URBANDALE COMMUNITY SCHOOL DISTRICT

Course Title:	**Algebra I (Algebra IA and Algebra IB)**

Description: Algebra I provides the opportunities for students to develop mathematical concepts in a variety of applications. The emphasis is on the use of algebraic equations to model real data and solve problems. Algebra I provides the means of operating with concepts at an abstract level and then applying them. It gives students the opportunities to represent situations that involve variable quantities with expressions, equations, and inequalities; use tables and graphs; and solve equations and inequalities. Students successful in Algebra I are able to use statistics, graphing techniques, technology, and estimation to describe the world around them. Students are able to solve equations and inequalities, simplify algebraic expressions, and apply various problem-solving skills. Students in Algebra I integrate reading, writing, speaking, listening, and cooperative learning skills in order to expand their knowledge and apply it to real-life situations.

Reporting Topic	Grade Level Standards	Competency Statement
Structures of Expressions	**Interpret the structure of expressions (A-SSE.A)** ● 1. Interpret expressions that represent a quantity in terms of its context. ○ a. Interpret parts of an expression, such as terms, factors, and coefficients. ○ b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P. (DOK 1,2) ● 2. Use the structure of an expression to identify ways to rewrite it. (DOK 1,2) **Use properties of rational and irrational numbers. (HSN-RN.B)** ● 3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	Students will be able to identify parts of an expression, translate sentences, and simplify using the order of operations.
	Solve equations and inequalities in one variable (HSA.REI.B) ● 3. Solve linear equations in one variable, including equations with coefficients represented by letters. (DOK 1) **Create equations that describe numbers or relationships (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. (DOK 1,2) ● 3. Represent constraints by equations or inequalities, and by systems of equations and/or	Students will be able to write and solve equations from a context and determine the reasonableness of their solution.

Applying and Interpreting Equations	inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (DOK 1,2,3) ● 4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R. (DOK 1) **Understand solving equations as a process of reasoning and explain the reasoning (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. (DOK 1,2,3) **Reason quantitatively and use units to solve problems. (HSN.Q.A.1,2,3)** ● 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 (DOK 1) ● 2. Determine and interpret appropriate quantities when using modeling. (DOK 2) ● 3. Determine the accuracy of values based on their limitations in the context of the situation. (DOK 1) **Interpret expressions for functions in terms of the situation they model. (F-LE.B)** ● 5. Interpret the parameters in a linear or exponential function in terms of a context. (DOK 1,2)	
Inequalities	**Solve equations and inequalities in one variable (HSA.REI.B)** ● 3.Solve linear equations in one variable, including equations with coefficients represented by letters. (DOK 1) **Create equations that describe numbers or relationships (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. (DOK 1,2) ● 3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (DOK 1,2,3) **Represent and solve equations and inequalities graphically (A-REI.D)** ● 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). (DOK 1)	Students will be able to write, solve, and graph inequalities.

	• 12.Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. (DOK 1,2) **Reason quantitatively and use units to solve problems. (HSN.Q.A.1,2,3)** • 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 (DOK 1) • 2. Determine and interpret appropriate quantities when using modeling. (DOK 2) • 3. Determine the accuracy of values based on their limitations in the context of the situation. (DOK 1)	
Properties of Linear Functions	**Understand the concept of a function and use function notation (F-IF.A)** • 1. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x). (DOK 1) • 2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (DOK 1,2) **Represent and solve equations and inequalities graphically (A-REI.D)** • 10. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).(DOK 1) **Interpret functions that arise in applications in terms of the context (F-IF.B)** • 4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. (DOK 1,2) • 6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. **Analyze functions using different representations (F-IF.C)** • 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ○ a. Graph linear and quadratic functions and show intercepts, maxima, and minima.	Students will be able to interpret key features of linear functions, tables and graphs.

Applications of Linear Functions	**Reason quantitatively and use units to solve problems. (HSN.Q.A.1,2,3)** ● 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 (DOK 1) ● 2. Determine and interpret appropriate quantities when using modeling. (DOK 2) ● 3. Determine the accuracy of values based on their limitations in the context of the situation. (DOK 1) **Interpret functions that arise in applications in terms of the context (F-IF.B)** ● 5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person/hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. (DOK 1,2) **Analyze functions using different representations (F-IF.C)** ● 9. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (DOK 1,2) **Build a function that models a relationship between two quantities (F-FB.A)** ● 1. Write a function that describes a relationship between two quantities. ○ a. Determine an explicit expression, a recursive process, or steps for calculation from a context. (DOK 1,2) ○ b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. (DOK 1,2) **Understand the concept of a function and use function notation (F-IF.A)** ● 3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.(DOK 1)	Students will be able to analyze functions represented in a wide variety of ways (tables, graphs and equations).
	Solve systems of equations (HSA.REI.C) ● 5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. (DOK 2,3) ● 6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on	Students will be able to create, solve, and graph systems of

Systems of Equations	pairs of linear equations in two variables. (DOK 1,2) ● 7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2 + y2 = 3. (DOK 1,2) **Create equations that describe numbers or relationships (A-CED.A)** ● 2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (DOK 1,2) **Represent and solve equations and inequalities graphically (A-REI.D)** ● 11. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.(DOK 1) ● 12. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.(DOK 1) **Reason quantitatively and use units to solve problems. (HSN.Q.A.1,2,3)** ● 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 (DOK 1) ● 2. Determine and interpret appropriate quantities when using modeling. (DOK 2) ● 3. Determine the accuracy of values based on their limitations in the context of the situation. (DOK 1)	equations and inequalities.
Properties of Exponents	**Extend the properties of exponents to rational exponents (HSN.RN.A)** ● Rewrite expressions involving radicals and rational exponents using the properties of exponents, and justify their work. **Write expressions in equivalent forms to solve problems (A-SSE.B)** ● Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ○ Use the properties of exponents to transform expressions for exponential functions. (DOK 1,2)	Students will be able to use the properties of exponents to simplify expressions.

Exponential Growth and Decay	**Analyze functions using different representations (F-IF.C)** ● Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ○ Graph exponential functions, showing intercepts and end behavior. (DOK 1,2) ● Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. ○ Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02)t, y = (0.97)t, y = (1.01)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay. (F-IF.C.8) (DOK 1,2) **Reason quantitatively and use units to solve problems. (HSN.Q.A.1,2,3)** ● 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 (DOK 1) ● Determine and interpret appropriate quantities when using modeling. (DOK 2) ● Determine the accuracy of values based on their limitations in the context of the situation. (DOK 1)	Students will be able to write and interpret a function for exponential growth and decay.
Polynomial Operations	**Perform arithmetic operations on polynomials (A-APR.A)** ● Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. (DOK 1)	Students will be able to add, subtract, and multiply polynomials.
Solving Quadratic Equations	**Write expressions in equivalent forms to solve problems (A-SSE.B)** ● Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ○ Factor a quadratic expression to reveal the zeros of the function it defines. **Solve equations and inequalities in one variable (A-REI.B)** ● Solve quadratic equations in one variable. ○ Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)2 = q that has the same solutions. Derive the quadratic formula from this form. ○ Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing	Students will be able to solve quadratic equations using a variety of methods.

	the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a +- bi for real numbers a and b. (DOK 1,2,3)	
Properties of Quadratic Equations	**Write expressions in equivalent forms to solve problems (A-SSE.B)** ● Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ○ Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.(DOK 1,2) **Interpret functions that arise in applications in terms of the context (F-IF.B)** ● For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. (DOK 1,2) **Analyze functions using different representations (F-IF.C)** ● Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ○ Graph linear and quadratic functions and show intercepts, maxima, and minima. ○ Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. (DOK 1,2) **Build new functions from existing functions (F-FB.B)** ● Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (DOK 1,2)	Students will be able to interpret key features of a quadratic function.
Construct and Compare Functions	**Reason quantitatively and use units to solve problems. (HSN.Q.A.1,2,3)**. ● 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 (DOK 1) ● Determine and interpret appropriate quantities when using modeling. (DOK 2) ● Determine the accuracy of values based on their limitations in the context of the situation. (DOK 1)	Students will be able to construct and compare linear, quadratic, and exponential models.

	Analyze functions using different representations (F-IF.C) ● Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. ○ Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and Interpret these in terms of a context. (DOK 1,2) **Construct and compare linear, quadratic, and exponential models and solve problems (F-LE.A)** ● Distinguish between situations that can be modeled with linear functions and with exponential functions. ○ Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. (DOK 1,2,3) ○ Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. (DOK 1,2,3) ○ Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. (DOK 1,2,3) ● Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). (DOK 1,2) ● Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. (DOK 1,2)	
Summarizing Data	**Summarize, represent, and interpret data on a single count or measurement variable (S-ID.A)** ● Represent data with plots on the real number line (dot plots, histograms, and box plots). (DOK 1,2) ● Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. (DOK 1,2) ● Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). (DOK 1,2)	Students will be able to represent and evaluate data.
Comparing Set Data	**Summarize, represent, and interpret data on two categorical and quantitative variables (SID.B)** ● Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. (DOK 1,2) ● Represent data on two quantitative variables on a scatter plot, and describe how the variables are	Students will be able to describe relationships between data sets.

	related. ○ Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ○ Informally assess the fit of a function by plotting and analyzing residuals. ○ Fit a linear function for a scatter plot that suggests a linear association. (DOK 1,2) **Interpret linear models (S-ID.C)** ● Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. (DOK 1,2) ● Compute (using technology) and interpret the correlation coefficient of a linear fit. (DOK 1,2) ● Distinguish between correlation and causation. (DOK 1,2)	