

Math

Common Core State Standards

High School Algebra 1

Equations, Functions, Sequences, Polynomials, Data Analysis, and More!

ALGEBRAIC EXPRESSIONS & PROPERTIES

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.

Writing Expressions

Verbal expressions can be translated into algebraic expressions.

Verbal Expression	Algebraic Expression
a number decreased by 15	$a - 15$
8 less than 3 times a number	$3a - 8$
the quotient of a number and 2 plus 5 times the number	$\frac{a}{2} + 5a$
6 more than the cube of a number	$a^3 + 6$
a number increased by 3, quantity squared, divided by 5	$\frac{(a+3)^2}{5}$

Order of Operations

The **order of operations** is a set of rules that determine which operations to perform first when evaluating a mathematical 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	$a \cdot 0 = 0$

Properties of Equality & Substitution

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

Property	Description	Symbolic
Reflexive Property	A number or quantity is equal to itself.	$a = a$
Symmetric Property	If a quantity is equal to another quantity, then the second quantity is equal to the first quantity.	If $a = b$, then $b = a$.
Transitive Property	If a quantity equals a second quantity and the second quantity equals a third quantity, then the first quantity equals the third quantity.	If $a = b$ and $b = c$, then $a = c$.
Substitution Property	If two quantities are equal, then one quantity may be substituted for the other in an expression.	If $a = b$, then b can be substituted for a in an expression, and vice versa.

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**.

- EX:** Identify the terms, factors, and coefficients in the expression $-6a^2 + 4a - 2a$.
1. There are 3 terms: $-6a^2$, $4a$, and $-2a$.
 2. The terms $4a$ and $-2a$ are like terms because they have the same variable raised to the same power.
 3. The factors of the terms are -6 , a , and a for the first term, 4 and a for the second term, and -2 and a for the third term.
 4. The coefficients of the terms are -6 , 4 , and -2 .

EX: To compute annual compound interest, you multiply the principal investment by the quantity of one plus the interest rate, raised to the number of years of compounding. Define quantities and write an expression to model compound interest. Describe the parts of the expression.

1. Define variables.
Let P represent the principal investment, let r represent the interest rate, and let n represent the number of years.
2. Translate the verbal expression into an algebraic expression.
"multiply the principal": P
"quantity of one plus the interest rate, raised to the number of years": $(1 + r)^n$
The expression is $P(1 + r)^n$.
3. Describe the parts of the expression.
The expression contains two factors: P and $(1 + r)^n$. The first factor is the variable P . The second factor contains the variables r and n .

REASONING WITH QUANTITIES

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.

$$\frac{495 \cancel{ft}}{45 \cancel{s}} \cdot \frac{1 \cancel{mi}}{5280 \cancel{ft}} \cdot \frac{1 \cancel{hr}}{3600 \cancel{s}} = \frac{1 \cancel{mi}}{480 \cancel{s}}$$

Convert from feet to miles.

$$\frac{1 \cancel{mi}}{480 \cancel{s}} \cdot \frac{60 \cancel{min}}{1 \cancel{hr}} \cdot \frac{1 \cancel{hr}}{3600 \cancel{s}} = \frac{1 \cancel{mi}}{8 \cancel{min}}$$

Convert from seconds to minutes.

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

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.

Quantity	Common Units
length or distance	millimeter (mm), centimeter (cm), meter (m), kilometer (km), inch (in.), foot (ft), yard (yd), mile (mi)
mass or weight	carat (cg), gram (g), kilogram (kg), ounce (oz), pound (lb), ton (T)
capacity or volume	milliliter (mL), liter (L), kiloliter (kL), fluid ounce (fl oz), cup (c), pint (pt), quart (qt), gallon (gal), cubic centimeters (cm ³), cubic meters (m ³), cubic inches (in. ³), cubic foot (ft ³), cubic yards (yd ³)
area	square millimeters (mm ²), square centimeters (cm ²), square meters (m ²), square kilometers (km ²), square inches (in. ²), square feet (ft ²), square yards (yd ²), square miles (mi ²)

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.

Just because a measure is more precise, does not mean it is more accurate.

EX: The actual length of a block of wood is 3 feet. A measurement of 5 feet 3 inches is more precise than a measurement of 4 feet, but it is less accurate than 4 feet which is closer to the actual length of 3 feet.

Math Practice 6: Attend to precision.

When solving multi-step problems, it is important to communicate precisely to others. This includes using appropriate units of measure, calculating accurately, and expressing numerical answers with an appropriate degree of precision.



Lesson Guide For Algebra 1 Common Core

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Lesson Guide For Algebra 1 Common Core:

Center for Mathematics Education Project Algebra 1 Pearson Education, Inc, Education Development Center, Education Development Center. Center for Mathematics Education, 2012 CME Project is a four year NSF funded comprehensive high school mathematics program that is problem based student centered and organized around the familiar themes of Algebra 1 Geometry Algebra 2 and Precalculus Publisher's website *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 Made Easy Keith Williams, 2013-10-01 A quick reference guide for the Common Core in Algebra 1 [A Guide to Detracking Math Courses](#) Angela Torres, Ho Nguyen, Elizabeth Hull Barnes, Laura Wentworth, 2023-05-03 Create a pathway to equity by detracking mathematics The tracked mathematics system has been operating in US schools for decades However research demonstrates negative effects on subgroups of students by keeping them in a single math track thereby denying them access to rigorous coursework needed for college and career readiness The journey to change this involves confronting some long standing beliefs and structures in education When supported with the right structures instructional shifts coalition building and educator training and support the detracking of mathematics courses can be a primary pathway to equity The ultimate goal is to increase more students access to and achievement in higher levels of mathematics learning especially for students who are historically marginalized Based on the stories and lessons learned from the San Francisco Unified School District educators who have talked the talk and walked the walk this book provides a model for all those involved in taking on detracking efforts from policymakers and school administrators to math coaches and teachers By sharing stories of real world examples lessons learned and prompts to provoke discussion about your own context the book walks you through Designing and gaining support for a policy of detracked math courses Implementing the policy through practical shifts in scheduling curriculum professional development and coaching Supporting and improving the policy through continuous research monitoring and maintenance This book offers the big ideas that help you in your own unique journey to advance equity in your school or district's mathematics education and also provides practical information to help students in a detracked system thrive [Common Core Mathematics in a PLC at Work®, Leader's Guide](#) Timothy D. Kanold, 2012-06-15 This leader companion to the grade level teacher guides illustrates how to sustain successful implementation of the Common Core State Standards for mathematics Discover what students should learn and how they should learn it Comprehensive research affirmed analysis tools and strategies will help collaborative teams develop and

assess student demonstrations of deep conceptual understanding and procedural fluency Mathematics Curriculum in School Education Yeping Li, Glenda Lappan, 2013-11-19 Mathematics curriculum which is often a focus in education reforms has not received extensive research attention until recently Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education This book provides a unique international perspective on diverse curriculum issues and practices in different education systems offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts The book is organized to help readers learn not only from reading individual chapters but also from reading across chapters and sections to explore broader themes including Identifying what is important in mathematics for teaching and learning in different education systems Understanding mathematics curriculum and its changes that are valued over time in different education systems Identifying and analyzing effective curriculum practices Probing effective infrastructure for curriculum development and implementation Mathematics Curriculum in School Education brings new insights into curriculum policies and practices to the international community of mathematics education with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems This rich collection is indispensable reading for mathematics educators researchers curriculum developers and graduate students interested in learning about recent curriculum development research and practices in different education systems It will help readers to reflect on curriculum policies and practices in their own education systems and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning On Core Mathematics Holt McDougal, 2011-04 On core mathematics provides complete coverage of the Common Core State Standards for Mathematics including the Standards for Mathematical Practice Back cover **Meaningful Math**, 2014 Interactive Mathematics Program's IMP proven content has been restructured and revised into a traditional pathway that fully meets the Common Core State Standards for Mathematics These new courses are titled Meaningful Math Algebra 1 Geometry and Algebra 2 Meaningful Math is an exemplary math curriculum Meaningful Math a derivative of IMP is one of three comprehensive high school mathematics curricula identified as Exemplary by the U S Department of Education for providing convincing evidence of its effectiveness in multiple schools with diverse populations Meaningful Math improves student achievement Meaningful Math has demonstrated impressive student achievement and engagement with a problem centered approach Students across different ability levels showed superior performance results using a variety of measures Meaningful Math is technology enhanced The Meaningful Math curriculum incorporates graphing calculators as an integral part of the development of mathematical ideas The calculators enable students to see mathematics and problem solving in a different way and allow them to focus on ideas Publisher Resources in Education, 1983 *The Science Teacher's*

Toolbox Tara C. Dale, Mandi S. White, 2020-04-09 A winning educational formula of engaging lessons and powerful strategies for science teachers in numerous classroom settings The Teacher s Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Science Teacher s Toolbox is a classroom tested resource offering hundreds of accessible student friendly lessons and strategies that can be implemented in a variety of educational settings Concise chapters fully explain the research basis necessary technology Next Generation Science Standards correlation and implementation of each lesson and strategy Favoring a hands on approach this book provides step by step instructions that help teachers to apply their new skills and knowledge in their classrooms immediately Lessons cover topics such as setting up labs conducting experiments using graphs analyzing data writing lab reports incorporating technology assessing student learning teaching all ability students and much more This book enables science teachers to Understand how each strategy works in the classroom and avoid common mistakes Promote culturally responsive classrooms Activate and enhance prior knowledge Bring fresh and engaging activities into the classroom and the science lab Written by respected authors and educators The Science Teacher s Toolbox Hundreds of Practical Ideas to Support Your Students is an invaluable aid for upper elementary middle school and high school science educators as well those in teacher education programs and staff development professionals *The Five Practices in Practice [High School]* Margaret (Peg) Smith, Michael D. Steele, Miriam Gamoran Sherin, 2020-02-26 This book makes the five practices accessible for high school mathematics teachers Teachers will see themselves and their classrooms throughout the book High school mathematics departments and teams can use this book as a framework for engaging professional collaboration I am particularly excited that this book situates the five practices as ambitious and equitable practices Robert Q Berry III NCTM President 2018 2020 Samuel Braley Gray Professor of Mathematics Education University of Virginia Take a deeper dive into understanding the five practices anticipating monitoring selecting sequencing and connecting for facilitating productive mathematical conversations in your high school classrooms and learn to apply them with confidence This follow up to the modern classic *5 Practices for Orchestrating Productive Mathematics Discussions* shows the five practices in action in high school classrooms and empowers teachers to be prepared for and overcome the challenges common to orchestrating math discussions The chapters unpack the five practices and guide teachers to a deeper understanding of how to use each practice effectively in an inquiry oriented classroom This book will help you launch meaningful mathematical discussion through Key questions to set learning goals identify high level tasks anticipate student responses and develop targeted assessing and advancing questions that jumpstart productive discussion before class begins Video excerpts from real high school classrooms that vividly illustrate the five practices in action and include built in

opportunities for you to consider effective ways to monitor students ideas and successful approaches for selecting sequencing and connecting students ideas during instruction Pause and Consider prompts that help you reflect on an issue and in some cases draw on your own classroom experience prior to reading more about it Linking To Your Own Instruction sections help you implement the five practices with confidence in your own instruction The book and companion website provide an array of resources including planning templates sample lesson plans completed monitoring tools and mathematical tasks Enhance your fluency in the five practices to bring powerful discussions of mathematical concepts to life in your classroom

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Mathematics Teacher Resource Handbook ,1993

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Education ,1996

Resources in

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