

Algebraic Expressions, Writing Equations, Solving Inequalities, Functions, Arithmetic Sequences, Systems of Equations, and more!

ALGEBRAIC EXPRESSIONS & PROPERTIES

ALGEBRAIC EXPRESSIONS

A variable is a symbol that is used to represent an unknown quantity. An **algebraic expression** is a mathematical expression that contains one or more variables, one or more numbers, and one or more arithmetic operations.

EX:

$$\begin{aligned} x &= 5 \\ 4x &= 4 \cdot 5 = 20 \\ 3x^2 &= 3 \cdot 5^2 = 75 \end{aligned}$$

Order of Operations

The order of operations is a set of rules that determine which operations to perform first when evaluating a numerical expression.

Properties of Real Numbers

For real numbers a , b , and c , the following properties are true:

Property	Expression
Commutative Property of Addition	$a + b = b + a$
Commutative Property of Multiplication	$a \cdot b = b \cdot a$
Associative Property of Addition	$a + (b + c) = (a + b) + c$
Associative Property of Multiplication	$a \cdot (b \cdot c) = (a \cdot b) \cdot c$

- Distributive Property
- Additive Identity Property
- Additive Inverse Property
- Multiplicative Inverse Property

$$\begin{aligned} a + (b + c) &= a + b + c & a \cdot 1 &= a \\ a + b &= b + a & a \cdot a &= 1 \\ a + (-a) &= 0 & a \cdot \left(\frac{1}{a}\right) &= 1, a \neq 0 \\ a + 0 &= a & a \cdot 0 &= 0 \end{aligned}$$

Multiplicative Property of Zero

Parts of an Expression

A term is a number, variable, or the product of numbers and variables in an expression. Like terms are terms that have the same variables raised to the same powers. Two quantities that are being multiplied in an expression are called factors. The coefficient of a term is the numerical factor of the term. A term that consists of a number and no variables is called a constant.

REASONING WITH QUANTITIES

RATIONAL NUMBERS

The units of a quantity can help you understand and solve multi-step problems.

Dimensional Analysis

Dimensional analysis is the process of using conversion factors to change from one set of units to another set of units.

EX: Jamie jogged 495 feet in 45 seconds. What was her speed in miles per hour?

Write the given information as a ratio. Then use appropriate conversion factors to change units.

$$\begin{aligned} 495 \text{ ft} & \cdot \frac{1 \text{ mi}}{5280 \text{ ft}} = \frac{1 \text{ mi}}{40 \text{ ft}} \\ 45 \text{ s} & \cdot \frac{1 \text{ mi}}{40 \text{ ft}} = \frac{1 \text{ mi}}{8 \text{ min}} \\ \frac{1 \text{ mi}}{40 \text{ ft}} & \cdot \frac{1 \text{ mi}}{1 \text{ min}} = \frac{1 \text{ mi}}{8 \text{ min}} \end{aligned}$$

Convert from feet to miles.
Convert from feet to miles.
Convert from seconds to minutes.

$$\frac{1 \text{ mi}}{8 \text{ min}} = \frac{60 \text{ min}}{1 \text{ hr}} = \frac{7.5 \text{ mi}}{1 \text{ hr}}$$

Convert from minutes to hours.

Jamie's speed was 7.5 miles per hour.

Modeling with Appropriate Units

When modeling with quantities, it is important to choose appropriate units.

EX: Suppose a tourist buys a map of Florida while on vacation. What might the scale of the map be? What units would represent the actual distance between cities?

The map is a small-scale drawing of the state. Distances on the map will be very small compared to the actual distances between cities. A scale for the map might be 1 cm = 200 km or 2 in. = 175 mi. The distances between the actual cities would be measured in miles or kilometers.

Accuracy & Precision

Accuracy describes how close a measured value is to the actual value.

EX: Thomas is 5 feet 10.25 inches tall. A measurement of 5 feet 10 inches is more accurate than a measurement of 6 feet when describing his height.

Precision describes the exactness of a measurement and is dependent on the unit of measure. The precision unit is the smallest unit on the tool being used to measure. As the units of measurement get smaller, the measurement gets more precise.

EX: A ruler that measures in millimeters is more precise than a ruler that measures in centimeters.

EX: For a scale that gives weight in pounds and ounces, the precision unit is ounces.

WRITING EQUATIONS

ALGEBRAIC EXPRESSIONS

An equation is a number sentence that states that two quantities are equal to each other. The verbal expressions *equation*, *is*, *is equal to*, and *are the same as* indicate an equation.

Verbal Expression

The sum of a number and 5 is equal to 12.

Friends separated his DVDs into 8 equal stacks of 12 each.

Equation

$$a + 5 = 12$$

$$8f = 12 \cdot 12$$

Modeling with Equations

Equations can be used to model real-world situations and solve problems.

EX: Raggie's little sister is 3 years younger than him. The sum of their ages is 27 years. How old is Raggie?

- Define a variable.
- Let x represent Raggie's age.
- Translate the verbal description into an equation.

Raggie's age: x

Raggie's sister's age: $x - 3$

Sums of their ages: $x + (x - 3)$

Because the sum of their ages is 27 years, the equation $x + (x - 3) = 27$ models the situation.

You can verify that the solution to the equation is $x = 15$. So, Raggie is 15 years old. In the next section, you will learn several methods for solving equations.

SOLVING EQUATIONS

ALGEBRAIC EXPRESSIONS

You can use the following properties of equality to solve equations.

- Addition Property of Equality:** If you add the same number to both sides of an equation, the two sides remain equal.
- Subtraction Property of Equality:** If you subtract the same number from both sides of an equation, the two sides remain equal.
- Multiplication Property of Equality:** If you multiply both sides of an equation by the same number, the two sides remain equal.
- Division Property of Equality:** If you divide both sides of an equation by the same nonzero number, the two sides remain equal.

Solving Multi-step Equations

Equations that have multiple operations and more complicated expressions are called multi-step equations. To solve these types of equations, simplify both sides as much as you can and use the properties you have learned to undo the operations.

EX: A coin-operated car wash costs \$1.75 plus \$0.50 per minute of use. Shawna spent \$7.75 using the car wash. Solve the equation $1.75 + 0.5x = 7.75$ to find the number of minutes, x , that she used the car wash.

$$\begin{aligned} 1.75 + 0.5x &= 7.75 \\ 1.75 - 1.75 + 0.5x &= 7.75 - 1.75 \\ 0.5x &= 6 \end{aligned}$$

$$2(0.5x) = 2(6)$$

$$x = 12$$

Shawna used the car wash for 12 minutes.

Original equation

Subtract 1.75.

From each side.

Simplify.

Multiply each side by 2.

Simplify.

Math Practice 3:
Construct viable arguments and critique the reasoning of others.

Each time you apply a property of real numbers or a property of equality to transform an equation, you can justify that both sides of the equation are still equal. As you solve equations, think about which property allows you to transform it into an equivalent form.

Common Core Math Lessons 9th Grade Algebra

Bernard L. Madison,Lynn Arthur Steen

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State Curriculum Frameworks in Mathematics and Science Rolf K. Blank, Ellen M. Pechman, 1995 A majority of states are now involved in developing revising and implementing state frameworks in mathematics science and other core subjects The Council of Chief State School Officers completed a one year study of 60 current state curriculum frameworks in mathematics and science The purposes of this study were to define and describe state mathematics and science curriculum frameworks evaluate the role of frameworks in systemic reform and assist states with development of new frameworks Chapters in this report reflect key aspects of the design of the study including 1 a survey of states to identify frameworks and collect information about state context 2 a content analysis of key elements of the frameworks using definitions and categories developed in the study and 3 a qualitative review of specific aspects of recent frameworks by teams of experts The value of frameworks is as follows one half of frameworks link content to teacher professional development frameworks can provide a rationale for use of technology and tools in classrooms frameworks can help explain an approach to systemic reform and frameworks can assist schools in evaluating curriculum organization and resources Appendices include Elements for Analyzing State Curriculum Frameworks Definitions of Categories and Concepts for Conceptual Mapping of State Frameworks Questions for a Qualitative Analysis of State Frameworks in Mathematics and Science and Sample Vignettes Contains 34 references MKR *Wyoming Statutes Annotated* Wyoming, 2007 **The Ethos of a Middle School Modular Technology Education Classroom** Craig Rhodes, 2002 *Mathematics and Science Content Standards and Curriculum*

Frameworks Rolf K. Blank, State Education Assessment Center (Council of Chief State School Officers), 1997 The Council of Chief State School Officers CCSSO collaborating with Policy Studies Associates and a panel of experts in mathematics and science education has completed a study of states curriculum frameworks development and standards setting from 1994 The Council study analyzed the content and quality of state frameworks and standards documents and examined how states are working with local educators on implementation This report describes the changing landscape of framework development and standards setting in the United States and identifies emerging issues for practitioners and policy makers The study was conducted with three kinds of data concerning the current situation of state standards and frameworks in mathematics and science A concept mapping analysis of all state curriculum frameworks and standards documents in mathematics and science was completed In order to identify all current state documents works in progress and dissemination and implementation activities interviews were held with state mathematics and science education specialists With the aggregated information from these sources a report that focuses on current and emerging policy issues pertaining to the implementation of standards based reform in mathematics and science education was developed Contains 27 references Author ASK *Score! Making the Grade* Kaplan Educational Center Staff, Staff of Score, 2000-08 Make Learning Fun and More Effective The Making the Grade books published by SCORE are excellent tools for you to help your child build the necessary skills and confidence to perform well in school and meet the tough new academic standards enacted by many states Using SCORE's motivational teaching methods the book includes a thorough review of key 5th and 6th grade subjects hundreds of skill building activities effective strategies to help improve test taking abilities tips on how you can positively affect your child's success in school a special section from the test preparation experts at Kaplan on helping your child prepare for standardized tests Most important this unique book outlines how you can foster a lifelong love of learning in your child Making the Grade Grades 5-6 lays a solid foundation for future success in school and in life *State Indicators of Science and Mathematics Education*, 1990 Resources in Education, 1997 **Quantitative Literacy** Bernard L. Madison, Lynn Arthur Steen, 2003 **Journal of the Senate, State of Florida** Florida. Legislature. Senate, 2014 **What Students Abroad are Expected to Know about Mathematics** Matthew Gandal, American Federation of Teachers, 1997

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Table of Contents Common Core Math Lessons 9th Grade Algebra

1. Understanding the eBook Common Core Math Lessons 9th Grade Algebra
 - The Rise of Digital Reading Common Core Math Lessons 9th Grade Algebra
 - Advantages of eBooks Over Traditional Books
2. Identifying Common Core Math Lessons 9th Grade Algebra
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Common Core Math Lessons 9th Grade Algebra
 - User-Friendly Interface
4. Exploring eBook Recommendations from Common Core Math Lessons 9th Grade Algebra
 - Personalized Recommendations
 - Common Core Math Lessons 9th Grade Algebra User Reviews and Ratings
 - Common Core Math Lessons 9th Grade Algebra and Bestseller Lists
5. Accessing Common Core Math Lessons 9th Grade Algebra Free and Paid eBooks

- Common Core Math Lessons 9th Grade Algebra Public Domain eBooks
- Common Core Math Lessons 9th Grade Algebra eBook Subscription Services
- Common Core Math Lessons 9th Grade Algebra Budget-Friendly Options

6. Navigating Common Core Math Lessons 9th Grade Algebra eBook Formats

- eBook, PDF, MOBI, and More
- Common Core Math Lessons 9th Grade Algebra Compatibility with Devices
- Common Core Math Lessons 9th Grade Algebra Enhanced eBook Features

7. Enhancing Your Reading Experience

- Adjustable Fonts and Text Sizes of Common Core Math Lessons 9th Grade Algebra
- Highlighting and Note-Taking Common Core Math Lessons 9th Grade Algebra
- Interactive Elements Common Core Math Lessons 9th Grade Algebra

8. Staying Engaged with Common Core Math Lessons 9th Grade Algebra

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Common Core Math Lessons 9th Grade Algebra

9. Balancing eBooks and Physical Books Common Core Math Lessons 9th Grade Algebra

- Benefits of a Digital Library
- Creating a Diverse Reading Collection Common Core Math Lessons 9th Grade Algebra

10. Overcoming Reading Challenges

- Dealing with Digital Eye Strain
- Minimizing Distractions
- Managing Screen Time

11. Cultivating a Reading Routine Common Core Math Lessons 9th Grade Algebra

- Setting Reading Goals Common Core Math Lessons 9th Grade Algebra
- Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Common Core Math Lessons 9th Grade Algebra

- Fact-Checking eBook Content of Common Core Math Lessons 9th Grade Algebra
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development

- Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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