISTAlgebra.pdf

Misc Mathematics materials:

http://www.mathnstuff.com/

Algebra Kahoots:

https://kahoot.com/explore/collections/math-kahoot-algebra/

Videos:

https://www.mathantics.com/

https://mashupmath.com/high-school-math-lessons

## Assessment Evidence - Checking for Understanding (CFU)

Glencoe McGraw Hill : Chapter Asssessments, Midchapter Assessments (Summative):  polynomials, quadratics

EAssessment test generator (Summative)

Edulastic Formative Assessments (Formative):polynomials, quadratics

"Do Now/Exit Ticket" Activity (Formative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate

- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

Glencoe McGraw-Hill Algebra1 2014

Glencoe McGraw-Hill Algebra1 2010

Practice Glencoe Algebra1

Study Guide Glencoe Algebra1

## Ancillary Resources

ALEKS

The Glencoe Personal Tutor Plus

The Glencoe Personal Tutor Plus(Spanish)

## Technology Infusion

Create and assign exit tickets using Edulastic
{ https://app.edulastic.com/#renderResource/close/Mjk0MjE2ODUwOA%3D%3D } or Goolgle forms

Use graphing calculator to model problems

Technology that may be infused into this unit to enhance learning

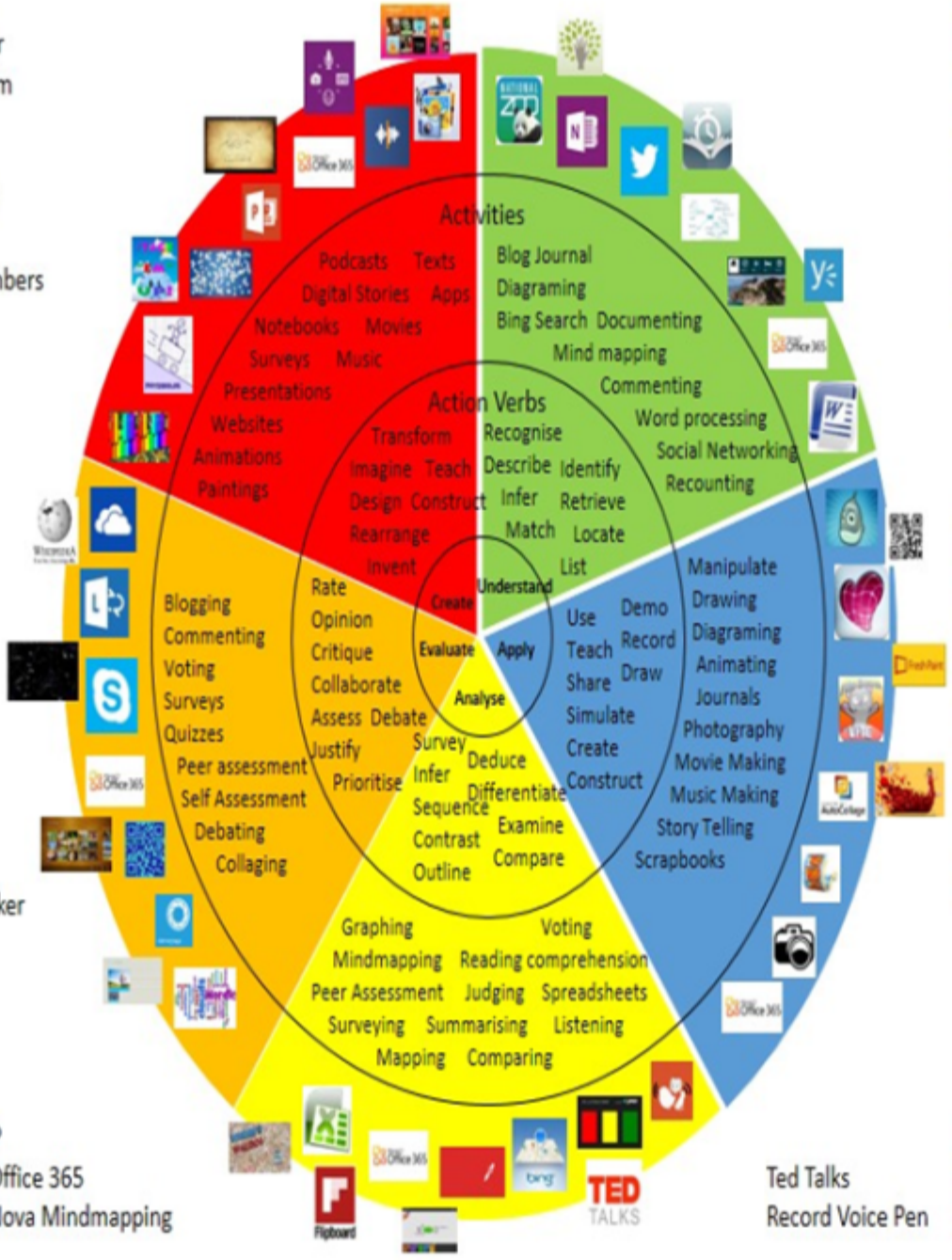
- Youtube
- Khan academy
- Google Classroom
- GSuite
- Kutasoftware
- PodCast
- Twitter
- Ted Talks
- ALEKS
- QR Barcode Generator
- Calculator/Graphing calculator
- Flipgrid
- Peardeck

- Edulastic
- McGraw-Hill Education
- Desmos.com
- Geogebra.org

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Develop mathematical thinking using real world problems in the Glencoe Interactive Student Guide Workbook https://catalog.mcgraw-hill.com/repository/private_data/DOC/50001167/94/30.pdf

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| TECH.8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.F.CS1 | Identify and define authentic problems and significant questions for investigation. |

## 21st Century Skills/Interdisciplinary Themes

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies/Economics;
- Technology

- Communication and Collaboration
- Creativity and Innovation

- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

Glencoe -McGrawHill Resources:

*Teaching with Manipulatives:* Algebra Tiles

Algebra Labs

*Math Triumphs*

*Algebra 1 Study Notebook*

TI-84 Calculator Activities

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities

- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Graphing calculator(Ti-84)

The Glencoe-McGrawHill  Personal Tutor

Glencoe -McGrawHill Resources:

*Teaching Algebra with Manipulatives*:https://catalog.mcgraw-hill.com/repository/private_data/DOC/50000008/74/21.pdf

*Algebra Lab*

*Math Triumphs*

*Algebra 1 Study Notebook*

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length

- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

The Glencoe Personal Tutor(Spanish):

Solve a consecutive integer tutorial

Write and solve a multistep equation tutorial

Teaching Algebra with Manipulatives: https://catalog.mcgraw-hill.com/repository/private_data/DOC/50000008/74/21.pdf

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

Graphing calculator(TI-84) introduction

The Glencoe Personal Tutor

Glencoe -McGrawHill Resources

*Teaching Algebra with Manipulatives:* Algebra Tiles

*Math Triumphs*

*Algebra 1 Study Notebook*

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Glencoe Enrichment Activities

Glencoe Chapter Projects

Math Forum: Problems of the Week, Sample Lesson( Min,Max), Resoning and Making Sense Task Library

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: