

# INTEGRATED Math 1

Grade 9–10 | WORLD'S #1 MATHEMATICS OUTLINE

Common Core  
State Standards

High  
School

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

## ALGEBRAIC EXPRESSIONS & PROPERTIES ASSE1.NQ.3

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:  $x$   
 $5 - b$   
 $4p + 2q + 7$   
 $3x^2 + 7x - 1$

### Order of Operations

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

1. Evaluate within grouping symbols.
2. Evaluate all powers.
3. Multiply and divide from left to right.
4. Add and subtract from left to right.

### 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	$a \cdot (b + c) = a \cdot b + a \cdot c$
Additive Identity Property	$a + 0 = a$
Additive Inverse Property	$a + (-a) = 0$
Multiplicative Inverse Property	$a \cdot \left(\frac{1}{a}\right) = 1, a \neq 0$
Multiplicative Property of Zero	$a \cdot 0 = 0$

### 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 NQ1.NQ.3

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.

$$\frac{495 \cancel{ft}}{45 \cancel{s}} \cdot \frac{1 \text{ mi}}{5280 \cancel{ft}} = \frac{1 \text{ mi}}{480 \cancel{s}}$$

Convert from feet to miles.

$$\frac{1 \text{ mi}}{480 \cancel{s}} \cdot \frac{60 \cancel{s}}{1 \text{ min}} = \frac{1 \text{ mi}}{8 \text{ min}}$$

Convert from seconds to minutes.

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

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 = 250 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 A.CED.1, A.CED.3

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

### Modeling with Equations

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

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

- Define a variable.
- Let  $r$  represent Reggie's age.
- Translate the verbal description into an equation.

Reggie's age:  $r$   
Reggie's sister's age:  $r - 3$   
Sum of their ages:  $r + (r - 3)$   
Because the sum of their ages is 27 years, the equation  $r + (r - 3) = 27$  models the situation.

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

## SOLVING EQUATIONS A.REI.1, A.REI.3

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  $1.75 + 0.5m = 7.75$  to find the number of minutes,  $m$ , that she used the car wash.

$$1.75 + 0.5m = 7.75$$

$$1.75 - 1.75 + 0.5m = 7.75 - 1.75$$

$$0.5m = 6$$

$$2(0.5m) = 2(6)$$

$$m = 12$$

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 9th Grade Algebra

**Frieder**



## **Common Core 9th Grade Algebra:**

**Math Common Core Algebra 1 - 9Th Grade** BarCharts, Inc, Ken Yablonsky, 2014-05-31 Students parents and teachers can easily find answers related to the specific requirements of The Common Core State Standards for Mathematics This set of expectations and skills need to be mastered to succeed in school college and the real world The QuickStudy series aligns with those standards being implemented in most states to help guide students through their classes and to support parents helping their students succeed Each guide in the series focuses on critical areas of the curriculum and features real world problems examples illustrations and tables to help students excel **Algebra 1** Randall Inners Charles, Pearson Education, Inc, 2011-04-10 *Common Core Mathematics in a PLC at Work™, Grades 6-8* Diane J. Briars, David Foster, 2012-10-26 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics grades 6-8 Discover what students should learn and how they should learn it at each grade level Comprehensive research affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency **Brief Review Math 2015 Common Core Algebra 1 Student Edition Grade 9/12** Pearson Education Canada, 2014-11-19 Teaching the Common Core Math Standards with Hands-On Activities, Grades 9-12 Gary R. Muschla, 2015-04-17 Bring Common Core Math into high school with smart engaging activities Teaching Common Core Math Standards with Hands On Activities Grades 9-12 provides high school teachers with the kind of help they need to begin teaching the standards right away This invaluable guide pairs each standard with one or more classroom ready activities and suggestions for variations and extensions Covering a range of abilities and learning styles these activities bring the Common Core Math Standards to life as students gain fluency in math communication and develop the skillset they need to tackle successively more complex math courses in the coming years Make math anxiety a thing of the past as you show your students how they use math every day of their lives and give them the cognitive tools to approach any math problem with competence and confidence The Common Core Standards define the knowledge and skills students need to graduate high school fully prepared for college and careers Meeting these standards positions American students more competitively in the global economy and sets them on a track to achieve their dreams This book shows you how to teach the math standards effectively and facilitate a deeper understanding of math concepts and calculations Help students apply their understanding of math concepts Teach essential abstract and critical thinking skills Demonstrate various problem solving strategies Lay a foundation for success in higher mathematics The rapid adoption of the Common Core Standards across the nation has left teachers scrambling for aligned lessons and activities If you want to bring new ideas into the classroom today look no further Teaching Common Core Math Standards with Hands On Activities is the high school math teacher's solution for smart engaging Common Core math Science Vocabulary Quick Starts, Grades 4 - 9 Armstrong, 2018-01-02 The Science Vocabulary Quick Starts resource book for fourth to ninth grades helps students

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**Arithmetic Counts!** Paul Shoecraft,2025-01-24 Dr Shoecraft may be the only mathematician since the New Math in the 1960s to seriously analyze the lowly subject of arithmetic and how to teach it His breakthrough came when he experimented with teaching what needs to be understood instead of known memorized like teaching why addition problems until the algorithm they are using supposedly becomes cemented in their brains By teaching the essence of arithmetic in sensible ways and appealing to children s love of games songs and movement he s proven that virtually ALL children can learn arithmetic the foundation of algebra higher mathematics science technology and more even music When children understand arithmetic they own it It s no lonver just their teacher s math It s their math America s children are being held back in math because of how arithmetic is drug out in elementary school Virtually every textbook based elementary school math program in use today is mind numbing in its repetitiveness from grade to grade The reason for the redundancy is to slow down the teaching of arithmetic so it can be memorized Research shows that the human brain is not designed to remember things learned by rote when no longer practiced That s acknowledged in the use it or lose it aphorism that states the obvious that we remember what we use and forget what we don t You know that to be true if you ve ever forgotten things you once knew as well as your own name things like an old address or a license plate number Every child can understand base ten numeration when taught hands on with arithmetic blocks Thereby every child can understand base ten arithmetic And every child can learn how to count out the number facts like 5 7 12 17 8 9 6 X 7 42 and 56 7 8 and if they forget one never have to guess and risk ridicule and bad grades if they guess wrong What matters in teaching arithmetic is not how much a child can remember but how much they can figure out if when they forget

Making Provision for Individual Differences in Ninth Grade Algebra John Clyde Hume,1926 Cursive Writing: Instruction, Practice, and Reinforcement, Grades 4 - 9 Schyrlet Cameron,2018-01-02 Ideal

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*Inequality for All* William Schmidt, Curtis McKnight, 2015-04-17 Inequality for All makes an important contribution to current debates about economic inequalities and the growing achievement gap particularly in mathematics and science education The authors argue that the greatest source of variation in opportunity to learn is not between local communities or even schools but between classrooms They zero in on one of the core elements of schooling coverage of subject matter content and examine how such opportunities are distributed across the millions of school children in the United States Drawing on data from the third TIMSS international study of curriculum and achievement as well as a six district study of over 500 schools across the United States they point to Common Core State Standards as being a key step in creating a more level playing field for all students William H Schmidt is University Distinguished Professor at Michigan State University and co director of the Education Policy Center Curtis C McKnight is emeritus professor of mathematics at the University of Oklahoma *Algebra 1, Student Edition* McGraw Hill, 2012-07-06 The only program that supports the Common Core State Standards throughout four years of high school mathematics with an unmatched depth of resources and adaptive technology that helps you differentiate instruction for every student Connects students to math content with print digital and interactive

resources Prepares students to meet the rigorous Common Core Standards with aligned content and focus on Standards of Mathematical Practice Meets the needs of every student with resources that enable you to tailor your instruction at the classroom and individual level Assesses student mastery and achievement with dynamic digital assessment and reporting Includes Print Student Edition      Envision Algebra 1 Grade 8/9 Copyright 2024 Savvas Learning Co,2022-10      *Contributions to Education* ,1929      **Eighth Grade Common Core Math** John Forlini,2014-12-09

This book is a Common Core course for students taking 8th grade math It can be used prior or during the 8th grade to help students excel It teaches students the material that will be covered in the classrooms that follow Common Core curriculum Besides including a complete Common Core curriculum there are just the right amount of problems and solutions provided to orient the student for this course This book is divided into 16 distinct days for learning A student and teacher can develop their own pace At the conclusion of the 16th day there is a chapter titled Beyond Common Core Math Prep for 9th grade Algebra The book is designed for self teaching by a student or for a teacher or parent working with the student The ideal time to read this material would be the summer before taking the actual 8th grade course However it can be used any time during the 8th grade In addition there is a method revealed in the book that will truly show students how to get the most out of their study time and classroom learning experience towards obtaining an A It s like getting a 10 minute head start in a 5 k race This 5 k race is the basis for the rest of a student s life As mentioned it also includes a final chapter that is titled Beyond Common Core While Common Core does a good job of covering basics and including introduction to geometry and statistics it is weak in introducing algebra Since algebra precedes geometry in high school this section will introduce the student to algebra with emphasis on word problems This book is also valuable for preparing for the SAT and ACT tests It is a solid refresher for these      **State Indicators of Science and Mathematics Education** ,2001

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web mom asked nope but i got to ring the bell said sarah this is starting to feel like mary and joseph trying to find somewhere to stay in bethlehem said mom there just isn t room for us don t worry dad said something will work out we should say a prayer i already did i said

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