



Hattiesburg Public School District

Algebra I Mathematics Units

2015 – 2016



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| Unit 2: Equations /Inequalities | Time Frame: 2 Weeks (Aug 24 – Sept 4) |
| Content Standards | Standards for Mathematical Practice |
| Major Standards | <p>(1) Make sense of problems and persevere in solving them.</p> <p>(2) Reason abstractly and quantitatively.</p> <p>(3) Construct viable arguments and critique the reasoning of others.</p> <p>(4) Model with mathematics.</p> <p>(5) Use appropriate tools strategically.</p> <p>(6) Attend to precision.</p> <p>(7) Look for and make use of structure.</p> <p>(8) Look for and express regularity in repeated reasoning.</p> <p>** Note: MPs taken from the Flip Book By McGraw Hill.</p> |
| <p>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.*</p> <p>A-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*</i></p> <p>A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm’s law $V = IR$ to highlight resistance R.*</i></p> <p>A-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>A-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> | |
| Supporting Standards | |
| <p>N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p> | |
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| <p>N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.*</p> <p>N-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*</p> | | | | |
| Additional Standards: | | | | |
| Pre-requisite Standards | | | | |
| Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
| Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |