(Alg 1) Unit 9: Solving Quadratic Equations

Content Area: **Math**
Course(s): **Math**
Time Period: **April**
Length: **3 weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about the following topics:

- Properties of radicals

- Solving quadratic equations by graphing

- Solving quadratic equations using square roots

- Solving quadratic equations by completing the square

- Solving quadratic equations using the quadratic formula

- Solving nonlinear systems of equations

Enduring Understandings

SWBAT:

- Simplify expressions involving radicals

- Rationalize the denominator

- Solve quadratic equations by graphing and locating the x-intercepts

- Find the vertex of a quadratic equation

- Solve a quadratic equation by taking the square root

- Solve a quadratic equation by completing the square

- Rewrite a quadratic equation in vertex form by completing the square

- Solve a quadratic equation using the quadratic formula

- Solve a nonlinear system of equations by graphing

- Solve a nonlinear system of equations algebraically

Essential Questions

How can we:

- simplify radical expressions using the properties of radicals?
- rationalize the denominator both with and without conjugates?
- define conjugates?
- use what we know about graphing quadratics to help us find the zeros of a quadratic or cubic function?
- use square roots and radicals to solve quadratic equations?
- determine if a value is a solution to a quadratic equation?
- complete the square to create a perfect square trinomial?
- solve a quadratic equation by completing the square?
- convert a quadratic equation to vertex form by completing the square?
- solve a real-world problem utilizing completing the square?
- apply the quadratic formula to obtain the zeros of a quadratic equation?
- relate zeros, x-intercepts, solutions, & roots?
- use the discriminant to determine the number of solutions a quadratic equation has?
- graph linear, exponential, & quadratic functions to find the solution to a nonlinear system of equations?
- determine if an ordered pair is a solution to a system of nonlinear equations?

Instructional Strategies & Learning Activities

- Guided Practice
- Daily Do Now
- Extra Practice & Puzzle Time (Resources)
- Scavenger Hunts
- Coloring Activities
- Task Cards (Around the World)
- Maze Activities
- Quizizz Online Assignments
- Kahoot! Online Games
- GimKit Online Games

Integration of 21st Century Themes and Skills

9.1.K12.P.4	Demonstrate creativity and innovation.
9.1.K12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
9.1.K12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
9.1.8.CP.1	Compare prices for the same goods or services.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on

	others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
PFL.9.1.8.A.6	Explain how income affects spending decisions.

Technology & Design Integration

8.1.8.AP.4	Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users.
8.1.8.AP.8	Systematically test and refine programs using a range of test cases and users.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.8.A.CS2	The core concepts of technology.
TECH.8.2.8.D.CS1	Apply the design process.

Interdisciplinary Connections

L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.VL.8.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

L.VL.8.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
PS3.B	Conservation of Energy and Energy Transfer

Differentiation

Definitions of Differentiation Components:

- Content – the specific information that is to be taught in the lesson/unit/course of instruction.
- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

- High-achieving students will assist low-achieving students in mixed ability groupings for games and activities.
- High-achieving students can complete sudoku puzzles and logic puzzles as extension activities.
- Limit number/difficulty of problems for low-achieving students to demonstrate mastery.
- Narrow down problem choice to core concepts for low-achieving students.
- Leveled group-based activities, determined by formative assessment.

Modifications & Accommodations

- High-achieving students will assist low-achieving students in mixed ability groupings for games and activities.
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Benchmark Assessments

Schoolwide Benchmark assessments:

- Linkit Benchmarks (Form A in September, Form B in January, Form C in June): Linked to NJSLA standards

Additional Benchmarks used in this unit:

- IXL Diagnostic + continued practice during IXL periods

Formative Assessments

Formative Assessments used in this unit:

- Kahoot! Games
- Quizizz Games
- Homework
- Q & A
- Scavenger Hunts
- Coloring Activities
- Task Cards
- Partner Activities

Summative Assessments

Summative assessments for this unit:

- Chapter Test
- Quizzes

Instructional Materials

1. Big Ideas Math: Math & You 6th Grade Textbook
2. Quizizz
3. Kahoot!
4. Scavenger Hunts
5. Task Cards
6. Coloring Activities
7. GimKit

Standards

2023 Standards Update:

ADDED:

- N.RN.A.3: Simplify radicals, including algebraic radicals.

DELETED:

- 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.

N.RN.A.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
A.CED.A.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.
A.CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.
A.REI.B.4.a	Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
A.REI.B.4.b	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.
F.IF.C.7.a	Graph linear and quadratic functions and show intercepts, maxima, and minima.
A.REI.C.7	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.
F.IF.C.8.a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
A.REI.D.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.
A.SSE.B.3.b	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.