Unit 6 Polynomials and Factoring

Content Area: **Math**
Course(s): **Algebra 1H**
Time Period:
Length: **20 days**
Status: **Published**

Algebra 1 Honors

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Algebra 1 H, Grade 8

Unit 6 Polynomials and Factoring

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Instructional Coach, Lori Whittom

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved:September 23, 2019

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
- The students should expect to learn how to multiply a polynomial by a monomial
- The students should expect to learn how to factor polynomials
- The students should expect to learn how to solve quadratic equations by factoring.

Enduring Understanding

Understand that polynomials form a system analogous to integers, namely, they are closed under the

operations of addition, subtraction and multiplication

Use the structure of an expression to identify ways to rewrite it

Make sense of problems and persevere in solving them.

Reason abstractly and quantitatively.

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.
- Become facile with algebraic manipulation, including rearranging and collecting terms, and factoring, identifying, and canceling common factors.

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 $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

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-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.
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 $x^2 = 49$), 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 $a \pm bi$ for real numbers a and b.

Interdisciplinary Connections

Science, Financing, Literacy, and Economics

LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

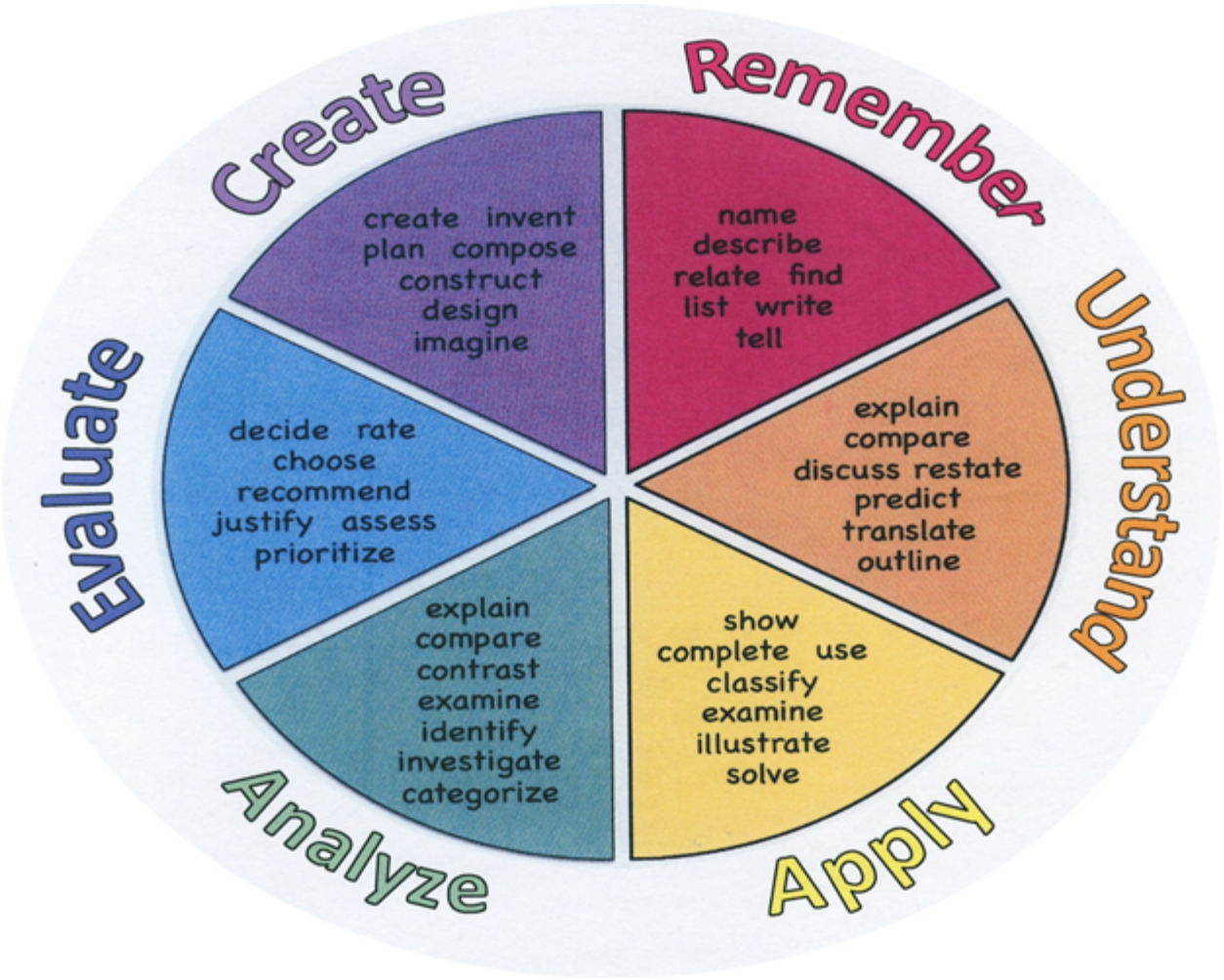
Learning Objectives

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 a graphic organizer

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



Suggested Activities & Best Practices

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/

Graphing Calculator, Math Resources

https://mathbits.com/

Algebra Kahoots:

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

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

Polynomials from Patterns:

https://betterlesson.com/lesson/440210/multiplying-polynomials-distribute-like-a-champ?from=search

Assessment Evidence - Checking for Understanding (CFU)

- Exit Ticket Factor each polynomial a. rp - 8r + 8p - 64 b. 48tu - 90t + 32u - 6 (formative assessment)
- Benchmark #4 (summative assessment)
- Weekly understanding check quizzes (summative assessment)
- Homework checks (formative assessments)
- Group to group teaching (formative assessment)
- Class lesson (alternative assessment)

- 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

Glencoe Algebra 1 Tutor: Personal Tutor and Spanish Tutor

Glencore Algebra 1 Geometer's Sketchpad

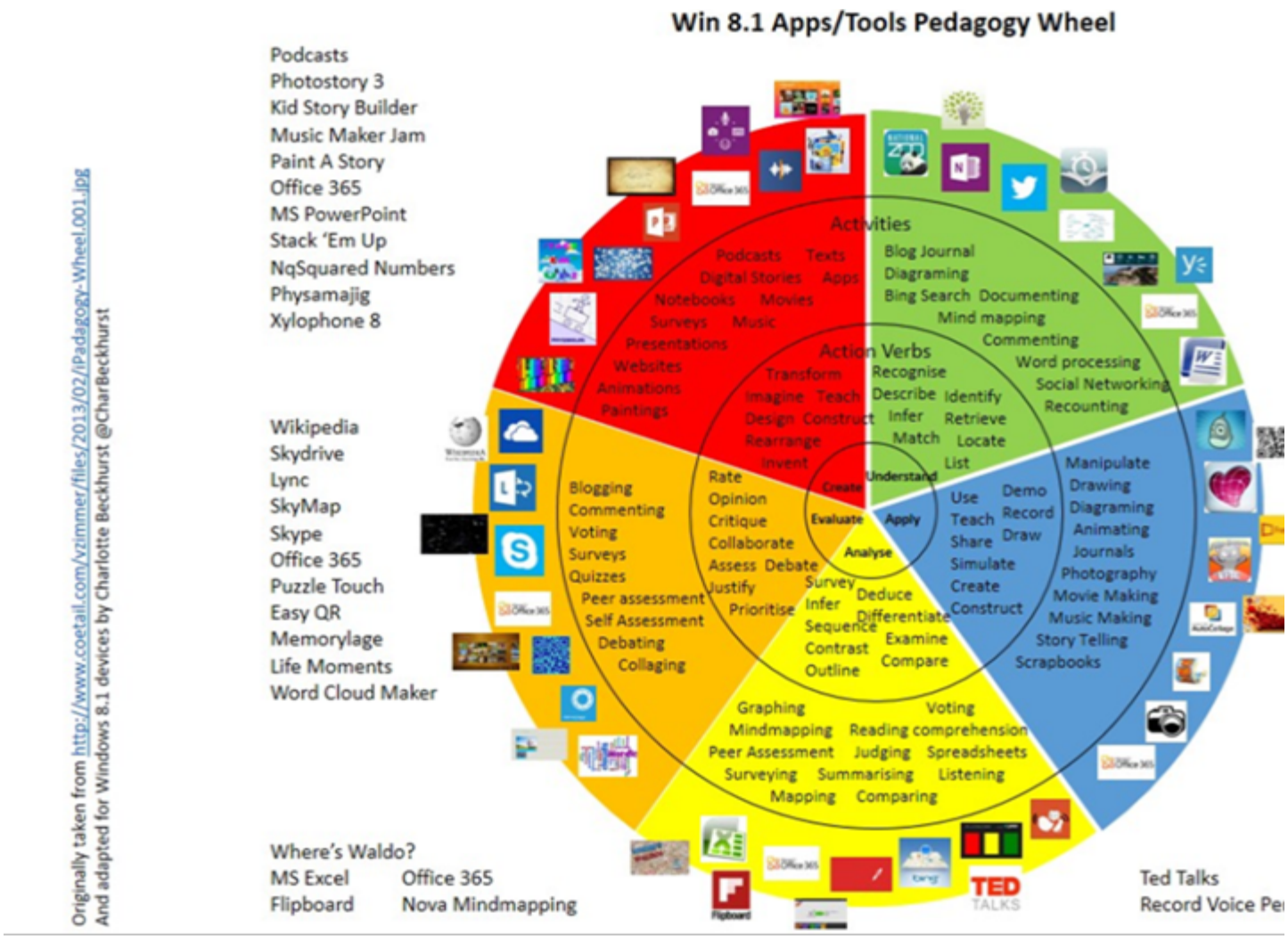
Glencoe Algebra 1 Glencoe Mathematics Secondary Series

ALEKS

Technology Infusion

- betterlesson.com https://betterlesson.com/lesson/447849/factoring-quadratic-expressions?from=search

- Youtube
- Khan academy
- Edulastic
- Google Sheets
- Google Classroom
- Office 365
- Google Docs
- PodCasts
- Google Slides
- Wikipedia
- Skype
- Twitter
- Ted Talks
- QR Barcode Generator
- Calculator/Graphic calculator
- desmos.com
- geogebra.org



Alignment to 21st Century Skills & Technology

- English Language Arts
- Mathematics
- Science
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology

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.
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.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.2.12.D.CS2	Use and maintain technological products and systems.

21st Century Skills/Interdisciplinary Themes

- 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

- Use of Algebra tiles to model adding and subtracting polynomials(Mcgraw Hill Algebra 1 textbook page 463)
- Use of Algebra tiles to model multiplying polynomials(McGraw Hill Algebra 1 textbook page 478)
- Use of Algebra tiles and a product mat to model factoring using the distributive property(McGraw Hill Algebra 1 textbook page 493)
- Use of Algebra tiles to model factoring trinomials (McGraw Hill Algebra 1 textbook page 501)

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)

- Use of Algebra tiles to model adding and subtracting polynomials(Mcgraw Hill Algebra 1 textbook page 463)
- Use of Algebra tiles to model multiplying polynomials(McGraw Hill Algebra 1 textbook page 478)
- Use of Algebra tiles and a product mat to model factoring using the distributive property(McGraw Hill Algebra 1 textbook page 493)
- Use of Algebra tiles to model factoring trinomials (McGraw Hill Algebra 1 textbook page 501)

- 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)

- Use of Algebra tiles to model adding and subtracting polynomials(Mcgraw Hill Algebra 1 textbook page 463)
- Use of Algebra tiles to model multiplying polynomials(McGraw Hill Algebra 1 textbook page 478)
- Use of Algebra tiles and a product mat to model factoring using the distributive property(McGraw Hill Algebra 1 textbook page 493)
- Use of Algebra tiles to model factoring trinomials (McGraw Hill Algebra 1 textbook page 501)

- 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

- Use of Algebra tiles to model adding and subtracting polynomials(Mcgraw Hill Algebra 1 textbook page 463)
- Use of Algebra tiles to model multiplying polynomials(McGraw Hill Algebra 1 textbook page 478)
- Use of Algebra tiles and a product mat to model factoring using the distributive property(McGraw Hill Algebra 1 textbook page 493)
- Use of Algebra tiles to model factoring trinomials (McGraw Hill Algebra 1 textbook page 501)

- 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)

Activity: Construct and Compare Linear, Quadratic and Exponential models and solve problems https://tapintoteenminds.com/3acts-by-common-core/f-le-3/

- 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: