

# INTEGRATED Math 1

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

Common Core  
State Standards

High  
School

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

## ALGEBRAIC EXPRESSIONS & PROPERTIES ASSESSMENT

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 NQ.1, 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.

$$\frac{495 \cancel{ft}}{45 \cancel{s}} \cdot \frac{1 \text{ mi}}{5280 \cancel{ft}} \cdot \frac{1 \text{ hr}}{3600 \cancel{s}} = \frac{1 \text{ mi}}{480 \cancel{s}} \quad \text{Convert from feet to miles.}$$

$$\frac{1 \text{ mi}}{480 \cancel{s}} \cdot \frac{60 \cancel{min}}{1 \text{ hr}} = \frac{1 \text{ mi}}{8 \text{ hr}} \quad \text{Convert from seconds to minutes.}$$

$$\frac{1 \text{ mi}}{8 \cancel{min}} \cdot \frac{60 \cancel{min}}{1 \text{ hr}} = \frac{7.5 \text{ mi}}{1 \text{ hr}} \quad \text{Convert from minutes to hours.}$$

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 \$2.75 using the car wash. Solve the equation  $1.75 + 0.5m = 2.75$  to find the number of minutes,  $m$ , that she used the car wash.

$$1.75 + 0.5m = 2.75$$

$$1.75 - 1.75 + 0.5m = 2.75 - 1.75$$

$$0.5m = 1$$

$$2(0.5m) = 2(1)$$

$$m = 2$$

Shawna used the car wash for 2 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.

# Study Guide For 9th Grade Maths

**Kevin Smith**



## **Study Guide For 9th Grade Maths:**

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literacy and so on. However, the majority of teachers in schools and instructors in higher education are inadequately prepared for the task of promoting deeper learning, dialogic learning, and critical thinking in their students. This is despite the fact that there are educational researchers who are developing and evaluating strategies for such promotion. The problem is bridging the gap between the educational researchers' work and what gets conveyed to teachers and instructors as evidence-based, usable strategies. This book addresses that gap in it, leading scholars from around the world describe strategies they have developed for successfully cultivating students' capabilities for deeper learning and transfer of what they learn, dialogic learning, and effective communication and critical thought. They explore connections in the promotion of these capabilities and they provide in accessible form research evidence demonstrating the efficacy of the strategies. They also discuss answers to the questions of how and why the strategies work. A seminal resource, this book creates tangible links between innovative educational research and classroom teaching practices to address the all-important question of how we can realize our ideals for education in the 21st century. It is a must-read for pre-service and in-service teachers, teacher educators, and professional developers and educational researchers who truly care that we deliver education that will prepare and serve students for life.

**Educating All Students Together** Leonard C. Burrello, Carl Lashley, Edith E. Beatty, 2001. A convincing conceptualization of schools as complex adaptive systems. The authors' recommendations that leaders must tinker at the margins and lead in the zone of complexity provide sound and practical advice for school leaders faced with creating unified educational systems that will be able to effectively support students with increasingly diverse learning needs. David W. Peterson, Superintendent, Northern Suburban Special Education District, Highland Park, IL. Far too long we have failed to acknowledge the large number of students relegated to parallel educational systems. This thought-provoking book provides an important first step in helping us surface the mental models we hold of the teaching and learning of diverse student populations. Nelda Cambron-McCabe, Department of Educational Leadership, Miami University, Oxford, OH. An insightful, informative, and thought-provoking book that deals with a topic that concerns every educator. Kate Kinley, Director of Administrative Training and Staff Development, Clark County School District, NV. Learn to create unified learner-centered schools where all students learn. By focusing on student learning as the central goal of school administrators, Burrello, Lashley, and Beatty establish a plan for creating a truly integrated educational system, one that unifies the separate and parallel systems of special and general education. The authors call for an end to the piecemeal strategy of including students one classroom, one grade level, or one school at a time. Instead, they demonstrate how administrators, school leaders, and the community must work together on decisions to implement personalized education plans, accountable curricular outcomes, and appropriate instructional adaptations. Some of the key concepts include: Schools embracing special services personnel, The roles of the community and other stakeholders, Reconceptualizing schools based on learner-centered principles, Program evaluation and incentives, Brain and holographic design as a framework for complex adaptive systems, Collaboration between

school administrators and teachers Adapting curriculum and instruction In this groundbreaking work of practical application Burrello Lashley and Beatty demonstrate effective leadership strategies that will enable administrators to better manage the cultural imperative of equity and excellence for all students They further support the plan for unified schools through case studies and a program evaluation of self study guide An essential resource for general and special educators parents and communities The Mathematical Resilience Book Sue Johnston-Wilder, Clare Lee, 2024-06-13 This book is about

mathematical resilience what it is why it is important how learners can develop it and how teachers can teach in ways that help learners become mathematically resilient Teaching for mathematical resilience helps mitigate mathematics anxiety which is often hidden from view as poor behaviour avoidance and underachievement and can have long term implications especially for people s employment opportunities and career progression Written by a team of expert contributors that specialise in teaching every age of learner from primary school through to adult the book shows that everyone can progress in mathematics if they have Mathematical Resilience and sets out practical strategies to support learners in developing this important attribute Chapters cover How to measure mathematics anxiety and resilience Tools for building mathematical resilience Building a resilient mathematical learning environment The power of coaching Working with groups individuals and support staff Supporting parents and carers The world faces huge challenges that involve mathematical thinking including climate change and economic injustice This valuable text shows teachers how they can help learners to engage positively with mathematical learning and reach their full potential **Uses of Technology in Primary and Secondary**

**Mathematics Education** Lynda Ball, Paul Drijvers, Silke Ladel, Hans-Stefan Siller, Michal Tabach, Colleen Vale, 2018-05-14 This book provides international perspectives on the use of digital technologies in primary lower secondary and upper secondary school mathematics It gathers contributions by the members of three topic study groups from the 13th International Congress on Mathematical Education and covers a range of themes that will appeal to researchers and practitioners alike The chapters include studies on technologies such as virtual manipulatives apps custom built assessment tools dynamic geometry computer algebra systems and communication tools Chiefly focusing on teaching and learning mathematics the book also includes two chapters that address the evidence for technologies effects on school mathematics The diverse technologies considered provide a broad overview of the potential that digital solutions hold in connection with teaching and learning The chapters provide both a snapshot of the status quo of technologies in school mathematics and outline how they might impact school mathematics ten to twenty years from now *Changing the Subject* J. Myron

Atkin, Paul Black, 2005-11 This book is based on a set of stories from teachers and education professionals in thirteen OECD countries Twenty three case studies tell of innovations in practice involving school teachers inspectors academics and policy makers **ENC Focus** , 2001 California Star Mathematics, Grades 8-9 Stephen Hearne, Penny Luczak, 2010-07 California STAR Standardized Testing and Reporting 8th 9th Grade Mathematics Completely aligned with California academic content

standards

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